



BOSTON **2022** <sup>14-17</sup>  
CONVENTION <sup>JULY</sup>

# Report

DAILY SUMMARIES, SPEECHES,  
OFFICIAL TALLY OF VOTES, RESOLUTIONS  
AND CONSTITUTIONAL AMENDMENTS  
ADOPTED AT THE 2022 AFT CONVENTION

#IamAFT

#ReclaimOurFuture



Randi Weingarten  
PRESIDENT

Fedrick C. Ingram  
SECRETARY TREASURER

Evelyn DeJesus  
EXECUTIVE VICE PRESIDENT

## **Our Mission**

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

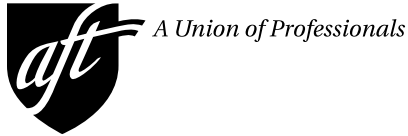
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AMENDMENTS ADOPTED AT  
THE 2022 AFT CONVENTION



## 2022-24 AFT Officers

### **Randi Weingarten**

PRESIDENT

### **Fedrick C. Ingram**

SECRETARY-TREASURER

### **Evelyn DeJesus**

EXECUTIVE VICE PRESIDENT

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SARAH WOFFORD



# Foreword

As I reviewed this report, which is the official record of the proceedings and actions taken by delegates at the AFT's 87th convention in Boston, July 14-17, 2022, I couldn't help but notice how our members met adversity and fear and division with hope and possibility.

You—our members and allies—taught, healed and served our students, our patients, our communities and each other.

In 2022, we fought for opportunity for all, freedom for all and a democracy that works for all. As we often say in this union, we worked to turn our values into action and to help people build a better life because, together, we can achieve what would be impossible to do alone.

Amid the effects of the pandemic, wars abroad, a culture war here at home, and a midterm election—and despite all the chaos and divisiveness—the AFT's educators, school staff, healthcare professionals and public employees have demonstrated we are committed to ensuring our kids and communities get what they need.

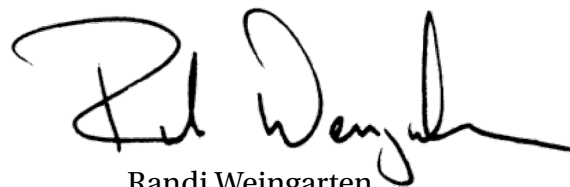
We gave out more than 1 million free books to kids and families through our Reading Opens the World campaign, to spread the joy of books and build confident readers. We helped make the promise of Public Service Loan Forgiveness real, so many AFT members could get relief from student loans. We highlighted the staffing shortages in healthcare and education and fought for the raises and working conditions every member needs. And we provided a trauma

benefit that is there for everyone, given all the trauma we experience in America today—from natural disasters to mass shootings.

Our No. 1 priority will always be standing up for our members, our families and the communities we serve. Our union enters 2023 even more dedicated to fighting for our professions, for our democracy and for policies that create a better life for all. We believe in and fight for freedom, family and faith—faith in America, in our democracy, in public education, healthcare and public services, and faith in each other.

The biennial convention is the highest governing body of the AFT and our 1.7 million members. It is thrilling to me see our delegates' many hours of discussion and action documented in this report. It's here for you as a compendium and a resource. Through their efforts and yours, the AFT will continue to be a beacon of hope for those who believe in democracy, freedom, opportunity and equality. We care, fight, vote and show up for what our members need and for the students, patients and communities we serve. As we continue that work, I want to express my gratitude for all you do for our students, patients and communities.

In unity,



Randi Weingarten  
AFT PRESIDENT



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# Section I

**Convention Call**

**Rules of Conduct**

**Election Rules**

**Report of the Credentials Committee**

**Convention Ballot**

**Official Vote Tally**



**THE 87th CONVENTION** of the American Federation of Teachers is hereby called to convene at the Boston Convention and Exhibition Center in Boston, Mass., July 14, 2022, at the hour of 9:30 a.m. and will remain in session until such time as it has given full consideration to such matters as legally may be brought before it.

**RANDI WEINGARTEN**  
PRESIDENT

**FEDRICK C. INGRAM**  
SECRETARY-TREASURER

**EVELYN DEJESUS**  
EXECUTIVE VICE PRESIDENT

## HOST COMMITTEE CHAIRS

**Jessica Tang**, AFT Vice President; President, Boston Teachers Union  
**Beth Kontos**, President, AFT Massachusetts

## COVID-19 SAFETY

The AFT convention will be held in person. As has been the AFT's practice throughout the COVID-19 pandemic, proof of full vaccination will be required of all in attendance. Safety protocols consistent with CDC recommendations and state and local jurisdiction requirements at the time of the convention will be in effect at official convention sessions and all other AFT-sponsored events. AFT reserves the right to require additional safety precautions as well. Protocol details will be provided at a later time.

## REGISTRATION SCHEDULE

*Boston Convention and Exhibition Center, Hall B1*

**Wednesday, July 13**  
1 p.m. to 7 p.m.

**Thursday, July 14**  
8:30 a.m. to 5 p.m.

**Friday, July 15**  
8:30 a.m. to 5 p.m.\*

**Saturday, July 16**  
9 a.m. to 3 p.m.

### \*VOTING

To be eligible to vote in the election of officers on Saturday, July 16, delegates must be registered by 5 p.m. on Friday, July 15.

## HOUSING AND MEETING SPACE

Housing information is enclosed. Requests for convention center or hotel space should be sent no later than **Monday, June 13**, to Kitty Owens in the AFT Convention, Meetings and Travel Department at 202-879-4514 or [kowens@aft.org](mailto:kowens@aft.org).

## AMERICANS WITH DISABILITIES ACT

The AFT will make every effort to assist in ensuring that accommodations in the Boston hotels and in the facilities at the Boston Convention and Exhibition Center are in compliance with the Americans with Disabilities Act. If a delegate anticipates a special need ensuing from a disability, the delegate should contact Kitty Owens at 202-879-4514 or [kowens@aft.org](mailto:kowens@aft.org) by **Friday, June 3**. The AFT will attempt to accommodate any special needs to ensure that delegates can participate fully in convention activities. Early notice is necessary because some accommodations may require significant advance preparation.

## REPRESENTATION

The biennial AFT convention is the most important policymaking body of the federation. The vitality and democracy of the union depend upon participation in the convention by delegates from all affiliates in good standing. Important resolutions, constitution and bylaws amendments, and the election of the AFT president, secretary-treasurer, executive vice president and 43 vice presidents will be in the hands of the delegates. Each affiliate should take part in the election and in all other important convention business. Plan now to ensure representation from your affiliate.

Please study the following information carefully. The constitutional provisions for AFT conventions have been adopted to ensure that AFT members are represented in their governing body. Delegates must be nominated and elected according to the AFT constitution and the Labor-Management Reporting and Disclosure Act (commonly referred to as the Landrum-Griffin Act). The credentialing process must be followed so that the convention officers can be sure that the will of the membership prevails. If affiliate officers and delegates comply with these requirements, they will save themselves and the convention officers time and avoid disappointment.

*Please note that throughout this Convention Call, the term "member" refers to a qualified member who is in good standing, and the terms "AFT constitution" and "AFT bylaws" refer to the 2020 AFT Constitution and Bylaws, which may be found at [aft.org/about](http://aft.org/about).*

## HOW TO DETERMINE NUMBER OF DELEGATES

Article VIII, Section 2, of the AFT constitution provides that "One delegate to the convention may be elected by each affiliated local having a membership of 25 or fewer. (For each 100 members or major fraction thereof, one additional delegate may be elected.)" (This formula also applies to members at large of state federations.) Therefore, each local should have representation as follows:

Average Membership  
June 2020 through May 2022

50 or fewer.....	1 delegate
51-150.....	2 delegates
151-250.....	3 delegates
251-350.....	4 delegates
351-450.....	5 delegates
451-550.....	6 delegates

A local with more than 550 members can follow the pattern above to determine its delegate strength. Six delegates is not the maximum.

## RETIREE LOCALS

Each chartered organization of retired members may elect one delegate to the AFT convention in the manner prescribed by the AFT constitution, Article VIII, Sections 1(a) and 1(d), and shall be entitled to one vote at the convention. Such delegate shall be entitled to all rights and privileges of a delegate except that such delegate shall not be entitled to nominate any candidate for federation office, or cast a vote in the election of federation officers, unless such delegate has been elected to that position by secret-ballot vote.

## YOUR DELEGATION CANNOT BE SEATED UNLESS:

1. The credential list of all elected delegates and alternates has been reported to the national office no later than **June 14, 2022**, as spelled out in the section herein titled "CREDENTIALS."
2. Per capita is paid through May 2022 and sent to the national office by **June 30, 2022**. Affiliates chartered from May 14 to July 14, 2022, inclusive, may secure representation by paying per capita for two months.
3. All other good-standing requirements are met no later than **June 14, 2022**, as spelled out in the section herein titled "GOOD STANDING."

Any challenge or appeals will be referred to David J. Strom, AFT general counsel, who will make recommendations with strict constitutional interpretation to the AFT executive council.

## GOOD STANDING

Only affiliates in good standing in accordance with the AFT bylaws, Article X, Sections 1 and 2(a), shall be eligible for representation at the AFT convention. To view your affiliate's good-standing status, log in at [aft.org/convention](http://aft.org/convention).



**Section 1.** To be in good standing in the AFT, affiliates must meet the following requirements:

- a. payment of per capita to the AFT on all members, with arrears not to exceed two months, and to the applicable state federation, consistent with its constitution;
- b. current in submission of the affiliate's annual audit, independent financial review, internal review, or financial statement compilation, along with the required certification letter, in keeping with Sections 1, 2, 3, and 4 of Article IX of the AFT bylaws;
- c. current in submission to the AFT of names and addresses for the principal executive and financial officers;
- d. current in submission to the AFT of the names and addresses of current members of the affiliate's executive board;
- e. current in submission of a membership roster; and
- f. current in submission of a copy of the affiliate's up-to-date constitution.

**Section 2(a).** Only affiliates in good standing shall be eligible for representation at the AFT convention. In order to satisfy such good-standing requirements, and in addition to the deadlines otherwise set forth in the AFT constitution and bylaws, each affiliate must provide the AFT with the information required in paragraphs 1(b)-(f) above no later than 30 days prior to the opening date of the convention..

## CREDENTIALS

All affiliates will be sent a credential packet in mid-March containing detailed instructions for reporting elected delegates and alternates to the convention.

**Affiliates are strongly encouraged to use the AFT's online registration system**, which is convenient, secure and environmentally responsible. Paper credential forms will also be available.

**Online system:** Presidents of affiliates using the online reporting method may access the system at [aft.org/convention](http://aft.org/convention). The credential packet will include detailed login instructions. Online reporting must be completed no later than **June 14, 2022**.

**Paper forms:** Presidents of affiliates using the paper reporting method should pay particular attention to the signature requirements. The blue delegate list and the yellow alternate list must bear the signatures of (1) the president and (2) either the secretary or treasurer of the affiliate. All delegate and alternate lists must be returned to the national office no later than **June 14, 2022**, by registered or certified mail or any other reliable means, including electronic transmission, that provides proof of receipt.

**Delegate and alternate credential (pink) cards:** Approximately three weeks prior to the convention, the AFT will mail a personalized credential (pink) card to the address of each reported delegate and alternate. Delegates and alternates must present this pink card to the credentials committee at registration in order to be seated at the convention. We strongly recommend that each delegate bring photo identification to the convention.

## DELEGATE ELECTION PROCEDURE

As a national union, the AFT is subject to the provisions of the Landrum-Griffin Act. This federal law, as well as the AFT constitution, requires that:

1. Each member shall have a reasonable opportunity to be nominated as a delegate.
2. Each member shall be given notice of the right to make nominations, either individually or through a notice placed in the local publication or on work bulletin boards.
3. Notice of election of delegates shall be mailed to each member at least 15 days in advance of the election.
4. Election shall be by secret ballot.
5. Results shall be published and records (including ballots) kept for one year.

It is not necessary to nominate and elect the full number of delegates allotted, provided that the local passes a rule prior to the nominations setting the number to be elected.

**EXAMPLE:** A local is entitled to 30 delegates. The local wants to elect 10 delegates. The local passes a rule prior to the nomination stating that only the 10 candidates receiving the greatest plurality will be elected.

Although many affiliates divide expense allocations equally by common practice, the Labor Department has ruled that expenses need not be distributed equally among the delegates, provided that the rule for allocating the expenses is passed before the nomination of candidates, and provided further that the rule is reasonable and can be uniformly enforced. Using the example previously cited, the rule could provide that the five delegates receiving the highest votes would receive expenses; the remaining five would not. It cannot be left to the discretion of an affiliate officer to decide which five of the 10 would receive the expenses.

The president or other elected union officer may serve as a delegate without a special election provided that:

1. They were elected to office by secret ballot according to provisions of the Landrum-Griffin Act; and
2. The affiliate constitution or bylaws state that one of the duties of office is to be a delegate to the national AFT convention.

## COUNCIL OF LOCALS

Locals with fewer than 100 members each may form a council for the purpose of sending one delegate to the AFT convention representing all locals within the council. The total number of members in the council must be fewer than 300. Locals in the jurisdiction of one employer may form a council without size limitation.

Locals that choose to form councils must provide a nomination and election procedure that conforms to the AFT constitution and to the Landrum-Griffin Act as stated above. In addition, they must:

1. Adopt a common resolution no later than **March 14, 2022**. The resolution may be worded as follows:  
  
*(Name and number of local)*, at a regular meeting on *(date)*, 2022, has voted to join the *(name of council)* for the purpose of sending a delegate to the AFT convention in Boston on July 14, 2022.
2. Hold the election of the council delegate no later than **April 14, 2022**.
3. Send to the national office no later than **May 14, 2022**: copies of the above resolution, a list of locals within the council, the AFT credentials from each local in the council naming the elected delegate, and certification of these credentials, which may be worded as follows:

*(Name and number of local)* elects the following member for the office of delegate from the *(name of council)*. In submitting this form, we certify that we have followed the applicable provisions of the AFT constitution and the Landrum-Griffin Act, and that we are the officers duly authorized to submit this form.

Name of the elected delegate: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_

\_\_\_\_\_  
Signature of president of local

\_\_\_\_\_  
Signature of secretary or treasurer of local

## CONSTITUTION AND BYLAWS AMENDMENTS

AFT state federations or locals may submit proposed amendments to the AFT constitution and bylaws to the convention as provided in Article X of the AFT constitution and Article XI of the AFT bylaws. All proposed amendments should include both the current wording and the proposed change. The proposed amendment must be signed by **at least two elected officers** of the affiliate, certifying that it has been approved for submission to the convention by the executive board or membership of the local, or by the executive board or conven-



tion of the state federation, or by the executive council of the AFT. Properly signed proposed amendments may be mailed, emailed in PDF format or faxed to the president, and must reach the national office by **March 15, 2022**. Send proposed amendments:

- by email (preferred), to [presoffice@aft.org](mailto:presoffice@aft.org);
- by fax, to 202-393-7479; or
- by mail, to AFT, 555 New Jersey Ave. N.W., Washington, DC 20001, Attn: President’s Office—constitution and bylaws amendments.

To be adopted at the convention, constitutional amendments require a two-thirds vote, and bylaws amendments require a majority vote.

## RESOLUTIONS

For 2022, all proposed resolutions:

- Shall be submitted postmarked no later than **June 2, 2022**, so that all resolutions can be sent to delegates and affiliates prior to the convention.
- Shall be introduced by locals, state federations or the executive council of the AFT.
- Shall be approved for submission by the executive board or the membership of the local, or by the executive board or convention of the state federation.
- Shall bear the signatures of **at least two elected officers** of the affiliate introducing the resolution, certifying that the procedure has been followed.
- Shall bear a title.
- If properly signed, may be mailed, emailed in PDF format or faxed to the AFT president no later than **June 2, 2022**.

Send proposed resolutions:

- by email (*preferred*), to [presoffice@aft.org](mailto:presoffice@aft.org);
- by fax, to 202-393-7479; or
- by mail, to AFT, 555 New Jersey Ave. N.W., Washington, DC 20001, Attn: President’s Office—convention resolutions.

Review the AFT’s existing policy resolutions at [aft.org/about/resolutions](http://aft.org/about/resolutions). Direct all questions to the president’s office at 202-879-4400 or [presoffice@aft.org](mailto:presoffice@aft.org).

## CONVENTION COMMITTEES

Affiliates will receive committee choice cards for indicating their delegates’ committee choices. Presidents who submit their delegates’ committee choices online do not need to return the committee cards to the AFT. Whether you are using the online system or the committee cards, first, second and third choices of committees should be indicated. Affiliate presidents may submit their delegates’ committee choices online, or may mail or have delegates mail their committee choice cards to the national office, no later than **June 14, 2022**. The executive council will be guided by these selections in its assignment of delegates to the committees.

Each delegate who wishes to serve will be assigned to one convention committee and should attend the meeting of that committee. A delegate may request to testify on resolutions, especially those submitted by a delegate’s local, that have been assigned to other convention committees. In order to ensure completion of work, however, only assigned members of a committee may debate and vote on resolutions before that committee.

## TENTATIVE

# PROGRAM

*Subject to change. Visit [aft.org/convention](http://aft.org/convention) for current schedule information. Activities will be held at the Boston Convention and Exhibition Center unless otherwise noted.*

### Tuesday, July 12 Pre-convention Activities

4 p.m. – 6 p.m. ....AFT executive council

### Wednesday, July 13 Arrival Day and Pre-convention Activities

TBD .....Community service event— details to follow  
 10 a.m. – noon .....Credentials and elections committee meeting  
 1 p.m. – 7 p.m. ....Convention registration and exhibits open  
 1 p.m. – 5 p.m. ....AFT Retirees conference  
 3 p.m. – 5 p.m. ....Sergeants-at-arms meeting  
 4:15 p.m. – 5:15 p.m. ....Orientation for new delegates

### Thursday, July 14 Convention Day 1

9:30 a.m. ....Opening session  
 Noon .....Constitutional amendments committee  
 1 p.m. – 2:30 p.m. ....Divisional meetings  
 3 p.m. – 5 p.m. ....Convention committee meetings  
 Evening .....Reception for AFT delegates and guests (tentative)

### Friday, July 15 Convention Day 2

7:30 a.m. ....AFT Higher Education breakfast  
 7:30 a.m. ....AFT Public Employees breakfast  
 8 a.m. ....AFT Nurses and Health Professionals breakfast  
 8 a.m. ....AFT PSRP breakfast  
 9:30 a.m. ....General session  
 12:30 p.m. ....Human rights luncheon  
 2:30 p.m. ....General session

### Saturday, July 16 Convention Day 3

7 a.m. ....Early childhood breakfast  
 8:30 a.m. – 10 a.m. ....Procedures for nominations and elections:  
 Nominations of candidates for AFT president, secretary-treasurer, executive vice president and vice presidents  
 10 a.m. ....General session  
 2 p.m. ....General session  
 4:30 p.m. – 7:30 p.m. ....Elections

### Sunday, July 17 Convention Day 4

7:30 a.m. ....Women’s rights breakfast  
 9 a.m. ....General session  
 2 p.m. ....General session to adjournment

# Rules of Conduct for the 2022 AFT Convention

## 1. SERGEANTS-AT-ARMS

- a. Sergeants-at-arms shall at all times keep proper check on delegates and guests, and see that they are seated in their proper places and that order is maintained.
- b. Specially designated sergeants-at-arms shall be assigned to each floor microphone to facilitate their proper use.
- c. Sergeants-at-arms assigned to the entrance doors to the convention hall shall not admit anyone to the hall when a vote is in progress.
- d. Sergeants-at-arms shall not permit the display of caucus or political signs or placards or the distribution of caucus or political material within the convention hall. Parades or demonstrations shall not be permitted.

## 2. FLOOR MICROPHONES

- a. Microphones available for debate on any questions before the convention shall be utilized in rotation, beginning with microphone No. 1 for each new business session. Within each business session, rotation of microphones is defined as the continuation of numerical order. All microphones shall be live at all times during business sessions.
- b. When a question before the convention is put to a vote, all microphones shall be cleared of all delegates in line awaiting their turn to speak.

## 3. RECOGNITION TO SPEAK

- a. A delegate desiring to speak to a question on the floor must remain at his or her microphone position until recognized by the chair in rotation.
- b. A delegate recognized by the chair must state his or her name and local number before speaking.
- c. If a delegate, while speaking, is called to order, he or she shall, at the request of the chair, remain silent until the question is decided.
- d. No delegate shall be allowed to speak twice on any issue until all who are desirous of doing so and are entitled to do so have had a chance to speak.

## 4. SPECIAL ORDERS OF BUSINESS

- a. Special Orders of Business must be printed and available to all convention delegates one business session prior to consideration.

- b. Special Orders of Business must address issues that because of timeliness could not have been dealt with through the resolutions procedure outlined in Article IV, Section 4 of the AFT bylaws.

## 5. MOTIONS AND AMENDMENTS TO MOTIONS

- a. A motion or an amendment to motion duly made and seconded shall not be open for discussion until it has been clearly repeated to the convention by the chair.
- b. The chair, at his or her discretion, may require a motion or amendment to be submitted in writing.
- c. No motion or amendment shall be voted upon until the mover or introducer has had an opportunity to speak to it if he or she so desires.
- d. The chair shall repeat the motion or amendment before the convention immediately prior to the vote thereon.

## 6. LIMITATIONS ON DEBATE

A delegate shall be allowed to speak to any question for a period not to exceed three minutes. He or she shall be notified when two minutes have elapsed and again at the close of the third minute, at which time the speaker must return to his or her seat.

## 7. POINTS OF ORDER

When the chair entertains a point of order, no further points of order can be raised until the point before the body is disposed of.

## 8. APPEALS

A delegate desiring to appeal a decision of the chair must be recognized for the purpose of such appeal before any other delegates are recognized for any other purpose.

## 9. VOTING

Except on roll-call votes, all voting shall be by voice or by a show of hands, but the chair may call for a standing vote when in doubt. No division shall be taken unless the vote is challenged and the challenge supported by one-third of the delegates assembled rising in their places or if the chair so decides.

## 10. GUEST SPEAKERS

Guest speakers invited by the executive council or the convention shall be introduced at their convenience by the chair, provided, however, that no speaker on the floor shall be interrupted.

## 11. COMMITTEE MEETINGS

- a. The chair of each committee shall, at the opening of the committee meeting, appoint a secretary to record the proceedings, two timekeepers to ensure that time limits are followed, and several tellers to assist the chair in determining votes. A sufficient number of sergeants-at-arms shall be assigned to each convention committee meeting to check badges and to maintain order.
- b. Attendance shall be taken, and only those delegates properly assigned to the committee in question shall be permitted to attend and to participate in committee business.
- c. All the foregoing rules of the convention that can be made applicable to committee meetings shall apply, such as the limitations on debate, appeals of the decision of the chair, voting procedures (except that there be no roll-call votes), and procedures for motions and amendments.
- d. At the opening of each committee session and before any business has been transacted, the chair shall read to the assembled committee members Sections 6, 7 and 8 of Article IV of the bylaws so that they may be reminded of their responsibility to select the resolutions or business the committee considers most important.
- e. It shall be the responsibility of the chair and secretary of each committee to see to it that the resolutions that the committee wants to report to the convention are submitted to the convention office for duplication and are available on the floor of the convention for distribution to delegates prior to consideration.
- f. For purposes of clarity and consistency, committee recommendations should be presented in a uniform manner: The committee recommends concurrence in favor of the resolution, or the committee recommends non-concurrence in opposition to the resolution.
- g. The committee chair shall report the recommendations of the committee to the convention on the basis of a majority vote of its members present and voting.

# Rules Governing the 2022 Election of Officers of the AFT and Delegates to the AFL-CIO Convention

## 1. THE ELECTION COMMITTEE

- a. The Election Committee is combined with the Credentials Committee whose members are appointed pursuant to Article V of the AFT bylaws.
- b. The chair of the Credentials Committee also serves as the chair of the Election Committee.
- c. The Election Committee shall have plenary powers to run the election and determine any disputes that may arise during or out of the election subject only to the provisions of Article VI of the AFT bylaws, which specify the procedures for nomination and election. It may engage the services of an entity to carry out election procedures.
- d. The Election Committee shall receive the names of the nominees for office from the secretary-treasurer no later than 8:30 a.m. on the third day of the convention (July 16, 2022) after an opportunity for declinations as provided in Article VI, Section 1 of the AFT bylaws.

## 2. OBSERVERS

- a. Each candidate or slate shall appoint their own observer who shall have access to the polling and counting of the ballots.
- b. There shall be one observer per candidate or slate for each tabulation room.
- c. Observers may take notes and ask questions but may not interfere in the election process. No photographs may be taken in the tabulation room.
- d. The candidate or slate shall notify the chair of the Election Committee of the names of the observers at a time determined by the Election Committee.
- e. An observer must be a member of the AFT.

## 3. SLATES

- a. Two or more candidates for office may organize themselves into a slate for election.
- b. Candidates for office may organize themselves into a slate, and they shall designate the name of their slate. No slate can use the name of any other slate that has historically used a certain name. Otherwise the slate shall determine its own name.
- c. Delegates have a choice of voting for a slate or voting for individual candidates.
- d. Every candidate and every slate shall make themselves known to the chair of the Election Committee so that proper information can be provided for the printing of ballots no later than 8:30 a.m. on the third day of the convention.

- e. Requests for table space and for meeting rooms outside of the convention hall by caucuses sponsoring slates shall be made to the director of conventions, meetings and travel at least 15 days prior to the convention in accordance with established procedures.
- f. Individual requests for previously unarranged table space and meeting rooms outside of the convention hall, shall be made to the director of conventions, meetings and travel no later than 10:00 a.m. on the first day of the convention (July 14, 2022) after picking up nomination forms from the Credentials and Election Committee.

## 4. VOTING PROCEDURE

- a. An announcement shall be made to the convention of the time and place to secure ballots for distribution to delegations, which shall be no later than 4:30 p.m. on the third day of the convention. Balloting shall be completed by 7:30 p.m. as provided in Article VI, Section 2 of the AFT bylaws. The Election Committee may change the starting time of the election to accommodate the convention schedule and adjust the ending time to allow three hours for voting.
- b. Each local shall select a ranking delegate who shall be responsible for securing ballots, delivering them to the delegates and returning the executed ballots to the same place they were first distributed. The ranking delegate shall receive only the number of ballots necessary for the delegation as certified by the Credentials Committee. Any unused ballots must also be returned.
- c. Every ballot shall be signed by the delegate voting that ballot. No ballot shall be counted that is not signed.
- d. Delegates shall be instructed by the ranking delegate on the voting procedure. When a delegate wishes to vote for a slate, that delegate shall place a mark as instructions in the box or circle identifying the slate as per the instructions for voting. Delegates must choose between voting by slate or individually. When the vote is by slate, the delegate is limited to voting for one slate only and may not combine slate voting with individual candidate voting. When a delegate wishes to vote for individual candidates, that delegate shall put a mark by the candidate's name in the box or circle as per the instructions for voting. The delegate who votes individually may vote

for each of the vacant positions as indicated on the ballot.

- e. Upon receipt of the ballots from the ranking delegate, the Election Committee shall separate the ballots into separate piles consisting of blank ballots, unsigned ballots, overvotes<sup>1</sup>, votes for each slate and individual candidate votes or other piles deemed necessary by the election committee and election tabulation vendor. The procedure for distribution and voting is part of the balloting process and begins at the time indicated in Article VI, Section 2 of the AFT bylaws or at such time as established by the Election Committee to accommodate the convention schedule.
- f. The tabulation of votes begins as soon as practicable on the third day of the convention in a place to be announced.
- g. The value of each vote is determined by computer by dividing the local's votes to four decimal places and assigning this number to each delegate as required by Article VII, Section 8 of the AFT constitution.
- h. The results of the election will be announced at the opening of the convention on the following day. Election votes may be posted in writing prior to that time if they are by then completed.

## **5. CAMPAIGN CONTRIBUTIONS**

No candidate or supporter may solicit or accept financial support or any other direct or indirect support of any kind from any non-member of AFT.

## **6. DELEGATES TO AFL-CIO CONVENTION (when applicable)**

Delegates to the AFL-CIO convention are the president, the secretary-treasurer and the executive vice president. In addition, other delegates may be elected in a number to be determined by the executive council. The election of these delegates, other than the specified officers, shall follow the procedure for election of officers as set forth in these rules.

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1. An overvote occurs when a delegate votes for a combination of slate and individuals or the number of candidates exceeds the number of vacancies.

# Report of the **Credentials Committee**

## **Committee Chair:**

David Kazansky, United Federation of Teachers, Local 2

## **As of 1 p.m., July 16, 2022:**

### **TOTAL NUMBER OF DELEGATES ..... 2,355**

389 locals represented

29 state federations

0 councils of locals

3 ex-officio delegates

17 alternates

### **TOTAL ELECTION VOTES ..... 752,488**

(includes 21,851 sequestered votes)

AFT 2022 Election

VOTING INSTRUCTIONS

- You have the right to vote for candidates of your choice.
- You may vote for either individual candidates OR for an entire slate of candidates, but you cannot do both.
- Completely fill the ● circles next to your selections, using a black permanent marker or a blue or black pen. Do not use pencil.
- ***Be sure to sign this ballot — your vote will not be counted unless you sign this ballot.***



Bryson, William

5291

OR 7007

Local Name

SLATE VOTING SECTION

I vote for all candidates on the Progressive Caucus Slate.

\*\*\*\* If you voted for a slate, stop here and sign your ballot at the bottom of this page. \*\*\*\*

INDIVIDUAL CANDIDATE VOTING SECTION

For Individual Voting, Vote for Up to One Candidate for Each of the Following Offices

Progressive Caucus ↓

President  Weingarten, Randi

Secretary-Treasurer  Ingram, Fedrick

Executive Vice President  DeJesus, Evelyn

AFT Vice Presidents: Vote for Up to 43 Candidates

Progressive Caucus ↓

- Abraham, J. Philippe
- Abrams, Shelvy
- Albert, Frederick
- Bonilla Sanchez, Victor
- Byrd, Vicky
- Capo, Zeph
- Carter, Larry
- Chavez, Kathy
- Chiera, Donna
- Cropper, Melissa
- Curtis, Amanda
- Davis, James
- Davis Gates, Stacy
- DiBrango, Jolene
- Dunham, GlenEva

Progressive Caucus ↓

- Flynn, Francis
- Freitas, Jeffery
- Gray, David
- Gross, Ron
- Harmon, Anthony
- Hecker, David
- Hernandez Mats, Karla
- Hochadel, Jan
- Jordan, Jerry
- Kowal, Frederick
- Martin, Terrence
- McCormick-Lyons, Kara
- Montgomery, Daniel
- Mulgrew, Michael

Progressive Caucus ↓

- Mulvey, Irene
- Obrenski, Shari
- Pallotta, Andrew
- Phillips, Donna
- Ramirez, Juan
- Spar, Andrew
- Specht, Denise
- Spence, Wayne
- Steinberg, Arthur
- Tang, Jessica
- Urbanski, Adam
- White, Debbie
- Williams, Carl
- Wofford, Sarah

Delegate Signature: \_\_\_\_\_





# Official Vote Tally



St	Local	Local Name	Delegate	Notes
AK	1953	Alaska Nurses Association	Colegrove, Terra	290.0000
AK	1953	Alaska Nurses Association	Erickson, Jane	290.0000
AK	1953	Alaska Nurses Association	Massmann, Sara	290.0000
AK	1953	Alaska Nurses Association	Phillips, Donna	290.0000
AK	1953	Alaska Nurses Association	Shull, Katie	290.0000
AK	4425	Anchorage Council of Education	Groskreutz, Beverly	82.0000
AK	4425	Anchorage Council of Education	Mollina-Lodeen, Rachel	82.0000
AK	4425	Anchorage Council of Education	Simmons, John	82.0000
AK	4900	Anchorage Council of Education	Sutterfield, Dane	82.0000
AK	4900	Alaska Public Employees Assn/Supervisory	Carnahan, Liam	344.6000
AK	4900	Alaska Public Employees Assn/Supervisory	Miller, John	344.6000
AK	4900	Alaska Public Employees Assn/Supervisory	Quintyne, Andrea	344.6000
AK	4900	Alaska Public Employees Assn/Supervisory	Strahm, Christina	344.6000
AK	4900	Alaska Public Employees Assn/Supervisory	Williams, Michael	344.6000
AK	4996	United Academics-AAUP/AFT	Edwards, Nelta	657.0000
AK	6096	Juneau Education Support Staff	Balovich, Tracy	81.3333
AK	6096	Juneau Education Support Staff	Spiech, Todd	81.3333
AK	6096	Juneau Education Support Staff	St Clair, Earl	81.3333
AK	6133	Confidential Employees Association	Catalioto, Kasey	74.5000
AK	6133	Confidential Employees Association	Scott, Pilar	74.5000
AK	6265	TOTEM Assn of Educational Support Person	Thompson Wall, Sandra	852.0000
CA	0061	United Educators of San Francisco	Abermthy, Rori	1441.7500
CA	0061	United Educators of San Francisco	Cuniel, Cassandra	1441.7500
CA	0061	United Educators of San Francisco	Hu, Leslie	1441.7500
CA	0061	United Educators of San Francisco	Samao, Carolyn	1441.7500
CA	0061R	UESF Retirees	Gutierrez Guz, Lisa	1.0000
CA	1020	Salinas Valley Federation of Teachers	Bassler, Katharine	326.3333
CA	1020	Salinas Valley Federation of Teachers	McDougall, Steve	326.3333
CA	1020	Salinas Valley Federation of Teachers	Sheehan, Katelyn	326.3333
CA	1021	United Teachers Los Angeles	Bravo, Ayde	2396.0000
CA	1021	United Teachers Los Angeles	Chagoya, Marcela	2396.0000
CA	1021	United Teachers Los Angeles	Diaz, Rosa	2396.0000
CA	1021	United Teachers Los Angeles	Flowers Lee, Georgia	2396.0000
CA	1021	United Teachers Los Angeles	Gallardo, Gloria	2396.0000
CA	1021	United Teachers Los Angeles	Gunnell, Ingrid	2396.0000
CA	1021	United Teachers Los Angeles	Inouye, Arlene	2396.0000
CA	1021	United Teachers Los Angeles	Jordan, Denisha	2396.0000
CA	1021	United Teachers Los Angeles	Klein, Hannah	2396.0000
CA	1021	United Teachers Los Angeles	Myart-Cruz, Cecily	2396.0000
CA	1021	United Teachers Los Angeles	Ramirez, Juan	2396.0000
CA	1021	United Teachers Los Angeles	Roland, Cynthia	2396.0000
CA	1021	United Teachers Los Angeles	Van Winkle, Julie	2396.0000
CA	1481	Jefferson Federation of Teachers	Agra, Marie	182.5000
CA	1481	Jefferson Federation of Teachers	Casey, Monica	182.5000
CA	1521A	AFT College Staff Guild	Alonzo, Hazel	96.0000
CA	1521A	AFT College Staff Guild	Ayvazyan, Kristine	96.0000
CA	1521A	AFT College Staff Guild	Campbell, Aleta	96.0000
CA	1521A	AFT College Staff Guild	Campios, Yovanna	96.0000
CA	1521A	AFT College Staff Guild	Chisom, Keiyanna	96.0000
CA	1521A	AFT College Staff Guild	Embrey, Naitalie	96.0000
CA	1521A	AFT College Staff Guild	Haywood, Jo-Ann	96.0000
CA	1521A	AFT College Staff Guild	Horowitz, Abraham	96.0000
CA	1521A	AFT College Staff Guild	Madden, Cynthia	96.0000
CA	1521A	AFT College Staff Guild	Smith-Kersain, Rowena	96.0000
CA	1521A	AFT College Staff Guild	Villalobos, Rosaiba	96.0000
CA	1521A	AFT College Staff Guild	Williams, Promise	96.0000

St	Local	Local Name	Delegate	Votes
CA	1521	Los Angeles College Faculty Guild	Agredano, Felipe	250.0769
CA	1521	Los Angeles College Faculty Guild	Chee, Grace	250.0769
CA	1521	Los Angeles College Faculty Guild	Cofor, Christopher	250.0769
CA	1521	Los Angeles College Faculty Guild	Galvez, Jennifer	250.0769
CA	1521	Los Angeles College Faculty Guild	Hendricks, Sharon	250.0769
CA	1521	Los Angeles College Faculty Guild	Hicks, Jeffrey	250.0769
CA	1521	Los Angeles College Faculty Guild	McKeever, James	250.0769
CA	1521	Los Angeles College Faculty Guild	Morris, Patricia	250.0769
CA	1521	Los Angeles College Faculty Guild	Saint-Paul, Jessica	250.0769
CA	1521	Los Angeles College Faculty Guild	Valadez, Mario	250.0769
CA	1521	Los Angeles College Faculty Guild	White, Stephanie	250.0769
CA	1521	Los Angeles College Faculty Guild	Winter, Anne	250.0769
CA	1521	Los Angeles College Faculty Guild	Zelaya, Iris	250.0769
CA	1533	State Center Federation of Teachers	Barnes, Lucy	1141.0000
CA	1794	Newport Mesa Federation of Teachers	Auwarter, Sarah	980.0000
CA	1931	AFT Guild, Local 1931	Mahler, Jim	3204.0000
CA	1936	Pajaro Valley Federation of Teachers	Azzaro, Laura	221.2000
CA	1936	Pajaro Valley Federation of Teachers	Dimz, Brandon	221.2000
CA	1936	Pajaro Valley Federation of Teachers	Mallard, Debra	221.2000
CA	1936	Pajaro Valley Federation of Teachers	Ruiz, Edith	221.2000
CA	1936	Pajaro Valley Federation of Teachers	Webb, Christopher	221.2000
CA	2121	Community College Teachers of San Franci	Berry, Joe	289.6667
CA	2121	Community College Teachers of San Franci	D'Souza, Alan	289.6667
CA	2121	Community College Teachers of San Franci	Finklestein, Malailka	289.6667
CA	2121R	Community College Teachers of San Franci	Killebrew, Ann	1.0000
CA	2317	ABC Federation of Teachers	Golden, Tanya	143.4286
CA	2317	ABC Federation of Teachers	Ham, Daren	143.4286
CA	2317	ABC Federation of Teachers	Hind, David	143.4286
CA	2317	ABC Federation of Teachers	Lacar-Garcia, Laura	143.4286
CA	2317	ABC Federation of Teachers	McNutt, Rhonda	143.4286
CA	2317	ABC Federation of Teachers	Mitchell, Megan	143.4286
CA	2317R	ABC Federation of Teachers-Retiree Chapt	Nam, Connie	143.4286
CA	3553	Paso Robles Public Educators	Cox, Dennis	1.0000
CA	4008	North Monterey County Federation of Teac	Boddington, Bernadette	301.0000
CA	4529	Lawndale Federation of Classified Employ	Capito, Andrea	229.0000
CA	4952	Yuba College	Williams, Carl	228.0000
CA	4952	Yuba College	Passerini, Kristina	61.0000
CA	4952	Yuba College	Self, Elaine	61.0000
CA	4952	Yuba College	Walker, Heidi	61.0000
CA	6106	Adjunct Faculty United	Rohkea, Seija	480.0000
CA	6142	El Camino Classified Employees	Baqur, Manicar	83.6667
CA	6142	El Camino Classified Employees	Dietz, Roy	83.6667
CA	6142	El Camino Classified Employees	Marquez, Lissette	83.6667
CA	6352	Citrus College Adjunct Faculty Federatio	Jefferson, Elaine	104.5000
CA	8004	California Federation of Teachers	Zeman, William	104.5000
CA	8004	California Federation of Teachers	Freitas, Jeffery	18.0000
CA	8004	California Federation of Teachers	Smith, Luukia	18.0000
CO	4463	Denver Federation for Paraprofessionals	Finney, Christina	377.3333
CO	4463	Denver Federation for Paraprofessionals	Jiron, Bernadette	377.3333
CO	4463	Denver Federation for Paraprofessionals	Pacheco, Victoria	377.3333
CT	0933	New Haven Federation of Teachers	Blatteau, Leslie	252.8333
CT	0933	New Haven Federation of Teachers	Gallagher, Melody	252.8333
CT	0933	New Haven Federation of Teachers	Hickinson, Fana	252.8333
CT	0933	New Haven Federation of Teachers	Meadows, Alfred	252.8333
CT	0933	New Haven Federation of Teachers	Solis, Allan	252.8333
CT	0933	New Haven Federation of Teachers	Thorne, Cameo	252.8333

St	Local	Local Name	Delegate	Votes
CT	1018	Hartford Federation of Teachers	Beckford, Stuart	202,000
CT	1018	Hartford Federation of Teachers	Cherry, Norma	202,000
CT	1018	Hartford Federation of Teachers	Demeijl, Richard	202,000
CT	1018	Hartford Federation of Teachers	Gale, Carol	202,000
CT	1018	Hartford Federation of Teachers	Moses, Corey	202,000
CT	1018	Hartford Federation of Teachers	Quinones, Irada	202,000
CT	1018	Hartford Federation of Teachers	Rhey-Fisher, Syleita	202,000
CT	1018	Hartford Federation of Teachers	Tatum, Steven	202,000
CT	1478	Meriden Federation of Teachers	Mancini-Averi, Lauren	956,000
CT	1547	West Haven Federation of Teachers	McQueeney, Kerry	279,500
CT	1547	West Haven Federation of Teachers	Scanlon, Kristen	279,500
CT	1577	Windham Federation of Teachers	Greer, Chelsey	146,000
CT	1577	Windham Federation of Teachers	Reyes, Rose	146,000
CT	1723	Norwalk Federation of Teachers	Yordon, Mary	1095,000
CT	1942	Federation of Technical College Teachers	Maistenit, Lillian	146,500
CT	1942	Federation of Technical College Teachers	Maroney, Eric	146,500
CT	2221	Hartford Federation of Paraprofessionals	Davis, Shellye	187,500
CT	2221	Hartford Federation of Paraprofessionals	Shepard, Maria	187,500
CT	3695	University of Connecticut Prof Employees	Babcock, Donald	368,000
CT	3695	University of Connecticut Prof Employees	De Merell, Fiona	368,000
CT	3695	University of Connecticut Prof Employees	Fischer, Kathy	368,000
CT	3695	University of Connecticut Prof Employees	Morenus, Jennifer	368,000
CT	3695	University of Connecticut Prof Employees	Morenus, Peter	368,000
CT	3793	Norwalk Federation of Educational Person	Alicea, Daisy	87,750
CT	3793	Norwalk Federation of Educational Person	Stokes, Reggie	87,750
CT	3793	Norwalk Federation of Educational Person	Webb, Cristina	87,750
CT	3793	Norwalk Federation of Educational Person	Wyatt, Hope	87,750
CT	3837	University Health Professionals	Barrientos, Elizabeth	146,722
CT	3837	University Health Professionals	Bates, Isolda	146,722
CT	3837	University Health Professionals	Bennettson, Raymond	146,722
CT	3837	University Health Professionals	Brown, Shawn	146,722
CT	3837	University Health Professionals	Defranco, Christopher	146,722
CT	3837	University Health Professionals	D'Ostilio, Alyssa	146,722
CT	3837	University Health Professionals	Ericson, Kimberly	146,722
CT	3837	University Health Professionals	Figueroa, Elizabeth	146,722
CT	3837	University Health Professionals	Garrity, William	146,722
CT	3837	University Health Professionals	Judd, Christine	146,722
CT	3837	University Health Professionals	Lambert, Summer	146,722
CT	3837	University Health Professionals	Morningstar, Jean	146,722
CT	3837	University Health Professionals	Proper, Michelle	146,722
CT	3837	University Health Professionals	Roark, Robin	146,722
CT	3837	University Health Professionals	Ruiz, Josefine	146,722
CT	3837	University Health Professionals	Thomas, Dawn	146,722
CT	3837	University Health Professionals	Valentino, Gloria	146,722
CT	3837	University Health Professionals	Vance, Richard	146,722
CT	4200	Administrative and Residual Employees Un	Angelucci, Paul	1276,500
CT	4200	Administrative and Residual Employees Un	Disette, John	1276,500
CT	4200	Administrative and Residual Employees Un	Lamb, Patrick	1276,500
CT	4200	Administrative and Residual Employees Un	Talbot-Slagi, James	1276,500
CT	5047	Danbury Nurses Union	McKay, Kristin	266,000
CT	5047	Danbury Nurses Union	Stauffer, Janice	266,000
CT	5149	Backus Federation of Nurses	Brady, John	392,000
CT	8006	AFT Connecticut	Hochadel, Jan	1,000
DC	0006	Washington Teachers Union	Bell, Regina	547,875
DC	0006	Washington Teachers Union	Brown, Tiffany	547,875
DC	0006	Washington Teachers Union	Fuchs, Laura	547,875

St	Local	Local Name	Delegate	Notes
DC	0006	Washington Teachers Union	Pogue Lyons, Jacqueline	547.8750
DC	0006	Washington Teachers Union	Puryear, Chrystal	547.8750
DC	0006	Washington Teachers Union	Shaw, Tarsha	547.8750
DC	0006	Washington Teachers Union	Vialpando, Jacqueline	547.8750
DC	0006	Washington Teachers Union	Warner, Keisha	547.8750
FL	1605	Volusia United Educators	Williams-Spar, Vemell	3538.0000
FL	1974	United Teachers of Dade	Adams, Latoya	442.7586
FL	1974	United Teachers of Dade	Bailiou, Nilsa	442.7586
FL	1974	United Teachers of Dade	Bostic, Cedric	442.7586
FL	1974	United Teachers of Dade	Brockington, Adrian	442.7586
FL	1974	United Teachers of Dade	Brown, Tracy-Ann	442.7586
FL	1974	United Teachers of Dade	Carr, Charles	442.7586
FL	1974	United Teachers of Dade	Eckert, Mimi	442.7586
FL	1974	United Teachers of Dade	Festge, Don	442.7586
FL	1974	United Teachers of Dade	Firrell, Dr. Wendy	442.7586
FL	1974	United Teachers of Dade	Griffin, Carolyn	442.7586
FL	1974	United Teachers of Dade	Grimes-Festge, Mindy	442.7586
FL	1974	United Teachers of Dade	Heppburn-Lewis, Patricia L.	442.7586
FL	1974	United Teachers of Dade	Holmes, Cassandra	442.7586
FL	1974	United Teachers of Dade	Holmes, Otaile	442.7586
FL	1974	United Teachers of Dade	Homy, Myriene	442.7586
FL	1974	United Teachers of Dade	Isom-Bostic, Sherina	442.7586
FL	1974	United Teachers of Dade	Jackson, Dr. Joy	442.7586
FL	1974	United Teachers of Dade	Jackson-Hough, Jacqueline	442.7586
FL	1974	United Teachers of Dade	Lewis, Sakinah	442.7586
FL	1974	United Teachers of Dade	Louie, Nathalie	442.7586
FL	1974	United Teachers of Dade	Martin, Renier	442.7586
FL	1974	United Teachers of Dade	Matis, Karla	442.7586
FL	1974	United Teachers of Dade	Mayo, Felicia	442.7586
FL	1974	United Teachers of Dade	Parra, Maria	442.7586
FL	1974	United Teachers of Dade	Stanford, Dr. Khalifa	442.7586
FL	1974	United Teachers of Dade	Symonette, Dr. Precious	442.7586
FL	1974	United Teachers of Dade	Werther, Wendi	442.7586
FL	1974	United Teachers of Dade	Whitaker, Tina Y.	442.7586
FL	1974	United Teachers of Dade	White, Antonio	442.7586
FL	1975	Broward Teachers Union	Fischer, Brenda	1846.8333
FL	1975	Broward Teachers Union	Fusco, Anna	1846.8333
FL	1975	Broward Teachers Union	Kemp, Bernie	1846.8333
FL	1975	Broward Teachers Union	McClary III, Roosevelt	1846.8333
FL	1975	Broward Teachers Union	Minchew, Kenneth	1846.8333
FL	1975	Broward Teachers Union	Ruido, Liliana	1846.8333
FL	2098	Brevard Federation of Teachers	Chyblon, S. Hope	415.4286
FL	2098	Brevard Federation of Teachers	Colucci, Anthony	415.4286
FL	2098	Brevard Federation of Teachers	Hilliard, Jonathan	415.4286
FL	2098	Brevard Federation of Teachers	Savage, Kyle	415.4286
FL	2098	Brevard Federation of Teachers	Skipper, Vanessa	415.4286
FL	2098	Brevard Federation of Teachers	Stiles, Traci	415.4286
FL	2098	Brevard Federation of Teachers	Walters, Caitlin	415.4286
FL	3165	United Teachers of Suwannee	Rodriguez, Eric	351.0000
FL	3326	Duval Teachers United	Johnson, Deania	3770.5000
FL	3326	Duval Teachers United	Meeks, John	3770.5000
FL	3600	United School Employees of Pasco	Vinson, Cheryl	3312.0000
FL	3783	Lake County Education Association	Smith, Kathy	1572.0000
FL	3821	Manatee Education Association	Fugate, Michele	476.5000
FL	3821	Manatee Education Association	Spencer, Dawn	476.5000
FL	3821	Manatee Education Association	Syre, Jonathan	476.5000

St	Local Name	Delegate	Votes
FL 3821	Manatee Education Association	Walker, Dawn	476.5000
FL 4253	United Faculty of Miami Dade College	Epstein-Garci, Susan	64.2500
FL 4253	United Faculty of Miami Dade College	Pierre-Phillip, Lomer	64.2500
FL 4253	United Faculty of Miami Dade College	Ramsay, Elizabeth	64.2500
FL 4253	United Faculty of Miami Dade College	Richard, Mark	64.2500
FL 7407	Citrus County Education Association	Larue, Kimberly	363.0000
FL 7407	Citrus County Education Association	Smith, Victoria	363.0000
FL 7408	Clay County Education Association	Howell, James	420.2500
FL 7408	Clay County Education Association	Kidwell, Victoria	420.2500
FL 7408	Clay County Education Association	Koch, Bethany	420.2500
FL 7408	Clay County Education Association	Legge, Kellie	420.2500
FL 7415	Escambia Education Association	Cleaver, Carol	488.6667
FL 7415	Escambia Education Association	Garman, Kimberly	488.6667
FL 7415	Escambia Education Association	Warren, Darzell	488.6667
FL 7432	Hillsborough Classroom Teachers Associat	Aggor, Kofii	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Carey, Wendy	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Chuchman, Valerie	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Gamble, Stacie	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Green, Johnny	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Jackson, Bradley	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Kriete, Carolyn	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Kriete, Robert	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Perdue, Linda	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Sparks, Kathryn	946.4545
FL 7432	Hillsborough Classroom Teachers Associat	Teagarden, Nicole	946.4545
FL 7437	Teachers Association of Lee County	Daly, Kevin	3326.0000
FL 7442	Marion Education Association	Avery, Joy	264.6667
FL 7442	Marion Education Association	Avery, Mark	264.6667
FL 7442	Marion Education Association	Hamel, Helen	264.6667
FL 7442	Marion Education Association	Hooks, Sharon	264.6667
FL 7442	Marion Education Association	Ouellette, Paul	264.6667
FL 7442	Marion Education Association	Treulieb, Vickie	264.6667
FL 7443	Marion Essential Support Personnel	Godwin, Barbara	579.0000
FL 7448	Orange County Classroom Teachers Associa	Lewis, Daphne	1567.4000
FL 7448	Orange County Classroom Teachers Associa	Menchan, Selena	1567.4000
FL 7448	Orange County Classroom Teachers Associa	Modesto, Ashley	1567.4000
FL 7448	Orange County Classroom Teachers Associa	Rasmussen, Alan	1567.4000
FL 7448	Orange County Classroom Teachers Associa	Rivera, Maira	1567.4000
FL 7449	Orange ESP Association	Pollard, Ronald	2379.0000
FL 7450	Osceola Classroom Teachers Association	Allen, Lawrence	545.6000
FL 7450	Osceola Classroom Teachers Association	Gatris, Gregory	545.6000
FL 7450	Osceola Classroom Teachers Association	Moody, Janet	545.6000
FL 7450	Osceola Classroom Teachers Association	Pruitt, Karen	545.6000
FL 7450	Osceola Classroom Teachers Association	Smith, Felicia	545.6000
FL 7451	Palm Beach County Classroom Teachers Ass	Lonrhofer, Gordon	2371.0000
FL 7451	Palm Beach County Classroom Teachers Ass	Morgan Willia, Gilda	2371.0000
FL 7451	Palm Beach County Classroom Teachers Ass	Woods, Michael	2371.0000
FL 7452	Pinellas Classroom Teachers Association	Brenlie, Ginger	799.0000
FL 7452	Pinellas Classroom Teachers Association	Bryant, T. Lee	799.0000
FL 7452	Pinellas Classroom Teachers Association	Pickett, Brennen	799.0000
FL 7452	Pinellas Classroom Teachers Association	Stephens, Paula	799.0000
FL 7452	Pinellas Classroom Teachers Association	Velardi, Nancy	799.0000
FL 7453	Pinellas ESP Association	Henjes, Nelly	795.0000
FL 7454	Polk Education Association	Algood, Laura	688.6667
FL 7454	Polk Education Association	Hernandez, Octavio	688.6667
FL 7454	Polk Education Association	Nickell, Katherine	688.6667







St	Local	Local Name	Delegate	Votes
IL	0504	Lake County Federation of Teachers	Lascola, Patricia	282.7368
IL	0504	Lake County Federation of Teachers	Lawson, Deborah	282.7368
IL	0504	Lake County Federation of Teachers	Matluck, Eileen	282.7368
IL	0504	Lake County Federation of Teachers	McCameron, Cherylann	282.7368
IL	0504	Lake County Federation of Teachers	Regnier, Kelly	282.7368
IL	0504	Lake County Federation of Teachers	Regnier, Warren	282.7368
IL	0504	Lake County Federation of Teachers	Ryan, Sydney	282.7368
IL	0504	Lake County Federation of Teachers	Smith, Brian	282.7368
IL	0504	Lake County Federation of Teachers	Solomon, Erik	282.7368
IL	0504	Lake County Federation of Teachers	Sylwester, Hillary	282.7368
IL	0540	Harlem Federation of Teachers	Cleveland, Jennifer	222.2500
IL	0540	Harlem Federation of Teachers	Dawson, Robert	222.2500
IL	0540	Harlem Federation of Teachers	Sweet, Brad	222.2500
IL	0540	Harlem Federation of Teachers	Thompson, Tracy	222.2500
IL	0571	West Suburban Teachers Union	Ayala, Leticia	132.5641
IL	0571	West Suburban Teachers Union	Bank, Esmeralda	132.5641
IL	0571	West Suburban Teachers Union	Boyle, Sarah	132.5641
IL	0571	West Suburban Teachers Union	Brown, Cheryl	132.5641
IL	0571	West Suburban Teachers Union	Esposito, Rachel	132.5641
IL	0571	West Suburban Teachers Union	Estrada, Lola	132.5641
IL	0571	West Suburban Teachers Union	Gamez, Nicole	132.5641
IL	0571	West Suburban Teachers Union	Higgins, Angela	132.5641
IL	0571	West Suburban Teachers Union	Jones, Markeshia	132.5641
IL	0571	West Suburban Teachers Union	Kautsky, Alice	132.5641
IL	0571	West Suburban Teachers Union	Koss, Ann Marie	132.5641
IL	0571	West Suburban Teachers Union	Manuel, Jon Montique	132.5641
IL	0571	West Suburban Teachers Union	Mills, Marisa	132.5641
IL	0571	West Suburban Teachers Union	Neal, Summer	132.5641
IL	0571	West Suburban Teachers Union	Pazol, Jonathan	132.5641
IL	0571	West Suburban Teachers Union	Perri, Rita	132.5641
IL	0571	West Suburban Teachers Union	Poleski, Kimberly	132.5641
IL	0571	West Suburban Teachers Union	Poleski, Michael	132.5641
IL	0571	West Suburban Teachers Union	Poull, Eugene	132.5641
IL	0571	West Suburban Teachers Union	Putyra, Mary Ann	132.5641
IL	0571	West Suburban Teachers Union	Raddatz, Edward	132.5641
IL	0571	West Suburban Teachers Union	Rangel Raymon, Luz	132.5641
IL	0571	West Suburban Teachers Union	Rathbun, Valerie	132.5641
IL	0571	West Suburban Teachers Union	Rivera, Maria	132.5641
IL	0571	West Suburban Teachers Union	Rodriguez, Christina	132.5641
IL	0571	West Suburban Teachers Union	Russell, Jane	132.5641
IL	0571	West Suburban Teachers Union	Schramm, Alexandra	132.5641
IL	0571	West Suburban Teachers Union	Schramm, Andrea	132.5641
IL	0571	West Suburban Teachers Union	Schulz, Christine	132.5641
IL	0571	West Suburban Teachers Union	Stanley, Julie	132.5641
IL	0571	West Suburban Teachers Union	Stephens, Lee	132.5641
IL	0571	West Suburban Teachers Union	Stern, Kyle	132.5641
IL	0571	West Suburban Teachers Union	Straus, Debra	132.5641
IL	0571	West Suburban Teachers Union	Thomas, Latoya	132.5641
IL	0571	West Suburban Teachers Union	Tristan, Marie	132.5641
IL	0571	West Suburban Teachers Union	Ulmer, Dianna	132.5641
IL	0571	West Suburban Teachers Union	Vazquez, Olga	132.5641
IL	0571	West Suburban Teachers Union	Vazquez, Talina	132.5641
IL	0571	West Suburban Teachers Union	Wunschel, Margaret	132.5641
IL	0604	AFT Local 604	Anderson, Beth	527.8500
IL	0604	AFT Local 604	Briggs, William	527.8500
IL	0604	AFT Local 604	Catalbese, Renee	527.8500

St	Local	Local Name	Delegate	Votes
IL	0604	AFT Local 604	Crowe, Kimberly	527,8500
IL	0604	AFT Local 604	Durham, Judith	527,8500
IL	0604	AFT Local 604	Harding, Kirk	527,8500
IL	0604	AFT Local 604	Harris, Julie	527,8500
IL	0604	AFT Local 604	Harris, Kathy	527,8500
IL	0604	AFT Local 604	Justice, Yvette	527,8500
IL	0604	AFT Local 604	Kollross, Cathleen	527,8500
IL	0604	AFT Local 604	Labrosian, Jason	527,8500
IL	0604	AFT Local 604	Mercer, Darlene	527,8500
IL	0604	AFT Local 604	Morris, Vicki	527,8500
IL	0604	AFT Local 604	Plich, Heather	527,8500
IL	0604	AFT Local 604	Ploger, Jared	527,8500
IL	0604	AFT Local 604	Ryan, Kristen	527,8500
IL	0604	AFT Local 604	Santillo, Linda	527,8500
IL	0604	AFT Local 604	Scott, Marybeth	527,8500
IL	0604	AFT Local 604	Skwarczynski, Therese	527,8500
IL	0604	AFT Local 604	Williams, Sandra Dee	527,8500
IL	0743	Granite City Federation of Teachers	Heintz, Cindy	184,5000
IL	0743	Granite City Federation of Teachers	Noud, Chuck	184,5000
IL	0943	Southwest Suburban Federation of Teachers	Barlos, Elaine	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Bernal, Elaine	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Gavin, Colleen	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Goldsbury, Robert	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Jamison, Alfreida	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Jurinek, Brian	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Kenny, Tavaris	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Molony-Stepha, Julie	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Niven, Catrina	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Rehm, Donna	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Weber, Andrew	262,0000
IL	0943	Southwest Suburban Federation of Teachers	Wilhoite, Valerie	262,0000
IL	1211	NW Suburban Teachers Union	Anderson, Nichole	415,3333
IL	1211	NW Suburban Teachers Union	Cattero, Joshua	415,3333
IL	1211	NW Suburban Teachers Union	Eiza, Steven	415,3333
IL	1211	NW Suburban Teachers Union	Lee, Anita	415,3333
IL	1211	NW Suburban Teachers Union	McDermott, Timothy	415,3333
IL	1211	NW Suburban Teachers Union	Palmer, Kevin	415,3333
IL	1220	East St Louis Federation of Teachers	Outten, Barbara	604,0000
IL	1272	Cahokia Commonfields Federation of Teach	Blakely, Amy	133,3333
IL	1272	Cahokia Commonfields Federation of Teach	Harder, Leslie	133,3333
IL	1272	Cahokia Commonfields Federation of Teach	Reeb, Erin	133,3333
IL	1274	North Suburban Teachers Union	Conner, Nick	224,3750
IL	1274	North Suburban Teachers Union	Dupriest, Travis	224,3750
IL	1274	North Suburban Teachers Union	Frazier, JonTa	224,3750
IL	1274	North Suburban Teachers Union	Joshi, Ankur	224,3750
IL	1274	North Suburban Teachers Union	Melnick, Aaron	224,3750
IL	1274	North Suburban Teachers Union	Schero, Laura	224,3750
IL	1274	North Suburban Teachers Union	Sharma, Pankaj	224,3750
IL	1274	North Suburban Teachers Union	Vigneri, Margaret	224,3750
IL	1600	Cook County College Teachers Union	Johnston, Anthony	3757,0000
IL	1642	McHenry County Federation of Teachers	Cubert, Teresa	184,2000
IL	1642	McHenry County Federation of Teachers	Dechant, Deborah	184,2000
IL	1642	McHenry County Federation of Teachers	Giraldo, Carolina	184,2000
IL	1642	McHenry County Federation of Teachers	Landwehr, Shannon	184,2000
IL	1642	McHenry County Federation of Teachers	Olhava, Michael	184,2000
IL	4100	University Professionals of Illinois	Frankel, Steven	918,0000

Wofford  
Williams  
White  
Urbanski  
Tang  
Steinberg  
Spence  
Specht  
Spar  
Ramirez  
Phillips  
Pallotta  
Obrenski  
Mulvey  
Mulgrew  
Montgomery  
McCormick-Lyons  
Martin  
Kowal  
Jordan  
Hochadel  
Hernandez Mats  
Hecker  
Harmon  
Gross  
Gray  
Freitas  
Flynn  
Dunham  
DiBrango  
Davis Gates  
Davis  
Curtis  
Cropper  
Chiera  
Chavez  
Carter  
Capo  
Byrd  
Bonilla Sanchez  
Albert  
Abrams  
Abraham  
DeJesus  
Ingram  
Weingarten

St	Local	Local Name	Delegate	Votes
IL	4100	University Professionals of Illinois	Miller, John	918.0000
IL	4328	Dekalb Classroom Teachers Association	Buckner, Mary Lynn	272.0000
IL	4328	Dekalb Classroom Teachers Association	Laplante, Shawn	272.0000
IL	4328	Dekalb Classroom Teachers Association	Schmidt, Nicole	272.0000
IL	4408	Illinois Federation of Public Employees	Aguirre, Veronica	324.3333
IL	4408	Illinois Federation of Public Employees	Emigholz, Matthew	324.3333
IL	4408	Illinois Federation of Public Employees	Harrison, Gwendolyn	324.3333
IL	4969	Posen Robbins PSRP	Jannison, Schenia	25.0000
IL	8011	Illinois Federation of Teachers	Montgomery, Dan	1.0000
IN	0394	Hammond Teachers Federation	Del Rio, Diana	213.0000
IN	0394	Hammond Teachers Federation	Klapak, Edward	213.0000
IN	0394	Hammond Teachers Federation	Young, Jennifer	213.0000
IN	0519	Anderson Federation of Teachers	Gleeson, Sherri	89.4000
IN	0519	Anderson Federation of Teachers	Harrison, G Randall	89.4000
IN	0519	Anderson Federation of Teachers	Hodson, Mark	89.4000
IN	0519	Anderson Federation of Teachers	Little, Marisa	89.4000
IN	0519	Anderson Federation of Teachers	Skipper, Cynthia	89.4000
KS	0300	Kansas Organization of State Employees	Lafrenz, Sarah	842.0000
KS	0725	United Teachers of Wichita	Castleberry, Robert	218.6667
KS	0725	United Teachers of Wichita	Galloway, Allen	218.6667
KS	0725	United Teachers of Wichita	Howard, Kimberly	218.6667
KS	0725	United Teachers of Wichita	Keller-Cox, Gail	218.6667
KS	0725	United Teachers of Wichita	Kugler, Phil	218.6667
KS	0725	United Teachers of Wichita	Lewis, Brent	218.6667
KS	0725	United Teachers of Wichita	Lucero, Noel	218.6667
KS	0725	United Teachers of Wichita	Suter, Carmina	218.6667
KS	0725	United Teachers of Wichita	Warren, Katherine	218.6667
KS	8039	AFT Kansas	Hobert, Ron	18.0000
KS	8039	AFT Kansas	Lafrenz, Sarah	18.0000
LA	0527	United Teachers of New Orleans	Cash, David	116.3333
LA	0527	United Teachers of New Orleans	Hill, Keely	116.3333
LA	0527	United Teachers of New Orleans	Lundy, Jada	116.3333
LA	1559	Jefferson Federation of Teachers	Riggelman, Karen	2391.0000
LA	6047	Calcasieu Federation of Teachers/School	Johnson, Teri	1141.0000
LA	6451	St. Martin Federation of Teachers/School	Ventroy, Toni	154.0000
MA	0066	Boston Teachers Union	Carter, Larry	43.0000
MA	0066	Boston Teachers Union	Agrat, Maritza	160.8085
MA	0066	Boston Teachers Union	Avant, Roslyn	160.8085
MA	0066	Boston Teachers Union	Benjamin, Steven	160.8085
MA	0066	Boston Teachers Union	Berg, Erik	160.8085
MA	0066	Boston Teachers Union	Berkley, Denise	160.8085
MA	0066	Boston Teachers Union	Brooks, Maria	160.8085
MA	0066	Boston Teachers Union	Buttiglieri, Christine	160.8085
MA	0066	Boston Teachers Union	Cable, Layla	160.8085
MA	0066	Boston Teachers Union	Carew, Caren	160.8085
MA	0066	Boston Teachers Union	Carrroll, Robert	160.8085
MA	0066	Boston Teachers Union	Christian, Paul	160.8085
MA	0066	Boston Teachers Union	Crain, Diane	160.8085
MA	0066	Boston Teachers Union	Crain, Michael	160.8085
MA	0066	Boston Teachers Union	Cross, Karen	160.8085
MA	0066	Boston Teachers Union	Devlin, Joan	160.8085
MA	0066	Boston Teachers Union	Doherty, Allison	160.8085
MA	0066	Boston Teachers Union	Drinan, Elizabeth	160.8085
MA	0066	Boston Teachers Union	Gaffney, Caitlin	160.8085
MA	0066	Boston Teachers Union	Gosnell, Thomas	160.8085
MA	0066	Boston Teachers Union	Hart, Colleen	160.8085

St	Local	Local Name	Delegate	Votes
MA	0066	Boston Teachers Union	Johnson Faida, Marta	160.8085
MA	0066	Boston Teachers Union	Johnson, Carla	160.8085
MA	0066	Boston Teachers Union	Johnson, Charles	160.8085
MA	0066	Boston Teachers Union	Jordan, Adrienne	160.8085
MA	0066	Boston Teachers Union	Kerr, Todd	160.8085
MA	0066	Boston Teachers Union	Kilmain-Patri, Karen	160.8085
MA	0066	Boston Teachers Union	Laroque, Vanessa	160.8085
MA	0066	Boston Teachers Union	Lascano, Josefina	160.8085
MA	0066	Boston Teachers Union	Lessin-Joseph, Nina	160.8085
MA	0066	Boston Teachers Union	Marion, Marilyn	160.8085
MA	0066	Boston Teachers Union	McClain, Katina	160.8085
MA	0066	Boston Teachers Union	McInnis, Johnny	160.8085
MA	0066	Boston Teachers Union	Midence, Rosalinda	160.8085
MA	0066	Boston Teachers Union	O'Dwyer, Sharon	160.8085
MA	0066	Boston Teachers Union	O'Flaherty, Catherine	160.8085
MA	0066	Boston Teachers Union	Paul-Schultz, Nora	160.8085
MA	0066	Boston Teachers Union	Philip, James	160.8085
MA	0066	Boston Teachers Union	Pierre, Bianca	160.8085
MA	0066	Boston Teachers Union	Samuel, Cassandra	160.8085
MA	0066	Boston Teachers Union	Serena, Lea-Antoinette	160.8085
MA	0066	Boston Teachers Union	Tang, Jessica	160.8085
MA	0066	Boston Teachers Union	Temple, Regina	160.8085
MA	0066	Boston Teachers Union	Tenny, Paul	160.8085
MA	0066	Boston Teachers Union	Tritter, Paul	160.8085
MA	0066	Boston Teachers Union	Underwood, Teresa	160.8085
MA	0066	Boston Teachers Union	Urban, Mary Ann	160.8085
MA	0066	Boston Teachers Union	Yong, Alice	160.8085
MA	0066R	Boston Teachers Union Ret	Chaney, Brenda	1.0000
MA	0495	United Teachers of Lowell	Dumont, Marianne	349.2000
MA	0495	United Teachers of Lowell	Farrell, Margaret C	349.2000
MA	0495	United Teachers of Lowell	Freeman, Kevin	349.2000
MA	0495	United Teachers of Lowell	Sheehan, Michael	349.2000
MA	0495	United Teachers of Lowell	Uvanni, Susan	349.2000
MA	1019	Lawrence Teachers Union	Barry, Kimberly	612.5000
MA	1019	Lawrence Teachers Union	Richardson, Mindy	612.5000
MA	1033	AFT Amesbury	Ackerman, Thad	136.5000
MA	1033	AFT Amesbury	Yetman, Cynthia	136.5000
MA	1037	Lynn Teachers Union	Duncan, Brant	1707.0000
MA	1258	Salem Teachers Union	Berman, Ann	318.0000
MA	1258	Salem Teachers Union	Tucker, Karen	318.0000
MA	1289	Peabody Federation of Teachers	Blake, Eric	669.0000
MA	1677	Billerica Federation of Teachers	Adams, David	96.0000
MA	1677	Billerica Federation of Teachers	Finney, Christine	96.0000
MA	1677	Billerica Federation of Teachers	MacNeil, Bonnie	96.0000
MA	1677	Billerica Federation of Teachers	Smith, Jared	96.0000
MA	1677	Billerica Federation of Teachers	Sullivan, Danielle	96.0000
MA	1677	Billerica Federation of Teachers	Walsh, Jordan	96.0000
MA	1677	Billerica Federation of Teachers	White, Jason	96.0000
MA	1895	UMASS Faculty Federation	Casero, Eric	334.0000
MA	1895	UMASS Faculty Federation	Wilson, Kim	334.0000
MA	3569	Chelmsford Federation of Teachers	Cochran, Lauren	300.5000
MA	3569	Chelmsford Federation of Teachers	Mian, Amma	300.5000
MA	3645	Medway Federation of Teachers	Moyer, Christine	259.0000
MA	4928	Massachusetts Library Staff Association	Amory, Matthew	357.0000
MA	4928	Massachusetts Library Staff Association	Kelly, Patricia	357.0000
MA	8019	AFT Massachusetts	Kontos, Beth	1.0000



St	Local Name	Delegate	Notes
MI	0231 Detroit Federation of Teachers	Sadiki, Dashmire	151.9412
MI	0231 Detroit Federation of Teachers	Walton, Marcus	151.9412
MI	0231 Detroit Federation of Teachers	Wasilewski, Jeffrey	151.9412
MI	0231 Detroit Federation of Teachers	Whittier, Karin	151.9412
MI	0337 Henry Ford Community College Adjunct Fac	Sepulveda, Dr. Maria	359.0000
MI	0681 Dearborn Federation of Teachers	Kalaj, Kristina	451.6667
MI	0681 Dearborn Federation of Teachers	Martin, Kathi	451.6667
MI	0681 Dearborn Federation of Teachers	Mazza, Jane	451.6667
MI	1650 Henry Ford Community College Federation	Hill, Michael	56.6667
MI	1650 Henry Ford Community College Federation	Morford, Jeffrey	56.6667
MI	1650 Henry Ford Community College Federation	Rader, Eric	56.6667
MI	2000 Wayne County Community College Federatio	Davis, Ella	217.5000
MI	2000 Wayne County Community College Federatio	Nwamba, Christian	217.5000
MI	2144 Macomb Intermediate Federation of Teache	Schornak, Jessica	167.5000
MI	2144 Macomb Intermediate Federation of Teache	Sites, Katherine	167.5000
MI	4467 Professional And Administrative Associat	Barnett-Novac, Kerri	29.5000
MI	4467 Professional And Administrative Associat	Tipton, Kimberly	29.5000
MI	5297 United Physician Assistants of Michigan	Hasen, Jill	243.0000
MI	6075 Wayne State University AAUP/AFT Faculty	Oshagan, Hayg	1257.0000
MI	8020 AFT Michigan	Dobbie, David	4.0000
MI	8020 AFT Michigan	Hecker, David	4.0000
MN	0028 St. Paul Federation of Educators	Cobbins, Peggy	521.1429
MN	0028 St. Paul Federation of Educators	Phillips, Nichola	521.1429
MN	0028 St. Paul Federation of Educators	Popa, Eugenia	521.1429
MN	0028 St. Paul Federation of Educators	Scott, Lucia	521.1429
MN	0028 St. Paul Federation of Educators	Shah, Javnika	521.1429
MN	0028 St. Paul Federation of Educators	Vandassar, Leah	521.1429
MN	0028 St. Paul Federation of Educators	Wahi, Jay	521.1429
MN	0697 Education Minnesota Brainerd	Bakke, Heather	458.0000
MN	0872 Robbinsdale Federation of Teachers	Eckhoff, Peter	301.7500
MN	0872 Robbinsdale Federation of Teachers	Lehn, Nancy	301.7500
MN	0872 Robbinsdale Federation of Teachers	Morris, Shannon	301.7500
MN	0872 Robbinsdale Federation of Teachers	Paar, Angela	301.7500
MN	1125 United Teachers of South Washington Coun	Fridgen, Marty	1337.0000
MN	1204 Education Minnesota - Richfield	Clark, David	315.0000
MN	1212 Education Minnesota - Osseo	Buckley, Melissa	534.3333
MN	1212 Education Minnesota - Osseo	Burroughs, Tennesha	534.3333
MN	1212 Education Minnesota - Osseo	Diern, Jenna	534.3333
MN	1803 Lakeville Federation of Teachers	Dykhoff, Kari	771.0000
MN	1806 Faribault Education Association	Lueken, Ryan	153.5000
MN	1806 Faribault Education Association	Lueken, Sara	153.5000
MN	2006 Dakota County United Educators	Eckhoff, Anne	184.4167
MN	2006 Dakota County United Educators	Eckhoff, Paul	184.4167
MN	2006 Dakota County United Educators	Engel, Jennifer	184.4167
MN	2006 Dakota County United Educators	Hayes, Judy	184.4167
MN	2006 Dakota County United Educators	Mathews, Heather	184.4167
MN	2006 Dakota County United Educators	Mathews, Joey	184.4167
MN	2006 Dakota County United Educators	Olson, Tony	184.4167
MN	2006 Dakota County United Educators	Ryan, Emma	184.4167
MN	2006 Dakota County United Educators	Scarpetta, Kristen	184.4167
MN	2006 Dakota County United Educators	Schmidt, Kate	184.4167
MN	2006 Dakota County United Educators	Sikich, Kay	184.4167
MN	2006 Dakota County United Educators	Stehr, Jenifer	184.4167
MN	7007 Anoka Hennepin Education Minnesota	Holthus, Valerie	927.3333
MN	7007 Anoka Hennepin Education Minnesota	Johnson, Michael	927.3333
MN	7007 Anoka Hennepin Education Minnesota	Whitcomb, Andrea	927.3333

St	Local Name	Delegate	Notes
MN	7018 Belle Plaine Education Association	Greisen, Marci	107,000
MN	7067 Delano Teachers' Association	O'Donnell, Heidi	81,000
MN	7067 Delano Teachers' Association	Walters, Emily	81,000
MN	7101 Granada Huntley East Chain Education Ass	Memenga, Roxanne	26,000
MN	7101 Education Minnesota - Hastings	Butler, Temira	295,000
MN	7144 Education Minnesota - Lewiston-Altura	Wilmes, Matthew	51,000
MN	7158 Mankato Teachers Association	Elker, Danielle	161,500
MN	7158 Mankato Teachers Association	Jackson, Lisa	161,500
MN	7158 Mankato Teachers Association	Mudrow, Michelle	161,500
MN	7162 MCW Education Association	Olsen, Julie	51,000
MN	7180 Mounds View Education Association	Manderfeld, Hunter	210,750
MN	7180 Mounds View Education Association	Boyer Kellerm, Nancy	210,750
MN	7180 Mounds View Education Association	Carroll, Sharon	210,750
MN	7180 Mounds View Education Association	Manka, Christine	210,750
MN	7180 Mounds View Education Association	Tharaldson, Ruth	210,750
MN	7194 New Richland-Hartland-Elendale-Geneva E	Root, Bradley	65,000
MN	7202 Owatonna Education Association	Traz, Gail	369,000
MN	7225 Rochester Education Association	Lynch, Emily	673,500
MN	7225 Rochester Education Association	Quetone, Tucker	673,500
MN	7250 St. Cloud Education Association	Ajayi, Adeyoola	141,6667
MN	7250 St. Cloud Education Association	Erickson, Chris	141,6667
MN	7250 St. Cloud Education Association	Erickson, Shelby	141,6667
MN	7250 St. Cloud Education Association	Johnson, Chris Ann	141,6667
MN	7250 St. Cloud Education Association	Kunkel, Alyssa	141,6667
MN	7250 St. Cloud Education Association	Shavely, Sharalyn	141,6667
MN	7258 State Residential Schools Education Asso	Scofield, Marty	151,000
MN	7263 Tri-County Education Association	Hanson, Heidi	19,000
MN	7290 Winona Education Association	Nyssa, Jill	229,000
MN	7291 Education Minnesota - Worthington	Rowe, Rodney	140,500
MN	7291 Education Minnesota - Worthington	Selvey, Austin	140,500
MN	8021R Education Minnesota - Retired	Jegusch, Julie	1,000
MO	0691 Education Minnesota	Specht, Denise	1,000
MO	0691 Kansas City Federation of Teachers & SRP	Dayse, Sandra	168,500
MO	0691 Kansas City Federation of Teachers & SRP	Morgan, Judy	168,500
MO	0691 Kansas City Federation of Teachers & SRP	Price, David	168,500
MO	0691 Kansas City Federation of Teachers & SRP	Price, Lisa	168,500
MO	0691 Kansas City Federation of Teachers & SRP	Pruitt, Tracy	168,500
MO	0691 Kansas City Federation of Teachers & SRP	Roberts, Jason	168,500
MO	8023 AFT Missouri, AFL-CIO	Ciafallo, Scott	15,000
MT	3511 Dept of Transportation Employees	Wheat, Michelle	424,000
MT	4573 The Federation of Public Health & Human	Cohenour, Jill	1151,000
MT	5902 Montana Nurses Association	Byrd, Vicky	1151,000
MT	5902 Montana Nurses Association	Harrison, Adrienne	582,000
MT	7515 Billings Education Association	Felchie, Jessica	582,000
MT	7515 Billings Education Association	Paterson, Jennifer	582,000
MT	7520 Bozeman Education Association	Matthews, Eric	153,6667
MT	7520 Bozeman Education Association	Philippi, Tamira	153,6667
MT	7520 Bozeman Education Association	Swinford, Michelle	153,6667
MT	7583 Great Falls Education Association	Cubbage, Thomas	676,000
MT	7593 Helena Education Association	Foot, Maria	353,000
MT	7593 Helena Education Association	Shawn, Jane	353,000
MT	7606 Kallispeil Education Association	Urbach, Jennifer	407,000
MT	7638 Missoula Education Association	Krause, Jordan	360,000
MT	7638 Missoula Education Association	Lapointe, Catherine	360,000
MT	7793 DPHHS Office of Public Assistance Employ	Harrington, Samantha	296,000
MT	8024 Montana Federation of Public Employees	Curtis, Amanda	25,000

St	Local	Local Name	Delegate	Notes
NJ	8523	Office of Public Instruction Employees	Thuotte, Nicole	74,0000
ND	4660	North Dakota Public Employees	Feist, Gary	758,0000
ND	8082	North Dakota United	Campoverde, Marcelo	408,0000
NH	1044	Nashua Teachers' Union	Folini, Chelsea	159,7778
NH	1044	Nashua Teachers' Union	Gagnon, Patricia	159,7778
NH	1044	Nashua Teachers' Union	Heaton, Kenneth	159,7778
NH	1044	Nashua Teachers' Union	Hoffman, Gary	159,7778
NH	1044	Nashua Teachers' Union	Johnson, Patrick	159,7778
NH	1044	Nashua Teachers' Union	Keating-Bayrd, Stephanie	159,7778
NH	1044	Nashua Teachers' Union	Manganello Wa, Lynda	159,7778
NH	1044	Nashua Teachers' Union	Marcoux, Adam	159,7778
NH	4831	Nashua Public Library Employees Staff, F	Stough, Wendy	26,0000
NH	8027	AFT-NH	Curran, Ryan	1,0000
NH	0857	Perth Amboy Federation	Howes, Debrah	642,0000
NJ	0857	Perth Amboy Federation	Paradiso, Patricia	642,0000
NJ	1060	North Bergen Federation of Teachers	Santamaria, Josiah	139,2000
NJ	1060	North Bergen Federation of Teachers	Hammond, Teri	139,2000
NJ	1060	North Bergen Federation of Teachers	Severino, Amy	139,2000
NJ	1060	North Bergen Federation of Teachers	Toomey, Carol	139,2000
NJ	1060	North Bergen Federation of Teachers	Toro, Stephany	139,2000
NJ	1060	North Bergen Federation of Teachers	Troiano, Laurie	139,2000
NJ	1766	Union of Rutgers Administrators	Byrd, Diana	356,0000
NJ	1766	Union of Rutgers Administrators	Delcollo, Alexandra	356,0000
NJ	1766	Union of Rutgers Administrators	Nagle, Josephine	356,0000
NJ	1766	Union of Rutgers Administrators	O'Connell, Christine	356,0000
NJ	1766	Union of Rutgers Administrators	Picone, Alicia	356,0000
NJ	1839	New Jersey City University	Guerriere, Dr. Theresa	183,0000
NJ	1839	New Jersey City University	Seagull, Lewis	183,0000
NJ	1904	Montclair State Faculty Prof Staff & Lib	Heller, Michael	237,0000
NJ	1904	Montclair State Faculty Prof Staff & Lib	Higgins, Jennifer	237,0000
NJ	1904	Montclair State Faculty Prof Staff & Lib	Trubatch, David	237,0000
NJ	1904	Montclair State Faculty Prof Staff & Lib	Wolfson, Richard	237,0000
NJ	2187	Kean College Federation of Teachers	Brown, Carey	184,0000
NJ	2187	Kean College Federation of Teachers	Castiglione, James	184,0000
NJ	2222	United Adjunct Faculty of New Jersey	Gennari, Elizabeth	142,2857
NJ	2222	United Adjunct Faculty of New Jersey	Hynes Lasek, Nancy	142,2857
NJ	2222	United Adjunct Faculty of New Jersey	Johnson, Dennis	142,2857
NJ	2222	United Adjunct Faculty of New Jersey	Lipkin, William	142,2857
NJ	2222	United Adjunct Faculty of New Jersey	Maisto, Joann	142,2857
NJ	2222	United Adjunct Faculty of New Jersey	Weerheim-Jone, Gwen	142,2857
NJ	2222	United Adjunct Faculty of New Jersey	Winogona, Leonard	142,2857
NJ	2274	Ramapo State Federation of College Teach	Shannon, Edward	409,0000
NJ	2373	AFT Local 2373	Disanto, Michael	357,3333
NJ	2373	AFT Local 2373	Kennedy, Samantha	357,3333
NJ	2373	AFT Local 2373	Siefing, Karen	357,3333
NJ	4277	Thomas Edison State University	Solts, Linda	90,0000
NJ	4277	Thomas Edison State University	Ware, Deborah	90,0000
NJ	5004	Health Professionals and Allied Employee	Van Buren-Riz, Elaine	619,0000
NJ	5058	Health Professionals and Allied Employee	Hayes, Daniel	536,0000
NJ	5058	Health Professionals and Allied Employee	Kochel, Kathleen	536,0000
NJ	5089	Health Professionals and Allied Employee	Baez, Cynthia	240,2500
NJ	5089	Health Professionals and Allied Employee	Bobcombe, Wendy	240,2500
NJ	5089	Health Professionals and Allied Employee	Gerard, Bernie	240,2500
NJ	5089	Health Professionals and Allied Employee	Herridon, Banita	240,2500
NJ	5091	Health Professionals and Allied Employee	Davis, Bob	136,0000
NJ	5091	Health Professionals and Allied Employee	Nancy Bazile, Rose	136,0000



St	Local Name	Delegate	Votes
NJ	5091 Health Professionals and Allied Employees	Peck, Jeff	136,000
NJ	5107 Health Professionals and Allied Employees	(abdu) Umoru, Ibiidulla	143,000
NJ	5138 Health Professionals and Allied Employees	Howarth, Alice	128,500
NJ	5138 Health Professionals and Allied Employees	Pona, Anna	128,500
NJ	5185 Health Professionals and Allied Employees	Love Hallenbe, Danielle	272,000
NJ	5185 Health Professionals and Allied Employees	Zitzman, Joan	272,000
NJ	6025 Montclair State University Fed of Adjunc	Korotkin, Arnold	204,500
NJ	6025 Montclair State University Fed of Adjunc	Russo, Bob	204,500
NJ	6323 Rutgers Council of AAUP Chapters	Gavigan, Ian	739,750
NJ	6323 Rutgers Council of AAUP Chapters	Hughes, David	739,750
NJ	6323 Rutgers Council of AAUP Chapters	Nachescu, Ileana	739,750
NJ	8028R AFT New Jersey Ret	Vachon, Todd	739,750
NJ	8028 AFT New Jersey	Tankiewicz, Norm	1,000
NJ	8071 Health Professionals & Allied Employees	Chiera, Donna M	1,000
NJ	8071 Health Professionals & Allied Employees	Rean-Walker, Alexis	1,500
NM	1420 Albuquerque Teachers Federation	White, Debbie	1,500
NM	1420 Albuquerque Teachers Federation	Attleson, Sarah	801,800
NM	1420 Albuquerque Teachers Federation	Bernstein, Ellen	801,800
NM	1420 Albuquerque Teachers Federation	Hager, Sarah	801,800
NM	1420 Albuquerque Teachers Federation	Norris, Dwayne	801,800
NM	1420 Albuquerque Teachers Federation	Schiowitz, Samantha	801,800
NM	4524 Federation of Indian Service Employees	Campbell, David	1043,000
NM	8029 AFT New Mexico	Chavez, Kathy	4,000
NM	8029 AFT New Mexico	Holland, Whitney	4,000
NY	0002 United Federation of Teachers	Abrams, Sheryl	246,2515
NY	0002 United Federation of Teachers	Acevedo, Linda	246,2515
NY	0002 United Federation of Teachers	Ackerman, Leona	246,2515
NY	0002 United Federation of Teachers	Adika, Yona	246,2515
NY	0002 United Federation of Teachers	Ahearn, Christopher	246,2515
NY	0002 United Federation of Teachers	Aktu, Chaitram	246,2515
NY	0002 United Federation of Teachers	Albright Jr, Donald	246,2515
NY	0002 United Federation of Teachers	Alexander, Bernadette	246,2515
NY	0002 United Federation of Teachers	Alexander, Emma	246,2515
NY	0002 United Federation of Teachers	Alford, Karen	246,2515
NY	0002 United Federation of Teachers	Alkhalil, Roseanne	246,2515
NY	0002 United Federation of Teachers	Allen-Walker, Renee	246,2515
NY	0002 United Federation of Teachers	Allert, Lorina	246,2515
NY	0002 United Federation of Teachers	Almonte, Kelvin	246,2515
NY	0002 United Federation of Teachers	Aston, Tiantitha	246,2515
NY	0002 United Federation of Teachers	Alter, Bradley	246,2515
NY	0002 United Federation of Teachers	Alvarez, Fernando	246,2515
NY	0002 United Federation of Teachers	Alvarez, Melissa	246,2515
NY	0002 United Federation of Teachers	Amede, Sandra	246,2515
NY	0002 United Federation of Teachers	Anastasiou, Melody	246,2515
NY	0002 United Federation of Teachers	Anderson, Sharon	246,2515
NY	0002 United Federation of Teachers	Arellano, Michelle	246,2515
NY	0002 United Federation of Teachers	Arnold, Trisha	246,2515
NY	0002 United Federation of Teachers	Aronando, Nancy	246,2515
NY	0002 United Federation of Teachers	Arroyo, Ariel	246,2515
NY	0002 United Federation of Teachers	Arroyo, Miriam	246,2515
NY	0002 United Federation of Teachers	Arundell, Amy	246,2515
NY	0002 United Federation of Teachers	Atkinson, Mary	246,2515
NY	0002 United Federation of Teachers	Azar, Lynette	246,2515
NY	0002 United Federation of Teachers	Babb-Henry, Ina	246,2515
NY	0002 United Federation of Teachers	Baboff, Mara	246,2515
NY	0002 United Federation of Teachers	Batty, Jessica	246,2515

St	Local	Local Name	Delegate	Notes
NY	0002	United Federation of Teachers	Baker, Marie	246.2515
NY	0002	United Federation of Teachers	Balboa, Dolores	246.2515
NY	0002	United Federation of Teachers	Barber, Gloria	246.2515
NY	0002	United Federation of Teachers	Barghouti, Dina	246.2515
NY	0002	United Federation of Teachers	Barker, Deshanna	246.2515
NY	0002	United Federation of Teachers	Barnes, Anthony	246.2515
NY	0002	United Federation of Teachers	Barr, Leroy	246.2515
NY	0002	United Federation of Teachers	Barros, Corrine	246.2515
NY	0002	United Federation of Teachers	Bart, Claudette	246.2515
NY	0002	United Federation of Teachers	Barth Miller, Nancy	246.2515
NY	0002	United Federation of Teachers	Bayer, Kathleen	246.2515
NY	0002	United Federation of Teachers	Bell, Latrice	246.2515
NY	0002	United Federation of Teachers	Bell-Lee, Bertha	246.2515
NY	0002	United Federation of Teachers	Bello, Teresa	246.2515
NY	0002	United Federation of Teachers	Belton-Bourjo, Gretta	246.2515
NY	0002	United Federation of Teachers	Bennett, Thomas	246.2515
NY	0002	United Federation of Teachers	Berger, Robert	246.2515
NY	0002	United Federation of Teachers	Berquete, Angela	246.2515
NY	0002	United Federation of Teachers	Bernstein, Amy	246.2515
NY	0002	United Federation of Teachers	Best, Denise	246.2515
NY	0002	United Federation of Teachers	Betto, Erin	246.2515
NY	0002	United Federation of Teachers	Biggs, Linda	246.2515
NY	0002	United Federation of Teachers	Blackman, Shernice	246.2515
NY	0002	United Federation of Teachers	Blair-Mc Pher, Raquel	246.2515
NY	0002	United Federation of Teachers	Blanks, Sean	246.2515
NY	0002	United Federation of Teachers	Blum, Susannah	246.2515
NY	0002	United Federation of Teachers	Bohan Parini, Eileen	246.2515
NY	0002	United Federation of Teachers	Bongiovanni, Sally-Ann	246.2515
NY	0002	United Federation of Teachers	Boothe, Karen	246.2515
NY	0002	United Federation of Teachers	Borrelli, Margaret	246.2515
NY	0002	United Federation of Teachers	Boxer, Randi	246.2515
NY	0002	United Federation of Teachers	Branch, Anika	246.2515
NY	0002	United Federation of Teachers	Brathwaite, Jocelyn	246.2515
NY	0002	United Federation of Teachers	Brooks, Patricia	246.2515
NY	0002	United Federation of Teachers	Brown, Erika	246.2515
NY	0002	United Federation of Teachers	Brown, Rashad	246.2515
NY	0002	United Federation of Teachers	Brown, Shajada	246.2515
NY	0002	United Federation of Teachers	Brown, Thomas	246.2515
NY	0002	United Federation of Teachers	Browne, Jennifer	246.2515
NY	0002	United Federation of Teachers	Caffrey-Agogi, Sean	246.2515
NY	0002	United Federation of Teachers	Callagy, Conor	246.2515
NY	0002	United Federation of Teachers	Calvo, Tonia	246.2515
NY	0002	United Federation of Teachers	CalMacho Mende, Emelina	246.2515
NY	0002	United Federation of Teachers	Cambria, Carl	246.2515
NY	0002	United Federation of Teachers	Campbell, David	246.2515
NY	0002	United Federation of Teachers	Campbell, Michelle	246.2515
NY	0002	United Federation of Teachers	Cano-Lawson, Jeanette	246.2515
NY	0002	United Federation of Teachers	Carbonara, Nicholas	246.2515
NY	0002	United Federation of Teachers	Carroll, Chantice	246.2515
NY	0002	United Federation of Teachers	Carte, Andrea	246.2515
NY	0002	United Federation of Teachers	Casey, Leo	246.2515
NY	0002	United Federation of Teachers	Castro, Priscilla	246.2515
NY	0002	United Federation of Teachers	Checo, Betty	246.2515
NY	0002	United Federation of Teachers	Chodan, Ross	246.2515
NY	0002	United Federation of Teachers	Christie, Monica	246.2515

St	Local	Local Name	Delegate	Notes
NY	0002	United Federation of Teachers	Ciffone, Jaime	246.2515
NY	0002	United Federation of Teachers	Collins, Glenn	246.2515
NY	0002	United Federation of Teachers	Collins, Mark	246.2515
NY	0002	United Federation of Teachers	Colon, Dominique	246.2515
NY	0002	United Federation of Teachers	Colon, Lindsay	246.2515
NY	0002	United Federation of Teachers	Colon, Maria	246.2515
NY	0002	United Federation of Teachers	Colon, Ricardo	246.2515
NY	0002	United Federation of Teachers	Colvin, Reginald	246.2515
NY	0002	United Federation of Teachers	Conaboy, Thomas	246.2515
NY	0002	United Federation of Teachers	Coppola, Donna	246.2515
NY	0002	United Federation of Teachers	Council, James	246.2515
NY	0002	United Federation of Teachers	Crihgan, Doreen	246.2515
NY	0002	United Federation of Teachers	Crispino, Patricia	246.2515
NY	0002	United Federation of Teachers	Cruz, Catalina	246.2515
NY	0002	United Federation of Teachers	Cruz, Eliado	246.2515
NY	0002	United Federation of Teachers	Cruz, Yadiria	246.2515
NY	0002	United Federation of Teachers	Curry, Latrice	246.2515
NY	0002	United Federation of Teachers	Cusumano, Kevin	246.2515
NY	0002	United Federation of Teachers	Cutrone, Jamie	246.2515
NY	0002	United Federation of Teachers	Da Cruz, Tabio	246.2515
NY	0002	United Federation of Teachers	Dais, Beverly	246.2515
NY	0002	United Federation of Teachers	Daley, Clare	246.2515
NY	0002	United Federation of Teachers	Dalton-Diakit, Margaret	246.2515
NY	0002	United Federation of Teachers	Daudelin, Julia	246.2515
NY	0002	United Federation of Teachers	Davis, Chenora	246.2515
NY	0002	United Federation of Teachers	Dejean, Regine	246.2515
NY	0002	United Federation of Teachers	Dejeus, Evelyn	246.2515
NY	0002	United Federation of Teachers	Delhoyo, Raul	246.2515
NY	0002	United Federation of Teachers	Deloach, Anlevia	246.2515
NY	0002	United Federation of Teachers	Deshields, Michael	246.2515
NY	0002	United Federation of Teachers	Diamond-Jones, Ellen	246.2515
NY	0002	United Federation of Teachers	Diaz, Zeldeth	246.2515
NY	0002	United Federation of Teachers	Dibenedetto, Charles	246.2515
NY	0002	United Federation of Teachers	Difava, Maria	246.2515
NY	0002	United Federation of Teachers	Dillard-Skinn, Craylyn	246.2515
NY	0002	United Federation of Teachers	Dindlal, Savitri	246.2515
NY	0002	United Federation of Teachers	Dinkins, Cynthia	246.2515
NY	0002	United Federation of Teachers	Dixon, Sheryl	246.2515
NY	0002	United Federation of Teachers	Doorga, David	246.2515
NY	0002	United Federation of Teachers	Dornick, Brian	246.2515
NY	0002	United Federation of Teachers	Dowling, Kerry	246.2515
NY	0002	United Federation of Teachers	Durosinni, Tammie	246.2515
NY	0002	United Federation of Teachers	Dutton, Amanda	246.2515
NY	0002	United Federation of Teachers	Dyer, Jennifer	246.2515
NY	0002	United Federation of Teachers	Ebhomielen, Ehinamre	246.2515
NY	0002	United Federation of Teachers	Edmondson-Ros, Alesia	246.2515
NY	0002	United Federation of Teachers	Edwards, Aileen	246.2515
NY	0002	United Federation of Teachers	Eisenberg, Roberta	246.2515
NY	0002	United Federation of Teachers	Elhadri, Debra	246.2515
NY	0002	United Federation of Teachers	Emmons, Sarah	246.2515
NY	0002	United Federation of Teachers	Epstein, Maria	246.2515
NY	0002	United Federation of Teachers	Ertel, Claude	246.2515
NY	0002	United Federation of Teachers	Escobar, Marcus	246.2515
NY	0002	United Federation of Teachers	Espert, Elizabeth	246.2515
NY	0002	United Federation of Teachers	Espinosa, Giovanni	246.2515
NY	0002	United Federation of Teachers	Evans, Michelle	246.2515

St	Local	Local Name	Delegate	Notes
NY	0002	United Federation of Teachers	Falciglia, Dana	246.2515
NY	0002	United Federation of Teachers	Familia-Roa, Miriam	246.2515
NY	0002	United Federation of Teachers	Feder, June	246.2515
NY	0002	United Federation of Teachers	Federico, Daniel	246.2515
NY	0002	United Federation of Teachers	Ferranini, Lorraine	246.2515
NY	0002	United Federation of Teachers	Ferraro, Michele	246.2515
NY	0002	United Federation of Teachers	Ferruso, Michael	246.2515
NY	0002	United Federation of Teachers	Fiallo, Deborah	246.2515
NY	0002	United Federation of Teachers	Fields, Tracie	246.2515
NY	0002	United Federation of Teachers	Fischer, Alexandra	246.2515
NY	0002	United Federation of Teachers	Fiscina, Donnamarie	246.2515
NY	0002	United Federation of Teachers	Fleming, Melissa	246.2515
NY	0002	United Federation of Teachers	Flutt, Conchita	246.2515
NY	0002	United Federation of Teachers	Fogelman, Meredith	246.2515
NY	0002	United Federation of Teachers	Foglino, Matthew	246.2515
NY	0002	United Federation of Teachers	Forbes, Judy	246.2515
NY	0002	United Federation of Teachers	Francisco, Maria	246.2515
NY	0002	United Federation of Teachers	Francisco, Tamisha	246.2515
NY	0002	United Federation of Teachers	Frazier-Green, Yvette	246.2515
NY	0002	United Federation of Teachers	Freeman, Renee	246.2515
NY	0002	United Federation of Teachers	Friedman, Sherry	246.2515
NY	0002	United Federation of Teachers	Galeano, Lia	246.2515
NY	0002	United Federation of Teachers	Gappelberg, Stephen	246.2515
NY	0002	United Federation of Teachers	Garcia, Ana	246.2515
NY	0002	United Federation of Teachers	Garcia, Luis	246.2515
NY	0002	United Federation of Teachers	Garcia, Marissa	246.2515
NY	0002	United Federation of Teachers	Garvey, John	246.2515
NY	0002	United Federation of Teachers	Gault, Dennis	246.2515
NY	0002	United Federation of Teachers	Gausman, Jeannie	246.2515
NY	0002	United Federation of Teachers	Geist, George	246.2515
NY	0002	United Federation of Teachers	Gentilviso, Ellen	246.2515
NY	0002	United Federation of Teachers	Gerard, Analia	246.2515
NY	0002	United Federation of Teachers	Giniese, Mary	246.2515
NY	0002	United Federation of Teachers	Giustra, Gino	246.2515
NY	0002	United Federation of Teachers	Glaberman, Millie	246.2515
NY	0002	United Federation of Teachers	Gleicher, Joan	246.2515
NY	0002	United Federation of Teachers	Goasdoue, Charles	246.2515
NY	0002	United Federation of Teachers	Goldberg, Jason	246.2515
NY	0002	United Federation of Teachers	Goldberg, Steven	246.2515
NY	0002	United Federation of Teachers	Goldman, Anne	246.2515
NY	0002	United Federation of Teachers	Goodman, Peter	246.2515
NY	0002	United Federation of Teachers	Gordon, Leo	246.2515
NY	0002	United Federation of Teachers	Goss, Daniel	246.2515
NY	0002	United Federation of Teachers	Grant, Maggie	246.2515
NY	0002	United Federation of Teachers	Grecco, Michelle	246.2515
NY	0002	United Federation of Teachers	Greene, Monique	246.2515
NY	0002	United Federation of Teachers	Greene, Sharada	246.2515
NY	0002	United Federation of Teachers	Greenhut, Gloria	246.2515
NY	0002	United Federation of Teachers	Guerrero, Luis	246.2515
NY	0002	United Federation of Teachers	Gulbert, Kathleen	246.2515
NY	0002	United Federation of Teachers	Hali, Elvira	246.2515
NY	0002	United Federation of Teachers	Hamilton, Chad	246.2515
NY	0002	United Federation of Teachers	Harmon, Anthony	246.2515
NY	0002	United Federation of Teachers	Harrington, John	246.2515
NY	0002	United Federation of Teachers	Harris, Simone	246.2515
NY	0002	United Federation of Teachers	Harrison, Carol	246.2515

St	Local	Local Name	Delegate	Votes
NY	0002	United Federation of Teachers	Harrison, Lynn	246.2515
NY	0002	United Federation of Teachers	Harrison, Marquis	246.2515
NY	0002	United Federation of Teachers	Harvey, Jessica	246.2515
NY	0002	United Federation of Teachers	Haughton, Karen	246.2515
NY	0002	United Federation of Teachers	Haynesworth, Elaine	246.2515
NY	0002	United Federation of Teachers	Heitner, Esti	246.2515
NY	0002	United Federation of Teachers	Hernandez-Sot, Nancy	246.2515
NY	0002	United Federation of Teachers	Herron, Michael	246.2515
NY	0002	United Federation of Teachers	Herskowitz, Geraldine	246.2515
NY	0002	United Federation of Teachers	Highland, Lisa	246.2515
NY	0002	United Federation of Teachers	Hill, Sonja	246.2515
NY	0002	United Federation of Teachers	Hilliard, Christine	246.2515
NY	0002	United Federation of Teachers	Hinds, Janella	246.2515
NY	0002	United Federation of Teachers	Hochstatter, Amanda	246.2515
NY	0002	United Federation of Teachers	Holleran, John	246.2515
NY	0002	United Federation of Teachers	Holz, Andrew	246.2515
NY	0002	United Federation of Teachers	Hookway, Nat	246.2515
NY	0002	United Federation of Teachers	Horowitz, Tamara	246.2515
NY	0002	United Federation of Teachers	Hosten, Leah	246.2515
NY	0002	United Federation of Teachers	Houston, Joshua	246.2515
NY	0002	United Federation of Teachers	Hughes, Lamar	246.2515
NY	0002	United Federation of Teachers	Hunter-Tmdal, Shameeka	246.2515
NY	0002	United Federation of Teachers	Hurt, Ann-Marie	246.2515
NY	0002	United Federation of Teachers	Immis, Shauna	246.2515
NY	0002	United Federation of Teachers	Irizarry Jr, Edgar	246.2515
NY	0002	United Federation of Teachers	Jacobs, Michael	246.2515
NY	0002	United Federation of Teachers	Jefferson, Tiffany	246.2515
NY	0002	United Federation of Teachers	Jenkins, Raymond	246.2515
NY	0002	United Federation of Teachers	Johnson, Helena	246.2515
NY	0002	United Federation of Teachers	Jones, Damian	246.2515
NY	0002	United Federation of Teachers	Jorgensen, Sierra	246.2515
NY	0002	United Federation of Teachers	Josaphat, Johanna	246.2515
NY	0002	United Federation of Teachers	Joseph-Oleubun, Christine	246.2515
NY	0002	United Federation of Teachers	Joseph-Solomo, Regina	246.2515
NY	0002	United Federation of Teachers	Joyce, Margaret	246.2515
NY	0002	United Federation of Teachers	Kamps, Dorothy	246.2515
NY	0002	United Federation of Teachers	Kamps, John	246.2515
NY	0002	United Federation of Teachers	Kazansky, David	246.2515
NY	0002	United Federation of Teachers	Keegan, Mary	246.2515
NY	0002	United Federation of Teachers	Khalid, Faiza	246.2515
NY	0002	United Federation of Teachers	King, Julia	246.2515
NY	0002	United Federation of Teachers	King, Linda	246.2515
NY	0002	United Federation of Teachers	Kirwan, Matthew	246.2515
NY	0002	United Federation of Teachers	Klages-Bombic, Mitchell	246.2515
NY	0002	United Federation of Teachers	Kloppenburg, Guy	246.2515
NY	0002	United Federation of Teachers	Klug, Anthony	246.2515
NY	0002	United Federation of Teachers	Knight, Lawrence	246.2515
NY	0002	United Federation of Teachers	Kropp, Marissa	246.2515
NY	0002	United Federation of Teachers	Kullman, Michael	246.2515
NY	0002	United Federation of Teachers	Kurjakovic, Katherine	246.2515
NY	0002	United Federation of Teachers	Kuzar Jr, George	246.2515
NY	0002	United Federation of Teachers	Lago, Jose	246.2515
NY	0002	United Federation of Teachers	Last, Neal	246.2515
NY	0002	United Federation of Teachers	Lawyer-James, Veronica	246.2515
NY	0002	United Federation of Teachers	Leder, Elizabeth	246.2515
NY	0002	United Federation of Teachers	Lee, Monique	246.2515

St	Local	Local Name	Delegate	Notes
NY	0002	United Federation of Teachers	Lee, Seung	246.2515
NY	0002	United Federation of Teachers	Lee, Victoria	246.2515
NY	0002	United Federation of Teachers	Lehon, Lester	246.2515
NY	0002	United Federation of Teachers	Leiser, Sandra	246.2515
NY	0002	United Federation of Teachers	Leonardi, Kristine	246.2515
NY	0002	United Federation of Teachers	Lerner, Cindy	246.2515
NY	0002	United Federation of Teachers	Lestz, Bonnie	246.2515
NY	0002	United Federation of Teachers	Leung-Tokar, Mae	246.2515
NY	0002	United Federation of Teachers	Lewine, Josie	246.2515
NY	0002	United Federation of Teachers	Lewis, Katherine	246.2515
NY	0002	United Federation of Teachers	Lewis, Rick	246.2515
NY	0002	United Federation of Teachers	Lisowski, Jessica	246.2515
NY	0002	United Federation of Teachers	Lisowski, Kristan	246.2515
NY	0002	United Federation of Teachers	Loder, Yolanda	246.2515
NY	0002	United Federation of Teachers	Lomonaco, Rosemarie	246.2515
NY	0002	United Federation of Teachers	Loomis, Helene	246.2515
NY	0002	United Federation of Teachers	Lopez, Rebecca	246.2515
NY	0002	United Federation of Teachers	Lubin, Alan	246.2515
NY	0002	United Federation of Teachers	Lubman, Laurie	246.2515
NY	0002	United Federation of Teachers	Lustberg, Jonathan	246.2515
NY	0002	United Federation of Teachers	Mah, David	246.2515
NY	0002	United Federation of Teachers	Mammolito, Diane	246.2515
NY	0002	United Federation of Teachers	Mandes, Armando	246.2515
NY	0002	United Federation of Teachers	Mangiero, Karolynn	246.2515
NY	0002	United Federation of Teachers	Manley, Marilyn	246.2515
NY	0002	United Federation of Teachers	Mantell, Richard	246.2515
NY	0002	United Federation of Teachers	Marks, Todd	246.2515
NY	0002	United Federation of Teachers	Marshall, Gordon	246.2515
NY	0002	United Federation of Teachers	Martin, Christina	246.2515
NY	0002	United Federation of Teachers	Martin, Maggie	246.2515
NY	0002	United Federation of Teachers	Martin, Marva	246.2515
NY	0002	United Federation of Teachers	Martindale, Sandra	246.2515
NY	0002	United Federation of Teachers	Martinez, Mary	246.2515
NY	0002	United Federation of Teachers	Mascioli, Teri	246.2515
NY	0002	United Federation of Teachers	Mathurin, Roxanne	246.2515
NY	0002	United Federation of Teachers	Matte, Jeffrey	246.2515
NY	0002	United Federation of Teachers	Mazzola, Diane	246.2515
NY	0002	United Federation of Teachers	McCarran, John	246.2515
NY	0002	United Federation of Teachers	McCrea, Belinda	246.2515
NY	0002	United Federation of Teachers	McDonnell, Leslie	246.2515
NY	0002	United Federation of Teachers	McGrath, Christina	246.2515
NY	0002	United Federation of Teachers	McKeown, Martin	246.2515
NY	0002	United Federation of Teachers	McTigue, Maureen	246.2515
NY	0002	United Federation of Teachers	Meenan, D.J.	246.2515
NY	0002	United Federation of Teachers	Mendel, Lisa	246.2515
NY	0002	United Federation of Teachers	Mendel, Michael	246.2515
NY	0002	United Federation of Teachers	Mercado, Teresa	246.2515
NY	0002	United Federation of Teachers	Metellus, Alan	246.2515
NY	0002	United Federation of Teachers	Mezzacappa, Patricia	246.2515
NY	0002	United Federation of Teachers	Midy, Francis	246.2515
NY	0002	United Federation of Teachers	Miller, Keith	246.2515
NY	0002	United Federation of Teachers	Miller, Tamme	246.2515
NY	0002	United Federation of Teachers	Minor, Danielle	246.2515
NY	0002	United Federation of Teachers	Mintz, Brenna	246.2515
NY	0002	United Federation of Teachers	Mintzer, Steven	246.2515
NY	0002	United Federation of Teachers	Moffa, Lucia	246.2515
NY	0002	United Federation of Teachers	Wofford	x
NY	0002	United Federation of Teachers	Williams	x
NY	0002	United Federation of Teachers	White	x
NY	0002	United Federation of Teachers	Urbanski	x
NY	0002	United Federation of Teachers	Tang	x
NY	0002	United Federation of Teachers	Steinberg	x
NY	0002	United Federation of Teachers	Spence	x
NY	0002	United Federation of Teachers	Specht	x
NY	0002	United Federation of Teachers	Spar	x
NY	0002	United Federation of Teachers	Ramirez	x
NY	0002	United Federation of Teachers	Phillips	x
NY	0002	United Federation of Teachers	Pallotta	x
NY	0002	United Federation of Teachers	Obrenski	x
NY	0002	United Federation of Teachers	Mulvey	x
NY	0002	United Federation of Teachers	Mulgrew	x
NY	0002	United Federation of Teachers	Montgomery	x
NY	0002	United Federation of Teachers	McCormick-Lyons	x
NY	0002	United Federation of Teachers	Martin	x
NY	0002	United Federation of Teachers	Kowal	x
NY	0002	United Federation of Teachers	Jordan	x
NY	0002	United Federation of Teachers	Hochadel	x
NY	0002	United Federation of Teachers	Hernandez Mats	x
NY	0002	United Federation of Teachers	Hecker	x
NY	0002	United Federation of Teachers	Harmon	x
NY	0002	United Federation of Teachers	Gross	x
NY	0002	United Federation of Teachers	Gray	x
NY	0002	United Federation of Teachers	Freitas	x
NY	0002	United Federation of Teachers	Flynn	x
NY	0002	United Federation of Teachers	Dunham	x
NY	0002	United Federation of Teachers	DiBrango	x
NY	0002	United Federation of Teachers	Davis Gates	x
NY	0002	United Federation of Teachers	Davis	x
NY	0002	United Federation of Teachers	Curtis	x
NY	0002	United Federation of Teachers	Cropper	x
NY	0002	United Federation of Teachers	Chiera	x
NY	0002	United Federation of Teachers	Chavez	x
NY	0002	United Federation of Teachers	Carter	x
NY	0002	United Federation of Teachers	Capo	x
NY	0002	United Federation of Teachers	Byrd	x
NY	0002	United Federation of Teachers	Bonilla Sanchez	x
NY	0002	United Federation of Teachers	Albert	x
NY	0002	United Federation of Teachers	Abrams	x
NY	0002	United Federation of Teachers	Abraham	x
NY	0002	United Federation of Teachers	DeJesus	x
NY	0002	United Federation of Teachers	Ingram	x
NY	0002	United Federation of Teachers	Weingarten	x

St	Local	Local Name	Delegate	Notes
NY	0002	United Federation of Teachers	Monte, Gregory	246.2515
NY	0002	United Federation of Teachers	Monteforte, John	246.2515
NY	0002	United Federation of Teachers	Moody Jr., Wesley	246.2515
NY	0002	United Federation of Teachers	Moore, Adrienne	246.2515
NY	0002	United Federation of Teachers	Moquete, Elsa	246.2515
NY	0002	United Federation of Teachers	Moreno, Kellie	246.2515
NY	0002	United Federation of Teachers	Morgan, Angela	246.2515
NY	0002	United Federation of Teachers	Morgan-Davis, Valeria	246.2515
NY	0002	United Federation of Teachers	Morman-Harris, Rhonda	246.2515
NY	0002	United Federation of Teachers	Moroney, Marybeth	246.2515
NY	0002	United Federation of Teachers	Morrison, Paula	246.2515
NY	0002	United Federation of Teachers	Moss, Cheryl	246.2515
NY	0002	United Federation of Teachers	Mulgrew, Michael	246.2515
NY	0002	United Federation of Teachers	Murphy, Caroline	246.2515
NY	0002	United Federation of Teachers	Murphy, Rebecca	246.2515
NY	0002	United Federation of Teachers	Murphy, Thomas	246.2515
NY	0002	United Federation of Teachers	Myrick, Zina	246.2515
NY	0002	United Federation of Teachers	Naing, Arnawa	246.2515
NY	0002	United Federation of Teachers	Negrilli, Margaret	246.2515
NY	0002	United Federation of Teachers	Negrono-Ishich, Evelyn	246.2515
NY	0002	United Federation of Teachers	Nelson, Lee	246.2515
NY	0002	United Federation of Teachers	Nesmith, Deborah	246.2515
NY	0002	United Federation of Teachers	Niccolich, Richard	246.2515
NY	0002	United Federation of Teachers	Nixon, Thomas	246.2515
NY	0002	United Federation of Teachers	Norman, Nicholas	246.2515
NY	0002	United Federation of Teachers	Nuwesra, Jonathan	246.2515
NY	0002	United Federation of Teachers	O'Callaghan, Christine	246.2515
NY	0002	United Federation of Teachers	Oconnor, Jeanie	246.2515
NY	0002	United Federation of Teachers	O'Donnell, Peter	246.2515
NY	0002	United Federation of Teachers	O'Hagan, Kathleen	246.2515
NY	0002	United Federation of Teachers	O'Neil, Alice	246.2515
NY	0002	United Federation of Teachers	Orozco, Victoria	246.2515
NY	0002	United Federation of Teachers	Ortega, Trisha	246.2515
NY	0002	United Federation of Teachers	O'Shea, Lorraine	246.2515
NY	0002	United Federation of Teachers	Outing, Ladesha	246.2515
NY	0002	United Federation of Teachers	Pallotta, Andrew	246.2515
NY	0002	United Federation of Teachers	Pandolfino, Glen	246.2515
NY	0002	United Federation of Teachers	Paradiso, Maria	246.2515
NY	0002	United Federation of Teachers	Pelzer, Marie	246.2515
NY	0002	United Federation of Teachers	Pender, Sheryl	246.2515
NY	0002	United Federation of Teachers	Penny, Debra	246.2515
NY	0002	United Federation of Teachers	Perez, John	246.2515
NY	0002	United Federation of Teachers	Perez-Gonzalez, Susan	246.2515
NY	0002	United Federation of Teachers	Peters, Jacquelyn	246.2515
NY	0002	United Federation of Teachers	Pietromacco, Rebecca	246.2515
NY	0002	United Federation of Teachers	Pilato, Vincent	246.2515
NY	0002	United Federation of Teachers	Plotkin, Zachariah	246.2515
NY	0002	United Federation of Teachers	Pointdujour, Marie	246.2515
NY	0002	United Federation of Teachers	Polite, Undrea	246.2515
NY	0002	United Federation of Teachers	Polzin, Jamie	246.2515
NY	0002	United Federation of Teachers	Povallitis, Jeffrey	246.2515
NY	0002	United Federation of Teachers	Price, Vanessa	246.2515
NY	0002	United Federation of Teachers	Price, Kenneth	246.2515
NY	0002	United Federation of Teachers	Puglia, Nicole	246.2515
NY	0002	United Federation of Teachers	Quamina, Rana	246.2515
NY	0002	United Federation of Teachers	Rabbach, Charles	246.2515





St	Local	Local Name	Delegate	Notes
NY	0002	United Federation of Teachers	Shore, Dario	246.2515
NY	0002	United Federation of Teachers	Sicilian Jr, Joseph	246.2515
NY	0002	United Federation of Teachers	Sieminski, Kris	246.2515
NY	0002	United Federation of Teachers	Sill, Michael	246.2515
NY	0002	United Federation of Teachers	Silva, Servia	246.2515
NY	0002	United Federation of Teachers	Silverman, Arthur	246.2515
NY	0002	United Federation of Teachers	Skibins, Bonnie	246.2515
NY	0002	United Federation of Teachers	Skibins, Richard	246.2515
NY	0002	United Federation of Teachers	Smith, Genoveba	246.2515
NY	0002	United Federation of Teachers	Smith, Joan	246.2515
NY	0002	United Federation of Teachers	Smith, Maria	246.2515
NY	0002	United Federation of Teachers	Smith, Nicole	246.2515
NY	0002	United Federation of Teachers	Smith, Ualin	246.2515
NY	0002	United Federation of Teachers	Smyth, Dermot	246.2515
NY	0002	United Federation of Teachers	Solla, Gloria	246.2515
NY	0002	United Federation of Teachers	Sorkin, Geoffrey	246.2515
NY	0002	United Federation of Teachers	Sorongon, Stanley	246.2515
NY	0002	United Federation of Teachers	Sow, Aladji	246.2515
NY	0002	United Federation of Teachers	Spirocostas, Jenny	246.2515
NY	0002	United Federation of Teachers	Stark, Jory	246.2515
NY	0002	United Federation of Teachers	Stark, Susan	246.2515
NY	0002	United Federation of Teachers	Stewart, Erica	246.2515
NY	0002	United Federation of Teachers	Stewart-Rober, Latisha	246.2515
NY	0002	United Federation of Teachers	Swiecki, Stephen	246.2515
NY	0002	United Federation of Teachers	Tamburo, Laura	246.2515
NY	0002	United Federation of Teachers	Taylor, Corey	246.2515
NY	0002	United Federation of Teachers	Tewksbury, Christina	246.2515
NY	0002	United Federation of Teachers	Thomas, Paula	246.2515
NY	0002	United Federation of Teachers	Thomas, Ron	246.2515
NY	0002	United Federation of Teachers	Thompson, Rosemarie	246.2515
NY	0002	United Federation of Teachers	Thompson, Winnie	246.2515
NY	0002	United Federation of Teachers	Tineo, Juan	246.2515
NY	0002	United Federation of Teachers	Tokar, Richard	246.2515
NY	0002	United Federation of Teachers	Toma, Camille	246.2515
NY	0002	United Federation of Teachers	Tomkin, Raphael	246.2515
NY	0002	United Federation of Teachers	Townsend, Christopher	246.2515
NY	0002	United Federation of Teachers	Trench, Bethany	246.2515
NY	0002	United Federation of Teachers	Tribble, Nina	246.2515
NY	0002	United Federation of Teachers	Tumbarello, Loretta	246.2515
NY	0002	United Federation of Teachers	Turner, Karlene	246.2515
NY	0002	United Federation of Teachers	Tyson, Shaude	246.2515
NY	0002	United Federation of Teachers	Urbacz, Lourdes	246.2515
NY	0002	United Federation of Teachers	Usatch, Joseph	246.2515
NY	0002	United Federation of Teachers	Vaccaro, Mary	246.2515
NY	0002	United Federation of Teachers	Vaccaro, Vincent	246.2515
NY	0002	United Federation of Teachers	Valentino, Anthony	246.2515
NY	0002	United Federation of Teachers	Vargas, Evelyn	246.2515
NY	0002	United Federation of Teachers	Vargas-Solla, Lorraine	246.2515
NY	0002	United Federation of Teachers	Vasquez, James	246.2515
NY	0002	United Federation of Teachers	Velasquez, Arnulfo	246.2515
NY	0002	United Federation of Teachers	Velasquez, Wilma	246.2515
NY	0002	United Federation of Teachers	Verdone, Christopher	246.2515
NY	0002	United Federation of Teachers	Vollenweider, Kayla	246.2515
NY	0002	United Federation of Teachers	Volpicella, Frank	246.2515
NY	0002	United Federation of Teachers	Wade, Mary	246.2515
NY	0002	United Federation of Teachers	Walden Cranst, Rachel	246.2515

St	Local	Local Name	Delegate	Notes
NY	0002	United Federation of Teachers	Walker Wilson, Wendy	246.2515
NY	0002	United Federation of Teachers	Wall, Melissa	246.2515
NY	0002	United Federation of Teachers	Walsh, Amanda	246.2515
NY	0002	United Federation of Teachers	Waltzer, David	246.2515
NY	0002	United Federation of Teachers	Ward, Margaret	246.2515
NY	0002	United Federation of Teachers	Washington, Paula	246.2515
NY	0002	United Federation of Teachers	Webb Geddes, Requel	246.2515
NY	0002	United Federation of Teachers	Weber, Greg	246.2515
NY	0002	United Federation of Teachers	Weinert, Elizabeth	246.2515
NY	0002	United Federation of Teachers	Weingarten, Rhonda	246.2515
NY	0002	United Federation of Teachers	Whitfield, Brianna	246.2515
NY	0002	United Federation of Teachers	Wiliensky-Sork, Veronica	246.2515
NY	0002	United Federation of Teachers	Wilhelm, Peter	246.2515
NY	0002	United Federation of Teachers	Wilks-Duplan, Sandra	246.2515
NY	0002	United Federation of Teachers	Williams Craw, Denise	246.2515
NY	0002	United Federation of Teachers	Williams, Bridgette	246.2515
NY	0002	United Federation of Teachers	Williams, Charlayne	246.2515
NY	0002	United Federation of Teachers	Wilson, Lisa	246.2515
NY	0002	United Federation of Teachers	Wilson, Vanecia	246.2515
NY	0002	United Federation of Teachers	Winograd, Gloria	246.2515
NY	0002	United Federation of Teachers	Wisdom, Barbara	246.2515
NY	0002	United Federation of Teachers	Wolkowicz, Matias	246.2515
NY	0002	United Federation of Teachers	Woodruff, William	246.2515
NY	0002	United Federation of Teachers	Wu, Leanne	246.2515
NY	0002	United Federation of Teachers	Yefet, Kerry	246.2515
NY	0002	United Federation of Teachers	Yon, Mavis	246.2515
NY	0002	United Federation of Teachers	Zacerous, Gay	246.2515
NY	0002	United Federation of Teachers	Zamora, Sergio	246.2515
NY	0002	United Federation of Teachers	Zander, Arthur	246.2515
NY	0002	United Federation of Teachers	Zemone, Nicole	246.2515
NY	0002	United Federation of Teachers	Zihal, Bruce	246.2515
NY	0002	United Federation of Teachers	Zingone, Joseph	246.2515
NY	0002	United Federation of Teachers	Zysberg, Janet	246.2515
NY	0280	New Rochelle Federation of United School	Coleman, William	669.5000
NY	0280	New Rochelle Federation of United School	Cook, Aisha	669.5000
NY	0616	Rochester Teachers Association	Altobelli, David	411.0000
NY	0616	Rochester Teachers Association	Betzenhauser, Kristen	411.0000
NY	0616	Rochester Teachers Association	Humphrey, Willie	411.0000
NY	0616	Rochester Teachers Association	Price, Kristine	411.0000
NY	0616	Rochester Teachers Association	Rinere, Aimee	411.0000
NY	0616	Rochester Teachers Association	Rubin, Candace	411.0000
NY	0616	Rochester Teachers Association	Urbanaki, Adam	411.0000
NY	0860	Yonkers Federation of Teachers	Boyd, Bryan	123.4667
NY	0860	Yonkers Federation of Teachers	Byrd, Sonia	123.4667
NY	0860	Yonkers Federation of Teachers	Cirello, Michael	123.4667
NY	0860	Yonkers Federation of Teachers	Councili, Lia	123.4667
NY	0860	Yonkers Federation of Teachers	Delucca, Elizabeth	123.4667
NY	0860	Yonkers Federation of Teachers	Downes, Jayme	123.4667
NY	0860	Yonkers Federation of Teachers	Gorman, Erin	123.4667
NY	0860	Yonkers Federation of Teachers	McCue, Florence	123.4667
NY	0860	Yonkers Federation of Teachers	Montgomery, Shanauzelda	123.4667
NY	0860	Yonkers Federation of Teachers	O'Donnell, Elizabeth	123.4667
NY	0860	Yonkers Federation of Teachers	O'Donnell, Lynn	123.4667
NY	0860	Yonkers Federation of Teachers	Poley, Mitch	123.4667
NY	0860	Yonkers Federation of Teachers	Rosado-Cirrei, Samantha	123.4667
NY	0860	Yonkers Federation of Teachers	Taylor, Kenneth	123.4667





St	Local	Local Name	Delegate	Notes
NY	2801	Lyncourt Teachers Association	Lanty, Debra	
NY	2806	Mathopac Teachers Association	McMahon, Thomas	
NY	2841	Monroe - Orleans BOCES Teachers Associa	Shalke, David	
NY	2842	Faculty Association #2842	Gizzi, Bethany	
NY	2867	Newburgh Teachers Association	Caci, Jillian	
NY	2867	Newburgh Teachers Association	Corbett, Maryann	
NY	2867	Newburgh Teachers Association	Higgins, Melissa	
NY	2867	Newburgh Teachers Association	Le Roy, Judy	
NY	2867	Newburgh Teachers Association	Lopez-Romero, Lourdes	
NY	2867	Newburgh Teachers Association	Mazza, Claudine	
NY	2867	Newburgh Teachers Association	Moran, Stacy	
NY	2867	Newburgh Teachers Association	Pinheiro, G.	
NY	2867	Newburgh Teachers Association	Scully, Matthew	
NY	2877	North Rockland Teachers Association	Ahle, Timothy	
NY	2877	North Rockland Teachers Association	Brennan, Debra	
NY	2877	North Rockland Teachers Association	Roff, Herbert	
NY	2877	North Rockland Teachers Association	Sassone, Michele	
NY	2888	Nyack Teachers Association	Campione, Florence	
NY	2918	Nyack Teachers Association	Potter, Tracy	
NY	2918	Penn Yan Education Association	Brown, Elizabeth	
NY	2918	Penn Yan Education Association	Webber, Tina	
NY	2930	Plattsburgh Teachers Association	McGill, Erin	
NY	2938	Port Washington Teachers Association	McLean, Regina	
NY	2969	Rush Henrietta Employees Association	Vinella, Andrew	
NY	2985	SABEA, Saratoga Adirondack BOCES Employee	Arthmann, Karen	
NY	2985	SABEA, Saratoga Adirondack BOCES Employee	Carnier-Shafra, Sandra	
NY	2999	Syracuse Teachers Association, Inc.	James, Jo	
NY	2999	Syracuse Teachers Association, Inc.	Bartolotta, Peter	
NY	2999	Syracuse Teachers Association, Inc.	Capsello, Nicole	
NY	2999	Syracuse Teachers Association, Inc.	Dyer, Juanita	
NY	2999	Syracuse Teachers Association, Inc.	Washington, Bernard	
NY	3016	Syracuse Teachers Association, Inc.	Woodall, Virginitie	
NY	3016	South Huntington Teachers Association	Callahan, Dennis	
NY	3016	South Huntington Teachers Association	Zimmermann, Michael	
NY	3037	Eastern Suffolk BOCES Educators	Mazza-Shaw, Asha	
NY	3038	Faculty Association of Suffolk Community	Brewer, Courtney	
NY	3038	Faculty Association of Suffolk Community	Morelli, Dante	
NY	3038	Faculty Association of Suffolk Community	Ng Southard, Kimberly	
NY	3041	Sweet Home Education Association	Baetzhold, Kirsten	
NY	3075	Valhalla Teachers Association	Austin, Richard	
NY	3119	White Plains Teachers Association	Galvin, Elizabeth	
NY	3124	White Plains Teachers Association	McCormick-Lyo, Kara	
NY	3457	Williamsville Teachers Association	Knab, Thomas	
NY	3457	United College Employees of FIT	Blanco Ruiz, Pilar	
NY	3457	United College Employees of FIT	Clement, Paul	
NY	3457	United College Employees of FIT	Elns, Roberta	
NY	3457	United College Employees of FIT	Grassi, Susan	
NY	3457	United College Employees of FIT	Ramirez, Eric	
NY	3457	United College Employees of FIT	Rivera-Perez, Felix	
NY	4053	Public Employees Federation	Zaborowski-Sm, Amy	
NY	4053	Public Employees Federation	Desiva, Sharon	
NY	4053	Public Employees Federation	Diantonio, Randi	
NY	4053	Public Employees Federation	Donahue, Joseph	
NY	4053	Public Employees Federation	Ha, Be	
NY	4053	Public Employees Federation	Higgins, Nora	
NY	4053	Public Employees Federation	Sapp, Mary	

St	Local	Local Name	Delegate	Votes
NY	4053	Public Employees Federation	Shravah, Ved	2471.9000
NY	4053	Public Employees Federation	Spence, Wayne	2471.9000
NY	4053	Public Employees Federation	Stransky, Barbara	2471.9000
NY	4053	Public Employees Federation	Williams, Darlene	2471.9000
NY	78-19	Buffalo Education Support Team	Rosso, Dolores	859.0000
NY	8030	New York State United Teachers	Abraham, J. Philippe	18.0000
NY	8030	New York State United Teachers	Cantafio, Joseph	18.0000
NY	8030	New York State United Teachers	Dibrango, Jolene	1.0000
NY	9527R	New York State United Teachers Retiree C	Mroczka, Eva	1.0000
NY	9528R	NYSUT Retiree Council 27	Goldstein, Elissa	1.0000
NY	9528R	NYSUT Retiree Council 28	Goodfriend, Kenneth	1.0000
NY	9530R	NYSUT Retiree Council 30	Magnus, Joyce	1.0000
NY	9531R	NYSUT Retiree Council 31	Nobles, Donald	1.0000
NY	9532R	NYSUT Retiree Council 32	Rowland, Christine	1.0000
NY	9533R	NYSUT Retiree Council 33	Soldini, John	1.0000
NY	9534R	NYSUT Retiree Council 34	Waldmann, Barbara	1.0000
NY	9535R	NYSUT Retiree Council 35	Winderbaum, Lynne	1.0000
NY	9543R	New York State United Teachers Retiree C	Bruce, Felicia	1.0000
NY	9544R	New York State Retiree Council #44	Rodland, Sara	1.0000
OH	0250	Toledo Federation of Teachers	Al-Hayani, Mona	276.8889
OH	0250	Toledo Federation of Teachers	Bailey, Maria	276.8889
OH	0250	Toledo Federation of Teachers	Bennett, Andrea	276.8889
OH	0250	Toledo Federation of Teachers	Bird, Janet	276.8889
OH	0250	Toledo Federation of Teachers	Burton, Monique	276.8889
OH	0250	Toledo Federation of Teachers	Daiton, Kevin	276.8889
OH	0250	Toledo Federation of Teachers	Price, Dale	276.8889
OH	0250	Toledo Federation of Teachers	Smith, Carey	276.8889
OH	0250	Toledo Federation of Teachers	Wait, Katherine	276.8889
OH	0279	Cleveland Teachers Union	Ahrens, Jillian	314.3077
OH	0279	Cleveland Teachers Union	Brown, Christy	314.3077
OH	0279	Cleveland Teachers Union	Dockery-Murra, Andrea	314.3077
OH	0279	Cleveland Teachers Union	Fair, Dorothy	314.3077
OH	0279	Cleveland Teachers Union	Henderson, Stephanie	314.3077
OH	0279	Cleveland Teachers Union	Moore, Mary	314.3077
OH	0279	Cleveland Teachers Union	Neylon, Cheryl	314.3077
OH	0279	Cleveland Teachers Union	Obrnski, Shari	314.3077
OH	0279	Cleveland Teachers Union	Paden, Deborah	314.3077
OH	0279	Cleveland Teachers Union	Radich, Tracy	314.3077
OH	0279	Cleveland Teachers Union	Rzucido, Michelle	314.3077
OH	0279	Cleveland Teachers Union	Scott, Beverly	314.3077
OH	0279	Cleveland Teachers Union	Willis, Sr., Justin	314.3077
OH	1520	Cincinnati Federation of Teachers	Adams, Clayton	168.8889
OH	1520	Cincinnati Federation of Teachers	Allen, Milbeth	168.8889
OH	1520	Cincinnati Federation of Teachers	Arlington, Rebecca	168.8889
OH	1520	Cincinnati Federation of Teachers	Benion-Burks, Shannon	168.8889
OH	1520	Cincinnati Federation of Teachers	Black, Lee	168.8889
OH	1520	Cincinnati Federation of Teachers	Broyles, Justin	168.8889
OH	1520	Cincinnati Federation of Teachers	Colyer, Anna	168.8889
OH	1520	Cincinnati Federation of Teachers	Couch, Angela	168.8889
OH	1520	Cincinnati Federation of Teachers	Gardner, Chandra	168.8889
OH	1520	Cincinnati Federation of Teachers	Jones, Elizabeth	168.8889
OH	1520	Cincinnati Federation of Teachers	Keller, Brandon	168.8889
OH	1520	Cincinnati Federation of Teachers	Lackey, Sonya	168.8889
OH	1520	Cincinnati Federation of Teachers	Sellers, Julie	168.8889
OH	1520	Cincinnati Federation of Teachers	Simon, Jane	168.8889
OH	1520	Cincinnati Federation of Teachers	Smith, Carol	168.8889

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OH	1520	Cincinnati Federation of Teachers	Thacker, Michelle	168.8889
OH	1520	Cincinnati Federation of Teachers	Toben, Kimberly	168.8889
OH	1520	Cincinnati Federation of Teachers	White, Sybil	168.8889
OH	5903	Ohio Nurses Association	Anderson, Rebecca	373.5263
OH	5903	Ohio Nurses Association	Baker-Loyd, Deborah Angel	373.5263
OH	5903	Ohio Nurses Association	Belcher, January	373.5263
OH	5903	Ohio Nurses Association	Castle, Patricia	373.5263
OH	5903	Ohio Nurses Association	Cinalli, Marie	373.5263
OH	5903	Ohio Nurses Association	Cousins, Bob	373.5263
OH	5903	Ohio Nurses Association	Frymyer, Jessica	373.5263
OH	5903	Ohio Nurses Association	Hornberger, Laurie	373.5263
OH	5903	Ohio Nurses Association	Killian, Lukas	373.5263
OH	5903	Ohio Nurses Association	Lieberum, Justine	373.5263
OH	5903	Ohio Nurses Association	Lucas, Rick	373.5263
OH	5903	Ohio Nurses Association	Murray, Sarah Beth	373.5263
OH	5903	Ohio Nurses Association	Ochs, Lisa	373.5263
OH	5903	Ohio Nurses Association	Pompeii, Amy	373.5263
OH	5903	Ohio Nurses Association	Rowe, Holly	373.5263
OH	5903	Ohio Nurses Association	Shinn, Heidi	373.5263
OH	5903	Ohio Nurses Association	Tucker, Jacinta	373.5263
OH	5903	Ohio Nurses Association	Watts, Alex	373.5263
OH	5903	Ohio Nurses Association	Wigner, Cheryl	373.5263
OH	8033	Ohio Federation of Teachers	Cropper, Melissa	1.0000
OK	2309	Oklahoma City AFT	Luster Pennin, Torie	1141.0000
OK	8034	AFT - Oklahoma	Best, Mary	34.0000
OR	3209	United Academics of the University of Or	Sinclair, Chris	977.0000
OR	3571	Portland State University Faculty Associ	Saults, James	312.0000
OR	3922	Portland Comm Coll Fed of Classified Emp	Grider, Jeff	248.0000
OR	3922	Portland Comm Coll Fed of Classified Emp	Lognion, Juanita	248.0000
OR	4671	Hillsboro Classified United	Hansen, Melody Carlene	557.0000
OR	5017	Oregon FNHP	Atteberry, Jodi	363.6000
OR	5017	Oregon FNHP	Baker, Jonathan	363.6000
OR	5017	Oregon FNHP	Eng, Nicholas	363.6000
OR	5017	Oregon FNHP	Faulkner, Carol	363.6000
OR	5017	Oregon FNHP	Fjelstad, Carolyn	363.6000
OR	5017	Oregon FNHP	Holt, Joshua	363.6000
OR	5017	Oregon FNHP	Jones, Nicole	363.6000
OR	5017	Oregon FNHP	Lauritsen, A. Felicia	363.6000
OR	5017	Oregon FNHP	Lehan, Krista	363.6000
OR	5017	Oregon FNHP	Lemmons, Jerry	363.6000
OR	5017	Oregon FNHP	Morehouse, Shirlee	363.6000
OR	5017	Oregon FNHP	Olsen, Dylan	363.6000
OR	5017	Oregon FNHP	Rohr, Sarina	363.6000
OR	5017	Oregon FNHP	Ross, Shawna	363.6000
OR	5017	Oregon FNHP	Wagslaif, Vienna	363.6000
OR	5905	Oregon Nurses Association	Bernier, Christine	2011.8333
OR	5905	Oregon Nurses Association	Bush-Hobbs, Denise	2011.8333
OR	5905	Oregon Nurses Association	Cline, Tamarah	2011.8333
OR	5905	Oregon Nurses Association	Hernandez, Joel	2011.8333
OR	5905	Oregon Nurses Association	Paul, Kevin	2011.8333
OR	5905	Oregon Nurses Association	Pond, Lynda	2011.8333
OR	6732	Oregon School Employees Association	Hofer, Mary	4212.0000
OR	6732	Oregon School Employees Association	Jones, Teri	4212.0000
OR	6732	Oregon School Employees Association	Wofford, Sarah	4212.0000
OR	8035R	AFT Oregon Retirees	Currin, Louise	1.0000
OR	8035	AFT Oregon	Rodriguez, Jaime	1.0000





St	Local Name	Delegate	Votes
PA 0003	Philadelphia Federation of Teachers	Schultz, Julie	201,0952
PA 0003	Philadelphia Federation of Teachers	Shaw-Carpente, Michelle R.	201,0952
PA 0003	Philadelphia Federation of Teachers	Smith, Erin	201,0952
PA 0003	Philadelphia Federation of Teachers	Steinberg, Arthur	201,0952
PA 0003	Philadelphia Federation of Teachers	Sundeen, Kathryn	201,0952
PA 0003	Philadelphia Federation of Teachers	Ward, Cassandra L.	201,0952
PA 0003	Philadelphia Federation of Teachers	Welshans, Ivey R.	201,0952
PA 0400	Pittsburgh Federation of Teachers	Esposito Visg, Nina	219,3846
PA 0400	Pittsburgh Federation of Teachers	Gilberto, Sarah	219,3846
PA 0400	Pittsburgh Federation of Teachers	Grant, Harold	219,3846
PA 0400	Pittsburgh Federation of Teachers	Hlieman, William	219,3846
PA 0400	Pittsburgh Federation of Teachers	Mandarino, Scott	219,3846
PA 0400	Pittsburgh Federation of Teachers	Marks, Brenda	219,3846
PA 0400	Pittsburgh Federation of Teachers	Mitchell, Robert	219,3846
PA 0400	Pittsburgh Federation of Teachers	Monte-Triebel, Kathy	219,3846
PA 0400	Pittsburgh Federation of Teachers	Roberts, Alfonso	219,3846
PA 0400	Pittsburgh Federation of Teachers	Schmitt, Rosemary	219,3846
PA 0400	Pittsburgh Federation of Teachers	Stanziano, Anna	219,3846
PA 0400	Pittsburgh Federation of Teachers	Slupi, Andrea	219,3846
PA 0400	Pittsburgh Federation of Teachers	Young, Livia	219,3846
PA 0400R	Pittsburgh Federation of Teachers-AFT Re	Colangelo, Patricia	1,0000
PA 1147	Scranton Federation of Teachers	Boland, Rosemary	202,5000
PA 1147	Scranton Federation of Teachers	Festa, Patrick	202,5000
PA 1147	Scranton Federation of Teachers	McCormick, Adam	202,5000
PA 1147	Scranton Federation of Teachers	Telesco, Jennifer	202,5000
PA 1417	Neshaminy Federation of Teachers	Binder, Sharon	134,0000
PA 1417	Neshaminy Federation of Teachers	D'Entremont, Monique	134,0000
PA 1417	Neshaminy Federation of Teachers	Frisch, Jessica	134,0000
PA 1417	Neshaminy Federation of Teachers	Heilig, Amy	134,0000
PA 1417	Neshaminy Federation of Teachers	Richardson, Christine	134,0000
PA 1590	Pittston Area Federation of Teachers	Kayden, Tina	88,3333
PA 1590	Pittston Area Federation of Teachers	McGlynn, Meredith	88,3333
PA 1590	Pittston Area Federation of Teachers	Oliver, Jill	88,3333
PA 2238	Bucks County Community College Fed of Te	Knight, Kathi	81,6667
PA 2238	Bucks County Community College Fed of Te	Shah, Mehul	81,6667
PA 2238	Bucks County Community College Fed of Te	Sheridan, John	81,6667
PA 3975	New Castle Federation of Teachers	Buelow, Lucia	69,5000
PA 3975	New Castle Federation of Teachers	Carr, Kyle	69,5000
PA 3975	New Castle Federation of Teachers	Ippolito, Julene	69,5000
PA 3975	New Castle Federation of Teachers	Nogay, Season	69,5000
PA 6056	Alliance of Charter School Employees	Apt, Sarah B.	106,0000
PA 9608	United Academics of Philadelphia	McCrann, Collin	106,0000
PA 9608	United Academics of Philadelphia	Bambrick, Courtney	70,2500
PA 9608	United Academics of Philadelphia	Gruber, Elise	70,2500
PA 9608	United Academics of Philadelphia	Heaps, Samantha	70,2500
PA 9624	Pennsylvania School for the Deaf	Pieczkolon, Daniel	70,2500
PR 6582	AMPR-Local Sindical	Weeks, Amy	179,0000
PR 6582	AMPR-Local Sindical	Bonilla Sanchi, Victor	1525,5000
PR 6582	AMPR-Local Sindical	Diaz, Steven	1525,5000
PR 6582	AMPR-Local Sindical	Figueroa, Providencia	1525,5000
PR 6582	AMPR-Local Sindical	Lugo, Edgardo	1525,5000
PR 6582	AMPR-Local Sindical	Martinez, Sol	1525,5000
PR 6582	AMPR-Local Sindical	Navas Candela, John	1525,5000
PR 6582	AMPR-Local Sindical	Nieves, Abigail	1525,5000
PR 6582	AMPR-Local Sindical	Ortiz, Heyshna	1525,5000
PR 6582	AMPR-Local Sindical	Perez, Angel	1525,5000

St	Local	Local Name	Delegate	Notes
PR	6582	AMPR-Local Sindical	Sanchez, Pedro	1525.0000
PR	8058	Asociacion de Maestros de Puerto Rico	Vargas, Jose	1215.0000
RI	0920	North Providence Federation of Teachers	Batek, Laurie	157.0000
RI	0920	North Providence Federation of Teachers	Cicerone, Michael	157.0000
RI	0930	Pawtucket Teachers Alliance	Beaupre, Ronald	94.7500
RI	0930	Pawtucket Teachers Alliance	Diprete, Christina	94.7500
RI	0930	Pawtucket Teachers Alliance	Enander, Jo-Ann	94.7500
RI	0930	Pawtucket Teachers Alliance	Lancellotti, Dean	94.7500
RI	0930	Pawtucket Teachers Alliance	Marchetti, Jason	94.7500
RI	0930	Pawtucket Teachers Alliance	Olivo, Jodie	94.7500
RI	0930	Pawtucket Teachers Alliance	Usher, Sharon	94.7500
RI	0930	Pawtucket Teachers Alliance	Wunschel, Jo-Ann	94.7500
RI	0951	Woonsocket Teachers Guild	Andrews, David	82.3750
RI	0951	Woonsocket Teachers Guild	Cary, Roxane	82.3750
RI	0951	Woonsocket Teachers Guild	Crane, Robin	82.3750
RI	0951	Woonsocket Teachers Guild	Gauvin, Charleen	82.3750
RI	0951	Woonsocket Teachers Guild	Morris, George	82.3750
RI	0951	Woonsocket Teachers Guild	Murphy, Robin	82.3750
RI	0951	Woonsocket Teachers Guild	Ozanian, Barbara	82.3750
RI	0951	Woonsocket Teachers Guild	Stewart, Robert	82.3750
RI	0958	Providence Teachers Union	Calabro, Maribeth	644.6667
RI	0958	Providence Teachers Union	McLoud, Shannon	644.6667
RI	0958	Providence Teachers Union	Sencer, Jeremy	644.6667
RI	1017	West Warwick Teachers Alliance	Doyle, Sean	86.7500
RI	1017	West Warwick Teachers Alliance	Flaherty Drum, Marie	86.7500
RI	1017	West Warwick Teachers Alliance	Flynn Bergero, Mary	86.7500
RI	1017	West Warwick Teachers Alliance	McPhillips, Audra	86.7500
RI	1702	Johnston Federation of Teachers	Falcone, Kristen	79.5000
RI	1702	Johnston Federation of Teachers	Florio, Theresa	79.5000
RI	1702	Johnston Federation of Teachers	Fortin, Kerri	79.5000
RI	1702	Johnston Federation of Teachers	Kandzierski, Kathleen	79.5000
RI	1704	Cranston Teachers Alliance	Diorio, Kevin	178.8571
RI	1704	Cranston Teachers Alliance	Ferranti, Christine	178.8571
RI	1704	Cranston Teachers Alliance	Karikas, Michael	178.8571
RI	1704	Cranston Teachers Alliance	Mollo, Darcy	178.8571
RI	1704	Cranston Teachers Alliance	Larkin, Elizabeth	178.8571
RI	1704	Cranston Teachers Alliance	Thompson, John	178.8571
RI	1704	Cranston Teachers Alliance	Torregrossa, Kathleen	178.8571
RI	8037R	Rhode Island Federation of Teachers Reti	Boudreau, Roger	1.0000
RI	8037	Rhode Island Fed of Teachers & Health Pr	Flynn, Frank	3.5000
RI	8037	Rhode Island Fed of Teachers & Health Pr	Maguire, John	3.5000
TX	2048	Education Austin	Reyes Lozano, Karen	2404.0000
TX	2260	Alliance/AFT	Ancaur, Dr. Grace	380.8182
TX	2260	Alliance/AFT	Azad, Naylee	380.8182
TX	2260	Alliance/AFT	Bazan, Juan	380.8182
TX	2260	Alliance/AFT	Becker, Stuart	380.8182
TX	2260	Alliance/AFT	Curts, Rosemary	380.8182
TX	2260	Alliance/AFT	Diaz, Karla	380.8182
TX	2260	Alliance/AFT	Fisher, Yolanda	380.8182
TX	2260	Alliance/AFT	Honea, Rena	380.8182
TX	2260	Alliance/AFT	Jones, Patricia	380.8182
TX	2260	Alliance/AFT	Mitchell, Rhonda	380.8182
TX	2260	Alliance/AFT	Rangel, George	380.8182
TX	2415	Houston Federation of Teachers	Anderson, Jackie	1189.6000
TX	2415	Houston Federation of Teachers	Capo, Zeph	1189.6000
TX	2415	Houston Federation of Teachers	Reichkek, Starla	1189.6000

St	Local	Local Name	Delegate	Votes
TX	2415	Houston Federation of Teachers	Santos, Daniel	1189.6000
TX	2415	Houston Federation of Teachers	Thibodeaux, Delia	1189.6000
TX	3216	Northside AFT	Longoria, Wanda	716.0000
TX	3216	Northside AFT	Medina, Aceneth	716.0000
TX	4632	La Joya Federation of Teachers	Alaniz, Martin	1217.0000
TX	6249	Austin Community College/AFT	Albert, David	86.3333
TX	6249	Austin Community College/AFT	Del Rio, Alicia	86.3333
TX	6249	Austin Community College/AFT	Faz, Vanessa	86.3333
TX	6345	Aldine - AFT	Houston, Candis	481.0000
TX	6345	Aldine - AFT	Pugh, Stacey	481.0000
TX	6427	Socorro AFT	Hernandez, Veronica	986.0000
TX	6427	Socorro AFT	Ruiz, Veronica	986.0000
TX	8041	Texas AFT	McMurray, Ray	37.0000
UT	4738	Utah College Council	Crossland, Sean	48.0000
UT	4738	Utah College Council	Roper, Lindsey	48.0000
UT	6478	AFT Top of Utah	Asay, Tanya	68.0000
UT	8042	AFT Utah	Asay, Brad	38.0000
VA	2401	Fairfax County Federation of Teachers	Oladimeji, Chinyerem	1689.0000
VA	2401	Fairfax County Federation of Teachers	Walrod, David	1689.0000
VA	4261	Norfolk Federation of Teachers	Calhoun, Thomas	167.0000
VA	4261	Norfolk Federation of Teachers	Cole, Gloria	167.0000
VA	4261	Norfolk Federation of Teachers	Ferrara, Natalie	167.0000
VA	4261	Norfolk Federation of Teachers	Garman, Melissa	167.0000
VA	4261	Norfolk Federation of Teachers	Mackey, Laquetta	167.0000
VA	4261	Norfolk Federation of Teachers	Reuben, Patricia	167.0000
VA	4261	Norfolk Federation of Teachers	Robinson, Rickita	167.0000
VA	4261	Norfolk Federation of Teachers	Russell, Donnetta	167.0000
VI	1825	St. Thomas St. John Federation of Teachers	Jones, Leontyne	629.0000
VI	1826	St. Croix Federation of Teachers	Lionel, Verna	234.3333
VI	1826	St. Croix Federation of Teachers	Phillip, Kim	234.3333
VI	1826	St. Croix Federation of Teachers	Soto-Thomas, Rosa	594.0000
VT	5203	University of Vermont United Academic Fa	Andrus, Erica	1070.5000
VT	5221	Vermont Federation of Nurses and Health	Ferguson, Sarah	1070.5000
VT	5221	Vermont Federation of Nurses and Health	Snell, Deborah	1070.5000
WA	0461	Tacoma Federation of Paraeducators	Madden, Kari	108.2500
WA	0461	Tacoma Federation of Paraeducators	Unruh, Kathy	108.2500
WA	0461	Tacoma Federation of Paraeducators	Walle, Elizabeth	108.2500
WA	0461	Tacoma Federation of Paraeducators	Wise, Anitra	108.2500
WA	1789	AFT Seattle Community Colleges	Simmons, Natalie	228.5000
WA	1789	AFT Seattle Community Colleges	Stofer, Annette	228.5000
WA	1873	AFT Everett Higher Education	Benedetti, Nina	261.0000
WA	2196	Tacoma Community College Federation	Pimpton, Kenneth	154.0000
WA	5901	Washington State Nurses Association	Barcott, Julia	1414.7000
WA	5901	Washington State Nurses Association	Bryant, Anjanette	1414.7000
WA	5901	Washington State Nurses Association	Bucio-Maritime, Clara	1414.7000
WA	5901	Washington State Nurses Association	Cervantes, Susie	1414.7000
WA	5901	Washington State Nurses Association	Cortez, Edna	1414.7000
WA	5901	Washington State Nurses Association	Crisostomo, Ruby T.	1414.7000
WA	5901	Washington State Nurses Association	Garcia, David	1414.7000
WA	5901	Washington State Nurses Association	Kendall, Evette	1414.7000
WA	5901	Washington State Nurses Association	Lewellen, Jessica	1414.7000
WA	5901	Washington State Nurses Association	Olson, Jon	1414.7000
WA	8045	AFT Washington, AFL-CIO	Strickland, Karen	1.0000
WI	0202	Superior Federation of Teachers	Caven, Katy	86.0000
WI	0202	Superior Federation of Teachers	Hoerich, Michael	86.0000
WI	0202	Superior Federation of Teachers	Smith, Kyle	86.0000





# Section II

## Convention Dailies

July 13, 2022

July 14, 2022

July 15, 2022

July 16, 2022

July 17, 2022





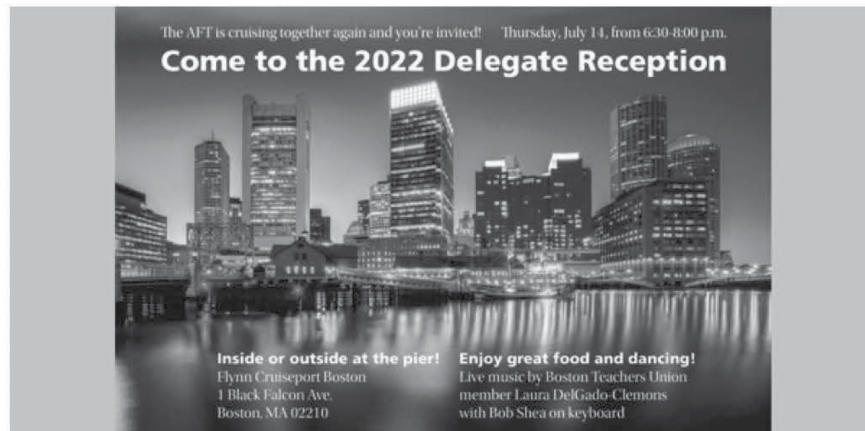
**Wednesday, July 13, 2022**



### **Convention 2022: Back in person and better than ever**

Over 3,000 AFT delegates are here in Boston for our first in-person convention in four years. The energizing, inspiring program will feature AFT President Randi Weingarten’s State of the Union plus a stellar roster of speakers, including first lady of the United States Dr. Jill Biden, Amazon Labor Union President Chris Smalls and Rev. Dr. Otis Moss III—plus resolutions tackling cutting-edge issues, from solidarity with Ukraine to canceling student debt. Stop by the AFT Activist Center for tools and ideas to engage with your members and your community!

- [See what's happening](#)







### Community celebration elevates the joy of learning

The mood was festive Wednesday afternoon, with crowds of children and their families joining teachers, paraprofessionals and AFT members from all over the country to celebrate learning as part of the AFT's 2022 Convention in Boston. Just outside the Boston Teachers Union offices, children enjoyed everything from ice cream and sidewalk chalk to stacks of free books and readings from Run-DMC rap star Darryl McDaniels. It was a joyous way to kick off the AFT's biennial convention.

- [Check out the full story](#)



### A new appreciation for AFT retirees

The AFT Retirees Conference, held on July 13 in Boston, is the first in-person gathering of retired members since the Retirees program and policy council was established in 2020. Retirees have long fought for more power and influence because of their contributions to the union, according to Tom Murphy, chair of the Retirees PPC. The creation of a separate program and policy council provides retirees with “cache,” said Murphy.

- [Read about the conference](#)



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Be on the lookout for our  
AFT Roving Reporter.

Our reporter with a camera will be  
around during the convention, asking  
delegates what you think about the  
important issues we're discussing.

Make your voice heard.



## How unions can shape the future of work

Whether it's in the form of machine-guided hiring or robotics in healthcare, artificial intelligence is increasingly guiding decision-making and the delivery of public services, transforming how we live and work. What role should unions play in ensuring that our work and our data are used for the common good? AFT leaders and guests from around the world took up this crucial question on July 13 at the Massachusetts Institute of Technology.

- [Learn more about AI and union work](#)

# Stay Connected!



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and [#ReclaimOurFuture](https://twitter.com/hashtag/ReclaimOurFuture)



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## Worth checking out

- [Get all the news about the AFT convention on our website.](#)
- Sign up for convention alerts and updates by texting "convention22" to 69238. *Msg and data rates may apply.*
- [View today's photo gallery.](#)



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Thursday, July 14, 2022



### We're here to create a better life for all

In her State of the Union speech, which inspired a standing ovation, AFT President Randi Weingarten explained that the AFT's members are here for a reason: "To heal. To help. To teach. To vote and get out the vote. To fight for justice and dignity, for our children and our country, for our democracy and our freedoms." Despite myriad crises, from the pandemic to gun violence to attacks on our democracy, Weingarten highlighted how we fight for the greater good. We advocate for putting patients over profits and find solutions to the healthcare staffing shortage. We work with families to create safe, welcoming schools and establish conditions to retain qualified, diverse staff. We teach honest history, support community schools, erase student debt and advocate for career and technical education. We stand with all working people to get out the vote, defend our freedoms—including the right to a union—and win a better life for all.

- [Watch, read and share Weingarten's speech today!](#)
- [Learn about our What Kids and Communities Need campaign.](#)



## POWERFUL PARTNERSHIPS

### Building Power with Families, Students and Community

Public school families and educators are natural allies in the fight for the support and resources students and schools need to succeed. The AFT builds on efforts across our union—at the national, state, and local levels—to engage parents, families and communities in a campaign for public schools that give students a powerful and purposeful education.

Stop by the Activist Center to learn more about AFT's new Powerful Partnerships Institute and pick up useful resources to use in your local family engagement and organizing work!



Visit the AFTvotes booth in the Activist Center to discover ways to engage in the upcoming elections and see how elections make a difference in our lives, professions, and in the communities we serve.

Check out the interactive map to see where your candidate is on issues that matter to you. Elections matter, and the participation of AFT members is more important than ever.



### Divisional meetings tackle workers' challenges

On June 14, meetings for each of the AFT's divisions brought workers together to craft solutions to their most pressing problems—including funding, staffing shortages, resources and respect. The public employees focused on coming together to fight for worker rights and for their communities—and they showcased the Fund Our Future campaign for the state of New York. At the teachers' divisional

meeting, the discussion was all about creating more equitable schools by establishing more community schools, expanding career and technical education, and offering concrete solutions to the staffing shortages. And at the PSRPs' meeting, core themes were building respect for their essential work, telling their stories to win the compensation they deserve and getting out the vote for candidates who support public education. For healthcare workers, the past two years have been especially intense and stressful, yet they were proud to be the backbone for our nation's healthcare system. They discussed key initiatives, including addressing the staffing crisis and moral injury. With the historic affiliation between the AFT and the American Association of University Professors, the higher education meeting spotlighted the AFT-AAUP "New Deal for Higher Education," which will result in greater equity, stronger democracy and a better life for all.

## AFT Tools You Can Use

AFT offers a variety of tools to help affiliate leaders like you connect with your members. Participate in trainings and demonstrations on how to use tools such as AFT Connect, Hustle, Action Network, the AFT Help Request System and more. Visit us at the Activist Center!



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### Worth checking out

- [Get all the news about the AFT convention on our website.](#)
- [View today's photo gallery.](#)



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Friday, July 15, 2022



### Elizabeth Warren stokes the fight for kids—and against student debt

Sen. Elizabeth Warren gave a rousing speech on day two of the AFT convention, fiercely advocating for the top issues she champions alongside AFT leaders: sensible gun safety legislation; adequate public school resources; trust and respect for educators who teach the truth; and one of her top priorities, student debt relief. With student debt burdening millions of Americans, some more than others, she said this is not only an economic matter, it is also a racial and gender justice issue.

- [Learn more about Warren's priorities.](#)

## Student loan debt relief

AFT members across the country are having their student loans forgiven under the temporary Public Service Loan Forgiveness expansion. Apply for PSLF before Oct. 31, 2022. Stop by the Activist Center to learn more about how to help your members get on track and join the fight for student debt relief! Or visit [AFT.org/benefits/Summer](https://AFT.org/benefits/Summer).

**Student debt information session on Saturday, July 16, 1 p.m. - 1:45 p.m., in room 108.**

Register for an AFT national student debt clinic (every Thursday): <https://cvent.me/17XZKA>



### **Amazon, Starbucks and new frontiers in labor organizing**

Friday morning's electrifying session focused on new frontiers in organizing, from Amazon to Starbucks to green jobs. It featured AFL-CIO President Liz Shuler, Amazon Labor Union President Chris Smalls, and Starbucks organizers Richard Bensinger, Kylah Clay and Jordie Adams. With Americans' approval of labor unions at its highest point since 1965, the moment is now. "If we don't step up, who will?" asked Shuler.

- [Click here to get fired up.](#)



### **Dr. Jill Biden on the importance of teaching**

Excitement ran high as AFT President Randi Weingarten escorted first lady Dr. Jill Biden onto the stage at the AFT convention in Boston. With regard to public education, there is no more crucial person in this administration than Dr. Biden, Weingarten said, because she sees and cares about the work lives of educators. "We're big fans of your husband," Weingarten said. "But can I be really honest here? We're really, really, really big fans of you."



- [Read more about Dr. Biden's support for educators.](#)



### **Building power: AAUP and AFT formalize affiliation**

The convention hall erupted in cheers as AFT President Randi Weingarten and American Association of University Professors President Irene Mulvey signed a formal agreement on Friday, creating a powerful force for higher education advocacy. The alliance comes just in time to address pressing issues, including threats to academic freedom, disinvestment in higher education and the contingent faculty crisis.

- [Learn about the organizing potential of this alliance.](#)

## **Teachers Unify To End Gun Violence**

**Teachers Unify to End Gun Violence** is a grass-roots, nonprofit organization founded by three AFT members. Our mission is to raise the voices of those on the frontlines of the gun violence epidemic—educators and school staff—and to help inform safety decisions in the workplace, communities and across the country.



### **Fighting gun violence will take all of us**

RuQuan Brown, Sarah Lerner and David Hogg, educator and student activists on the frontlines of ending gun violence, joined AFT President Randi Weingarten at the AFT convention to discuss this public health emergency. Each panelist knows firsthand the devastation gun violence brings, and their conversation was both sobering and energizing, offering attendees concrete steps they can take to end gun violence.

- [Keep reading about these inspiring activists.](#)



### **Panel discusses strategies to prioritize patients over profit**

Nurses and health professionals have always envisioned a patient-first healthcare system, but the industry has become increasingly profit-driven. AFT President Randi Weingarten was joined by a panel of health professionals on July 15 to discuss how unions can construct a healthcare system that puts patient care and worker safety over corporate profits. With the increase in burnout and moral injury, one panelist noted, “You have to take care of you in order to be able to take care of somebody else.”

- [Learn how we can fight for patients and healthcare workers.](#)





## Resolutions passed on organizing, ending violence, and protecting higher education and reproductive rights

On Friday, delegates got down to business, passing seven resolutions. Three came from the Organizing and Collective Bargaining Committee: supporting the PRO Act to protect the right to organize; advocating for legislation and resources to end school and community violence and to support youth who have experienced trauma; and establishing and enhancing affiliates' health and safety committees to improve conditions for all workers and the communities they serve. Three more resolutions emerged from the Higher Education Committee: fighting for higher education, including defending institutions' missions, protecting academic freedom, and addressing the staffing and affordability crises; calling on the U.S. Department of Education to investigate contingent faculty compensation; and supporting the expansion of FAST Funds so more students have access to emergency aid. The final resolution of the day came from the Women's Rights Committee, demanding protection of reproductive freedom and comprehensive reproductive healthcare.

- [Our new resolutions will be posted throughout convention.](#)

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## Worth checking out

- [See members' reaction to Randi Weingarten's State of the Union speech.](#)
- [Get all the news about the AFT convention on our website.](#)
- [View today's photo gallery.](#)



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**Saturday, July 16, 2022**



### **Community schools succeed from the grass roots up**

On Saturday four AFT leaders shared their experiences growing community schools, each zealously advocating for these hubs where services such as healthcare, food pantries, housing assistance and more are available, ensuring students' basic needs are met so that they can focus on learning. "This is pretty much the most important educational and social strategy that we can have that will help kids thrive," said AFT President Randi Weingarten.

- [Learn about AFT's development of community schools.](#)





## Parents and teachers are partners in safeguarding children's well-being

The Saturday morning session focused on working together to make sure all children have opportunities to learn and thrive in environments that are safe, healthy and supportive—not political battlefields. Delegates heard from National PTA Executive Director Nathan Monell on how to build bridges between families and teachers, and from AFT President Randi Weingarten and community activists on the AFT's new Powerful Partnerships Institute to support affiliates' parent and community engagement programs.

- [See how we can engage families.](#)

## POWERFUL PARTNERSHIPS

### Building Power with Families, Students and Community

Public school families and educators are natural allies in the fight for the support and resources students and schools need to succeed. The AFT builds on efforts across our union—at the national, state, and local levels—to engage parents, families and communities in a campaign for public schools that give students a powerful and purposeful education.

Visit our Parent Engagement Toolkit with resources from AFT and partner organizations at <https://aftlearning.org/parentengagement>.



## AFT commits to tackling teacher and school staff shortages with real-world solutions

In a Special Order of Business, delegates unanimously adopted a new report from the AFT Teacher and School Staff Shortage Task Force. *Here Today, Gone Tomorrow? What America Must Do to Attract and Retain the Educators and School Staff Our Students Need* examines the root causes of snowballing shortages and spells out practical solutions that will improve teaching, working and learning conditions.

- [Find out more about how we'll solve the staffing crisis.](#)



### **Moss exhorts us to remain ‘stewards of democracy’**

The Rev. Dr. Otis Moss III, a minister and civil rights leader, shared his grandfather’s astounding determination to vote, which he has captured in a compelling—and free—short film, *Otis’ Dream*. He moved AFT delegates to tears on Saturday, then had them cheering as he rallied everyone to the cause of fighting today’s rampant voter suppression. Watch his family’s story with your students, family and friends to help get out the vote.

- [Be inspired by Moss’ family story.](#)



### **Even in war zones, educators are making a difference**

The AFT’s engagement in community building and dedication to child welfare extends beyond our borders. AFT President Randi Weingarten visited Poland this year at the invitation of Polish Teachers’ Trade Union President Sławomir Broniarz to meet with teachers, students and Ukrainian refugees. Weingarten also met Olha Chabaniuk, vice president of the Trade Union of Education and Science Workers of Ukraine. Chabaniuk spoke to AFT members in Boston on July 16 about the devastation of the war and her hope for preserving democracy.



- [Learn more about AFT's support for Ukrainian students and educators.](#)

**Colorín on the Go!**

Quick tips for new educators of English language learners from Colorín Colorado, the nation's leading ELL website

Colorín on the Go features some of our most popular resources in an easy-to-share format. Learn about:

- \* Building relationships with ELL students and families
- \* Creating welcoming classrooms
- \* ELL instruction
- \* Social and emotional support

Visit Colorín on the Go to get great tips for educators and families that you can share from your phone or tablet!

<https://go.colorincolorado.org>



## Resolutions passed on everything from solving staffing crises to defending democracy

Friday, July 16, was especially busy as delegates debated, amended and ultimately adopted 13 resolutions. Three resolutions from the Educational Issues Committee expressed support for developing more community schools, reimagining assessments to be culturally responsive and support learning, and fulfilling the promise of public schools to empower all learners. Plus, through a Special Order of Business, delegates adopted an AFT task force report on “the climate, culture, conditions and compensation needed to make all education professions attractive and sustainable.” The RNs/Healthcare Workers and Healthcare Access/Quality Committee’s three resolutions set forth strategies to tackle the staffing crisis, committed to preventing violence and supporting healthcare workers’ mental health, and pledged to enhance professional development, mentoring and emotional support for nurses. Another set of three resolutions came from the Schools and Colleges Support Staff Issues Committee; these addressed fighting for living wages, increasing workplace safety and advocating for school meals for

all. Finally, from the Political Action/Legislation Committee, three resolutions commit to defending democracy in America and getting out the vote, urging workers' retirement funds to divest from fossil fuels and invest in projects that benefit society and the climate, and making sports welcoming for transgender and gender-expansive students by fighting for nondiscrimination policies.

- [Our new resolutions will be posted throughout convention.](#)

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## Worth checking out

- [Get all the news about the AFT convention on our website.](#)
- [View today's photo gallery.](#)



This daily update is produced by the AFT communications department. Photos by Pamela Wolfe and Michael Campbell.

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**Sunday, July 17, 2022**



### **AFT officers and vice presidents honored to represent our union**

Near the close of the AFT's 2022 election, the union's three national officers were honored to be re-elected and to serve along with the 43 vice presidents elected to comprise the union's executive council. They are committed to raising AFT members' voices, and they know that together we will accomplish what is impossible to do alone.

- [Learn more about our officers' hopes and aspirations.](#)

## **FOLLOW THE OFFICERS ON TWITTER!**



Randi Weingarten,  
President  
**@rweingarten**



Fedrick C. Ingram,  
Secretary-Treasurer  
**@fedingram**



Evelyn DeJesus,  
Executive Vice President  
**@AFTEVPDeJesus**



### **Stirring up the youth vote, promising to deliver**

Santiago Mayer became old enough to vote just six months ago, but he is already a national leader in the get-out-the-vote movement. On Sunday, this co-founder of Voters of Tomorrow—a nonprofit group designed to engage young people in the voting process—stood before thousands of cheering AFT members to describe just how powerful his generation can be. “With our rights on the line, Gen Z is about to deliver a blow from which the far right will never be able to recover.”

- [Keep reading about this powerful young leader.](#)



### **Val Demings shows up for working people and public education**

Rising star Val Demings is running against anti-choice, pro-gun incumbent Marco Rubio for Florida’s U.S. Senate seat, championing AFT priorities: ending gun violence, a woman’s right to choose, and the right to vote. AFT President Randi Weingarten asked cheering delegates: “Are we going to help her win?” The answer—and control of the U.S. Senate—will be riding on getting out the vote in Florida in November.

- [Learn more about Rep. Demings.](#)




## Women’s Rights Award goes to House Speaker Nancy Pelosi

Whether it’s fighting for working families in the halls of Congress or setting straight a former president of the United States, House Speaker Nancy Pelosi has long been a champion for what is right, and remains a true friend of the AFT and the communities we serve. That’s why the AFT presented Pelosi with the AFT Women’s Rights Award during our union’s 2022 convention in Boston.

- [See how we’re fighting—together—for a better life for all.](#)

*Congratulations to the 2022 winners of*

## The Robert G. Porter Scholarship



Students	AFT members
<b>Mia Eschman</b>	<b>Michelle MQ Eschman</b> Belleville Area Special Services Cooperative Employees’ Union IFT/AFT #6143
<b>Martine Dosa</b>	<b>Nienke Dosa</b> Upstate UUP, Upstate Medical University Chapter
<b>Forrest Reign Luxembourger</b>	<b>Jorjie Arden</b> OSEA Chapter 600 (Head Start Lane County)
<b>Emerson Utgaard</b>	<b>Peter Utgaard</b> AFT #1931





## **Delegates debate resolutions on solidarity, the future of work, pensions and retirement, and technology**

On the final day of the convention, delegates completed their work by passing 13 resolutions. The Human Rights and International Relations Committee's resolutions were unanimously passed, expressing solidarity with the people of Ukraine, condemning racially motivated crimes against Asians and Asian Americans, and emphasizing the importance of issues affecting the Asian American and Pacific Islander communities. A Special Order of Business calling on the AFT to condemn the recent Supreme Court decisions attacking our freedoms and rights was presented and passed from the convention floor. The Public Services Committee's three resolutions supported workers in the digital age, workers experiencing homelessness, and legislation and initiatives to hold the federal government accountable for the trauma caused by Indian boarding school policies. Resolutions from the Retirement Committee supported legislative efforts to repeal provisions that limit access to Social Security benefits; efforts to promote diversity, equity and inclusion on pension boards and among pension asset managers; and efforts to identify and develop climate-friendly and green investment opportunities for members' pension funds. Finally, the Labor and the Economy Committee's resolutions supported career and technical education, social media regulation to protect children, and the right of all children to a free and appropriate public education. All unfinished business was referred to the AFT executive council.

- [Check out AFT's new resolutions.](#)

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### **Worth checking out**

- [Read all of the convention daily summaries on our website.](#)
- [View today's photo gallery.](#)



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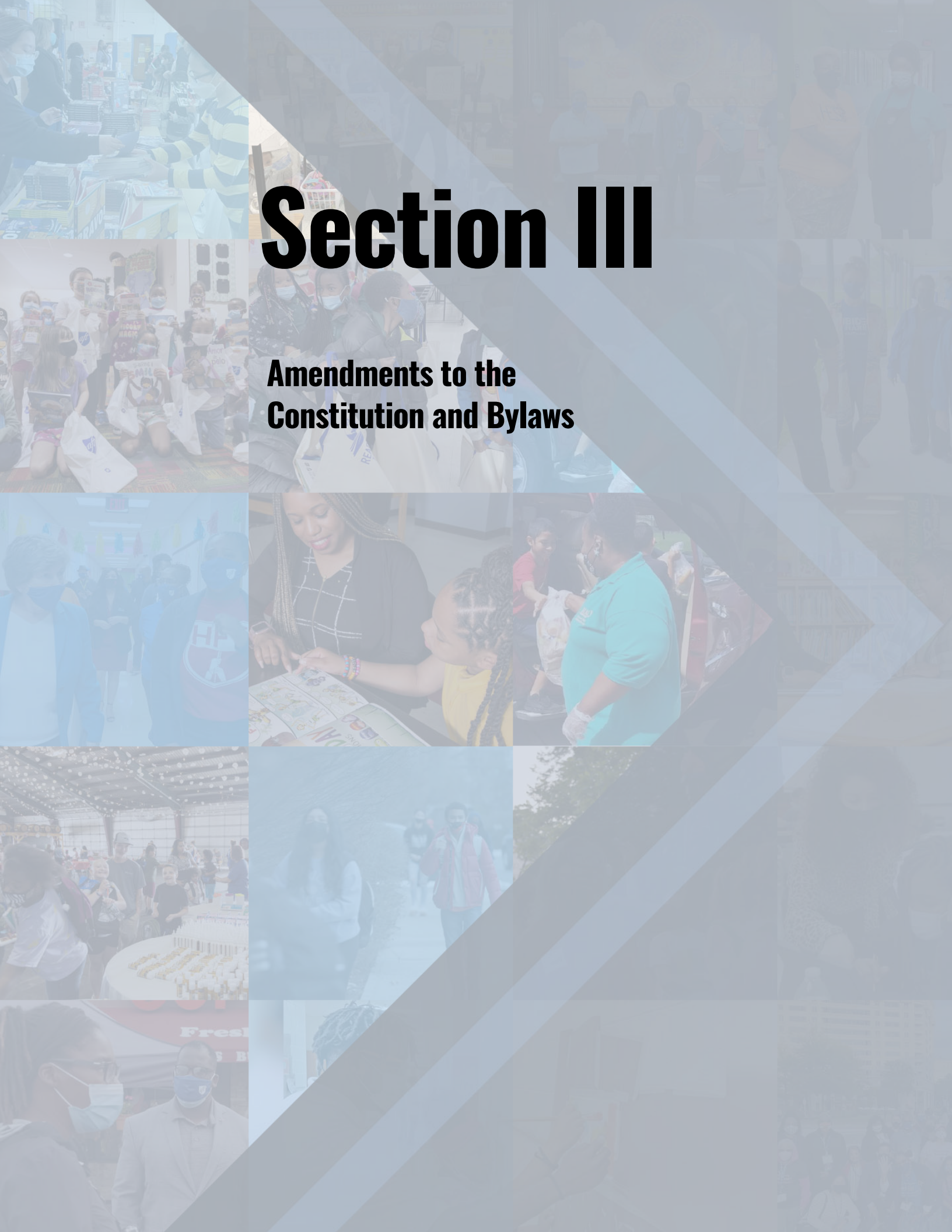
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# Section III

## Amendments to the Constitution and Bylaws







# Constitution

NOTE: Constitutional amendments must be adopted by two-thirds (2/3) of the votes cast. Bylaws amendments are adopted by a majority vote. Underlined words indicate new language. Strikethroughs indicate deleted language. The complete text of the AFT constitution and bylaws can be found at <https://www.aft.org/about>.

## ARTICLE IX—Revenues (page 14)

**Section 1.** ~~Effective September 1, 2019, 70 cents and Effective September 1, 2021, 95 cents and effective September 1, 2023,~~ \$1.00 of each member's per capita shall be set aside for a joint AFT Militancy/Defense Fund. The executive council shall establish clear guidelines and procedures that guarantee that the benefits available through the fund shall be distributed on an equitable basis. Strike benefits shall not be provided unless the strike action is in conformity with the AFT strike policy. An annual financial report of the Militancy/Defense Fund shall be made to the AFT executive council and to the convention, the purpose of which shall be in part to ensure that there is an adequate reserve to pay anticipated strike benefits.

# Bylaws

## ARTICLE VIII—Per Capita, Budget and Audits (pages 21-23)

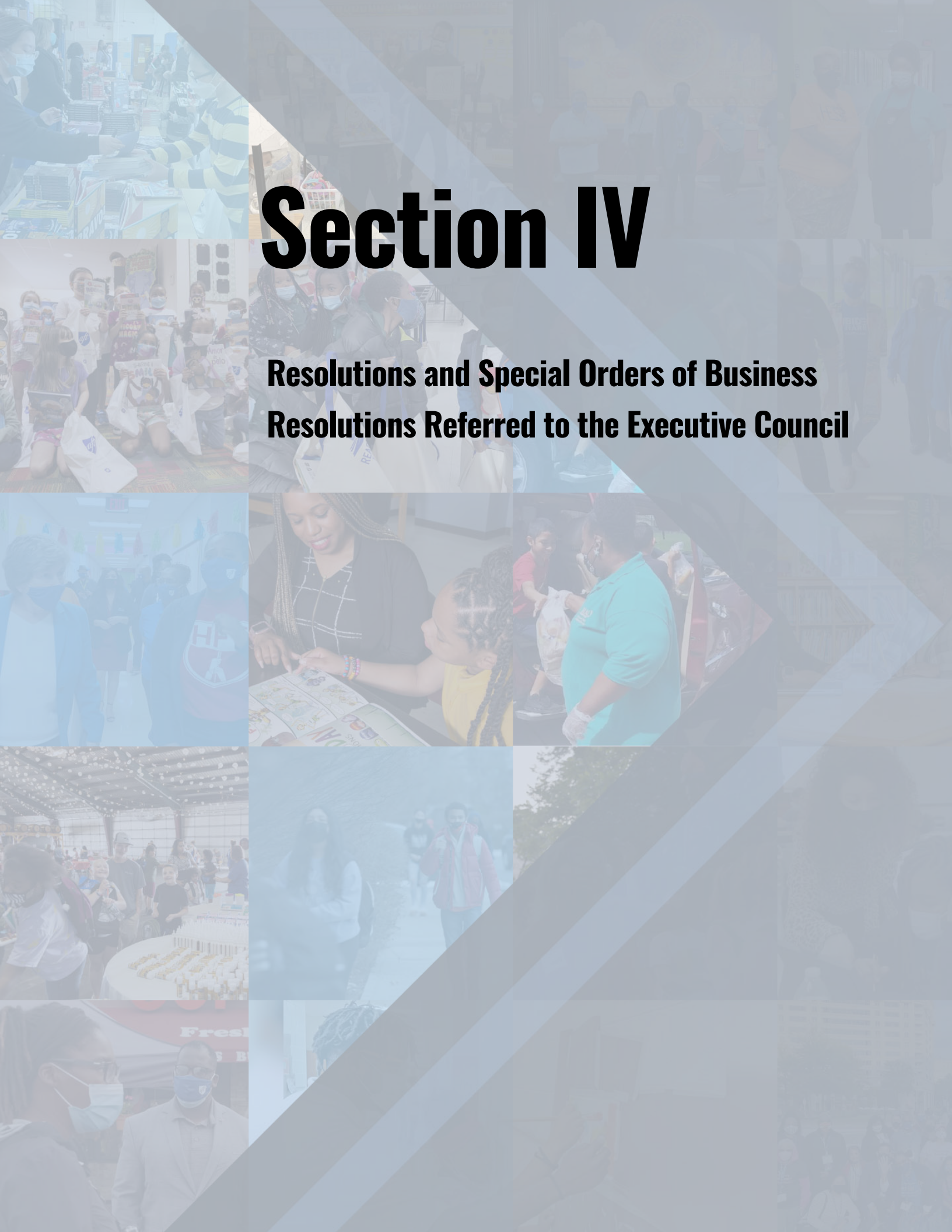
**Section 1.** (a) ~~Effective September 1, 2019, each local shall pay a per capita tax of \$19.58 per month, of which \$1.20 shall be dedicated to a special AFT fund to engage members and to assist locals in crisis. Effective September 1, 2021, each local shall pay a per capita tax of \$19.98 per month, of which \$1.20 shall be dedicated to a special AFT fund to engage members and to assist locals in crisis. Effective September 1, 2023, each local shall pay a per capita tax of \$20.18 per month of which \$1.25 shall be dedicated to a special AFT fund to engage members and to assist locals in crisis.~~ The national office shall pay back to the office of each state federation for each member of the state a per capita of 20 cents per month.

**Section 7.** ~~Effective September 1, 2019, \$2.60 of each member's per capita tax shall be set aside each month in a special fund that will function to assist the AFT and its affiliates in participating in legislative and political activities with significant potential impact on members of the AFT and the institutions where they work. Effective September 1, 2021, \$2.75, and effective September 1, 2023, \$2.80 of each member's per capita tax shall be set aside each month in a special fund that will function to assist the AFT and its affiliates in participating in legislative and political activities with significant potential impact on members of the AFT and the institutions where they work. Such assistance shall be collected and utilized in accordance with the provisions of applicable state and federal law. The executive council will adopt guidelines to implement this provision, including the development of criteria and an application for assistance. Where a state affiliate has a fund that is approved by the AFT and similar to the Solidarity Fund, in that it functions to assist the affiliate in participating in legislative and political activities with significant potential impact on the members and the institutions where they work, then the AFT will pay effective September 1, 2019, 99 cents per member per month to be deposited in such similar state fund. Effective September 1, 2021, the AFT will pay \$1.04 per member per month to be deposited in such similar state fund. Effective September 1, 2023, the AFT will pay \$1.06 per member per month to be deposited in such similar state fund.~~



# Section IV

## Resolutions and Special Orders of Business Resolutions Referred to the Executive Council





# Resolutions Index

The following resolutions and special orders of business were adopted by the 2022 convention. The order of the resolutions follows the order in which committees reported them to the convention floor.

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## ORGANIZING AND COLLECTIVE BARGAINING COMMITTEE

### 27. IN SUPPORT OF THE PRO ACT: PROTECTING THE RIGHT TO ORGANIZE

WHEREAS, opinion research consistently shows that a majority of American workers would join a union in their workplace if they did not fear getting fired during an organizing campaign; and

WHEREAS, the National Labor Relations Act, meant to protect workers in collective action and enable them to organize, has been gutted by adverse court decisions and legislative reforms favoring employers over the years; and

WHEREAS, the ability of the National Labor Relations Board to perform its original mission of protecting the right of workers to organize has been severely compromised, such that most private sector unions have given up serious efforts to organize, and when they do attempt to organize, they are subject to extraordinary barriers to success; and

WHEREAS, private sector union density, once one-third of the working class, is today, after decades of continuous decline, just over 6 percent; and

WHEREAS, without strong private sector unions in alliance with public sector unions, the entire labor movement is weakened; and

WHEREAS, over the past 40 years, as overall labor movement density has been cut in half, from 20 percent to 10 percent, the consequence has been severe cuts to public education and vital social program funding, and an enormous increase in economic inequality; and

WHEREAS, H.R. 2474, the Protecting the Right to Organize Act (PRO Act), would provide critical labor law reforms that would allow unions to organize in the private sector once again with a reasonable assurance of success; and

WHEREAS, the PRO Act has already passed the House of Representatives; and

WHEREAS, the Senate now has a slim majority of Democrats for the next two years, and provides the opportunity for the first time since 2010 for passage of labor law reform:

**RESOLVED, that the American Federation of Teachers go on record in support of the PRO Act, share information about the PRO Act with its locals and allies within the community, and work with the labor movement to support its passage.**

### 28. SCHOOL/COMMUNITY VIOLENCE: A NATIONAL CRISIS

WHEREAS, it is critical that we realize that the resulting and too often fatal incidents in our schools and on our school grounds are occurring across the United States; and

WHEREAS, this is a national crisis involving the well-being of our children that must immediately be addressed by the president and Congress of the United States as well as other relevant agencies:

**RESOLVED, that the American Federation of Teachers will take the following action(s):**

**Seek through correspondence, email, petitioning and other appropriate methods, the support of state and federal legislators, and all other critical people and organizations, to ensure safety in our schools (which extends into the communities) for the following:**

- **Earmarked federal funding for school counselors, school psychologists, school social workers, school attendance teachers, etc., with a defined caseload, e.g., 120/1.**
- **Earmarked federal funding to provide sufficient security personnel who will also be trained to gain the confidence of students to relate any concerns.**
- **Earmarked federal funding for community organizations that have experience working with students to prevent acts of violence and disruption.**
- **Earmarked federal funding to provide additional security measures for any district/school that needs them, without taking away from students' other educational needs programs.**
- **De-escalating techniques for all staff and parents, including restorative justice practices.**
- **Other critical school security needs identified by a school district and its school staff.**

## 29. ESTABLISH HEALTH AND SAFETY COMMITTEES

WHEREAS, the American Federation of Teachers recognizes that every teacher, professor, nurse and health professional, public employee, and paraprofessional and school-related personnel deserves a safe and healthful workplace free of known dangers; and

WHEREAS, AFT members face occupational safety and health hazards, such as infectious diseases, indoor air pollution, workplace violence and ergonomic problems every day; and

WHEREAS, occupational safety and health hazards kill and disable more than 100,000 workers each year—on average 5,000 from traumatic injuries and an estimated 95,000 from occupational diseases; and

WHEREAS, despite having some of the most dangerous jobs in our society, over 8 million public employees throughout the United States still lack coverage under the Occupational Safety and Health Act; and

WHEREAS, even though the AFT has the one of largest health and safety programs of all labor unions, 1.7 million-member trainers add essential capacity to AFT health and safety education and training programs; and

WHEREAS, establishing a workplace health and safety committee is one way the union can involve members with implementing and improving working conditions as an effective committee can help prevent injury and illnesses on the job; increase awareness of health and safety issues among workers, supervisors and managers; and develop a culture of safety to make the work environment safe and healthy; and

WHEREAS, health and safety committees keep day-to-day watch on work-site conditions, identifying and solving problems before they become serious; and

WHEREAS, just as local unions create committees for contract enforcement, political action and other activities, workers benefit from a union-only committee of members who develop experience in handling health and safety matters; and

WHEREAS, a union-only health and safety committee can inform health and safety work in joint labor-management committees, resulting in more meaningful advocacy that results in safer work, fewer incidents of workplace illness and injuries, and possibly saves lives:

**RESOLVED, that the American Federation of Teachers will support affiliates that renew their commitment to enhancing existing health and safety committees, and to create a union health and safety committee where they do not exist; and**

**RESOLVED, that the AFT will develop resources for health and safety missions that develop and promote a healthy and safe environment for all employees and the communities we serve, and that includes key activities that include, but are not limited to, the following:**

- **Identify unsafe work practices and conditions and suggest appropriate remedies.**
- **Conduct health and safety inspections of both operations and facilities, identify safety and health hazards, and recommend corrective measures.**
- **Review accident/incident reports. Types of accidents, causes and trends will be identified, and appropriate corrective action suggested.**
- **Obtain and analyze available data on past injuries and illnesses, and identify trends and suggest appropriate corrective actions.**
- **Assist in the development and implementation of effective health and safety awareness programs.**
- **Encourage feedback from all individuals about health and safety-related ideas, problems and solutions.**
- **Develop written programs to ensure compliance with Occupational Safety and Health Administration health and safety regulations.**
- **Serve as an advisory body to management on health and safety issues.**
- **Provide suggestions and recommendations for resolution of health and safety concerns.**

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## HIGHER EDUCATION COMMITTEE

### 10. THE FIGHT FOR HIGHER EDUCATION

WHEREAS, higher education, particularly through our minority-serving institutions, our community colleges, and our public colleges and universities, is a public good that serves as a pathway to individual improvement, civic and democratic health, and economic growth; and

WHEREAS, the American Federation of Teachers has committed to making higher education accessible to all students, regardless of ability to pay; to fighting for good jobs for both the instructional and non-instructional higher education workforces; and to ensuring the highest standards of education and research by protecting academic freedom and bolstering shared governance; and

WHEREAS, decades-long trends that have made college less affordable and accessible to students while simultaneously making careers in higher education more precarious and unsustainable have been exacerbated and compounded by the shock of the COVID-19 pandemic to enrollments, instruction, and student and worker health and safety; and

WHEREAS, the bedrock institutions of academic integrity—tenure, academic freedom and shared governance—are under assault from hostile state legislatures, partisan media, political extremists, and even by university administrators themselves in an attempt to bend the academy's public mission to private will; and



WHEREAS, these same forces that erode academic integrity are also attacking the measures taken by colleges and universities to ensure that the public goods provided by higher education are equitably available to and inclusive of the diversity of lived experiences in the communities these institutions serve; and

WHEREAS, the overwhelming majority of workers who make up the higher education instructional workforce continue to labor with little meaningful job security or protections for academic freedom, inequitable compensation for the work they do, and no voice in shared governance; and

WHEREAS, professional and administrative staff who support students, faculty and their communities are often under-recognized for their contribution to the success of their institutions and have little to no job security and less voice in decision-making on matters that impact their work and communities, and are considered disposable when adverse conditions are projected; and

WHEREAS, there is a 50-year trend of public disinvestment in our public colleges and universities, taking us from the post-World War II moment of public support for universal access to our current time when the burden of costs have been shifted onto students via higher tuition and fees, and the higher education workforce is experiencing flat income growth and decreased security; and

WHEREAS, the transfer of costs to students has created an unsustainable legacy of student debt that caused economic and emotional hardships to millions of borrowers; and

WHEREAS, the increased tuition and fees that students are paying are being misdirected to management executives, stadiums and other non instructional purposes:

**RESOLVED, that the American Federation of Teachers will vigorously defend the public mission of the United States' minority-serving institutions, community colleges, and public colleges and universities, to ensure that its benefits are accessible to and inclusive of the diverse communities of our nation; and**

**RESOLVED, that the AFT will fight alongside faculty to protect academic freedom and academic integrity by repelling legislative incursions on academic freedom and supporting affiliates' efforts through collective bargaining and other means to reinvigorate shared governance; extending protections, including meaningful job security, to the majority of higher education instructors who are not tenured nor on the tenure track; advocating for equity pay and benefits for part-time/adjunct faculty; and keeping college campuses safe and welcoming environments for the free exchange of ideas; and**

**RESOLVED, that the AFT will fight for good, sustainable higher education careers, be they instructional or noninstructional, by continuing to organize the higher education workforce both inside and outside of the collective bargaining context; by agitating for the development and implementation of academic labor standards in state and federal policy that provide equitable treatment for all faculty and professional staff and incentivize pathways to secure full-time academic employment for those who desire it; and by engaging the union's political power to secure the funding necessary to fairly compensate the higher education workforce and provide the resources so they can succeed in their work; and working with legislators on the state and national levels to initiate legislation that would ensure the above; and**

**RESOLVED, that the AFT will fight to ensure that professional and administrative staff are recognized as vital and necessary partners in the mission to educate students, support faculty and research, and implement programs in the greater communities staff serve, and take steps to fully embrace their needs with broader advocacy; and**

**RESOLVED, that the AFT will fight for higher education to be affordable and accessible to all students; cancel the student debt of all borrowers who are suffering because of the unjust way we finance higher education; and protect and expand the financial, educational and social supports that ensure a diverse range of students can access a college education and succeed.**

## **11. CALLING FOR DEPARTMENT OF EDUCATION STUDY OF ADJUNCT/CONTINGENT PAY AND BENEFIT INEQUITY**

WHEREAS, adjunct/contingent faculty comprise 73 percent of all higher education faculty (AAUP), which is the majority of U.S. higher education faculty, and a critical and essential force for learning; and

WHEREAS, adjunct/contingent faculty possess the same teaching credentials and teach alongside tenure-track faculty without the benefits tenure-track faculty are given, including: job security, paid livable wages, access to employer healthcare, and a robust retirement plan; and

WHEREAS, 41 percent of adjunct/contingent faculty reported they struggle with job security,<sup>1</sup> not knowing whether they have a teaching position only days before the start of a new given term; and

WHEREAS, 25 percent of these faculty rely on some form of public assistance, and 40 percent struggle to meet monthly household needs;<sup>2</sup> and

1 2019 AFT report "An Army of Temps"

2 Ibid.

WHEREAS, over two-thirds of adjunct/contingent faculty make less than \$50,000 per year, and one-third make less than \$25,000 per year, which is below the poverty level for a family of four; and

WHEREAS, less than one-half of adjunct/contingent faculty have access to employer-provided healthcare during a time of a global, nationwide pandemic; and

WHEREAS, most adjunct/contingent faculty are over the age of 50, and 37 percent do not know how they will manage during retirement;<sup>3</sup> and

WHEREAS, such widespread academic inequity must be called out, and measures taken to address it; and

WHEREAS, once called out, the appropriate measures to address this inequity, to the true fullest extent possible must be engaged:

**RESOLVED, that the American Federation of Teachers directly request the U.S. Department of Education to fully investigate, by use of a national study, the plight of adjunct/contingent faculty and the severe inequities of pay and overall benefits they endure as the majority workforce as U.S. higher ed faculty, and publish the results of said study.**

## 12. OFFICIAL SUPPORT OF FAST FUND PROGRAMS

WHEREAS, FAST (Faculty and Students Together) Funds have helped students succeed by providing emergency grants to help them pay for rent, utilities, books, tuition, technology, medical bills, car payments, food and gas so they can stay in school and graduate; and

WHEREAS, FAST Funds are faculty-run emergency aid programs with proven results; and

WHEREAS, most college-run emergency-aid programs deduct the value of the aid payment from the student's financial aid package; and

WHEREAS, establishing faculty-run emergency programs is one way of involving members and retirees in ongoing union activity; and

WHEREAS, nearly 3 in 5 college students report experiencing basic needs insecurity; and

WHEREAS, the cost of college today is uniformly underestimated by institutions, while incomes remain stagnant, income inequality persists, and social safety nets are strained; and

WHEREAS, the pandemic has had a detrimental impact on college students; and

WHEREAS, costs for rent, child care, gas, food and utilities continue to skyrocket throughout the country; and

WHEREAS, the American Federation of Teachers has previously supported the implementation of new FAST Funds with a pilot \$100,000 grant program in 2021:

**RESOLVED, that the American Federation of Teachers will fully and formally support the establishment of more FAST Funds at higher education institutions throughout the country and that the AFT will actively help facilitate the development and expansion of these faculty-run emergency-aid programs.**

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## WOMEN'S RIGHTS COMMITTEE

### 53. REPRODUCTIVE RIGHTS AND THE PROTECTION OF WOMEN

WHEREAS, the American Federation of Teachers is committed to ensuring that women, girls and others who can become pregnant maintain their reproductive choice and have access to all reproductive health services, as far back as a 1981 policy resolution; and

WHEREAS, bodily autonomy is essential to liberty, dignity, equality and self-determination; and

WHEREAS, the right to liberty is guaranteed under the U.S. Constitution; and

WHEREAS, on June 24, 2022, six United States Supreme Court justices, three of whom testified in their confirmation hearings that *Roe* was "settled law," issued an outrageous, radical and extreme decision in *Dobbs v. Jackson Women's Health Organization* to overturn long-standing precedent in *Roe v. Wade*; and

WHEREAS, this decision takes away already established rights for women; this ruling will undermine all other freedoms and disparage women as second-class citizens; and

WHEREAS, pregnancy-related mortality in the United States affects approximately 700 women per year at various stages of gestation, with one-third of pregnancy-related deaths occurring during pregnancy, one-third occurring at delivery or one week after, and one-third occurring one week to one year postpartum, per the Centers for Disease Control and Prevention; and

WHEREAS, women of color are the primary victims of pregnancy-related mortality despite their minority representation in the general population, with Black women accounting for 41.7 percent, Indigenous women accounting for 28.3 percent, Asian and Pacific Islander women accounting for 13.8 percent, and Hispanic or Latino women accounting for 11.6 percent, per the CDC; and

WHEREAS, procreation and child rearing are personal and intimate matters fundamental to our freedom and our aspirations, are lifelong responsibilities, and should not be imposed by the state against the express consent of the individual or forced on people who have been traumatized or who are otherwise unwilling or unable to assume this responsibility; and

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<sup>3</sup> Ibid.

WHEREAS, several states, including Alabama, Arizona, Arkansas, Florida, Kentucky, Louisiana, Missouri, New Hampshire, Ohio, Oklahoma, South Dakota, Tennessee and Texas, have enacted or are contemplating ultra-restrictive abortion bans without exemptions for rape, incest, or human trafficking regardless of age; and

WHEREAS, having the right to decide when and whether to reproduce is associated with better relationship stability and satisfaction, the likelihood of completing a college education, more work experience, and greater earning potential among women, which contributes to a well-functioning society, and where freedom has been recognized in law as the ability of a person to have agency over one of the most fundamental and intimate decisions one can make—when and whether and with whom to have a child:

**RESOLVED, that the AFT will defend the rights of our members and all women, girls and others who can become pregnant against forced birth, and the AFT calls on the Senate and state lawmakers and voters to codify the right to choose abortion established by *Roe v. Wade* into federal and state law as is being done in California, Michigan and New York; and**

**RESOLVED, that the AFT will work to secure reproductive freedom throughout the nation by working with lawmakers, candidates, advocacy groups and activists to support legislative efforts and executive action at the state and federal levels; and**

**RESOLVED, that the AFT calls for a Week of Action for Reproductive Freedom in September, and the AFT will use personal, political and economic means at our disposal to support the mobilization of our members in teach-ins, sit-ins, walk-ins, rallies and demonstrations, especially those led by impacted communities, to educate the public about this erosion of their basic rights; and**

**RESOLVED, that the AFT will use its voice to fight the criminalization of reproductive healthcare, including patients seeking care, abortion providers, counselors, advocates, family members and friends who provide advice or transportation; and**

**RESOLVED, that the AFT will engage our members in local and statewide organizing and get-out-the-vote efforts in the 2022 midterm elections to elect candidates who reflect our values and respect the right of people to make their own decisions about when, whether and with whom to have a child, including through activist and volunteer recruitment, voter registration, phonebanks, text-a-thons, door-to-door canvassing, workplace conversations, ballot chase efforts, election turnout activities and voter protection, to ensure their elected leaders respect and defend their fundamental freedoms.**

## RNs/HEALTHCARE WORKERS AND HEALTHCARE ACCESS/QUALITY COMMITTEE

### 46. ADDRESSING STAFFING SHORTAGES IN THE HEALTHCARE WORKFORCE

WHEREAS, nursing staff includes an entire care team comprising multiple disciplines and ancillary staff; and

WHEREAS, non-nurse disciplines, including physicians, physician assistants, pharmacists, physical therapists, respiratory therapists, and all other non-nurse specialties are crucial to delivery of high-quality care; and

WHEREAS, workers in transport, environmental services and other healthcare titles are crucial to ensuring safe, high-quality care for patients; and unprecedented vacancies in these positions have been created due to safety concerns, inequitable compensation, and other poor working conditions, which are felt at the bedside; and

WHEREAS, working conditions in clinical settings have deteriorated to the point where experienced professionals are leaving the bedside, new professionals are taking jobs outside of healthcare, and vacancies in ancillary jobs are critically unfilled; and

WHEREAS, this situation is not only placing unconscionable strain on healthcare workers, it also has created a crisis that threatens the safety of patients and the overall stability of the American healthcare system; and

WHEREAS, nurses, professional associations, and unions have been advocating for safe staffing laws for decades. The lack of consensus among nursing groups and employers has stalled the discussion for too long, resulting in continued application of dangerous staffing approaches; and

WHEREAS, mandatory overtime, misuse of on-call for staffing, overreliance on travelers and contract nurses, and unmanageable patient care assignments have become normalized. Staffing committees and other venues for nurses to vocalize staffing needs, while valuable, have not produced positive movement toward a standard that is safe; and

WHEREAS, being responsible for unreasonable patient loads; relying on inexperienced and agency staff to supplement and care for these patients; and being

expected to work more hours with fewer resources—putting their own health, the health of their patients and the health of their families at risk—have resulted in an adverse work environment wrought with ethical challenges that have left healthcare professionals feeling completely unsupported and morally injured, particularly during the pandemic;<sup>1</sup> and

WHEREAS, two states have safe staffing limits (ratios) built into state law for all or some patient care units, with California having a comprehensive ratios law and Massachusetts mandating ratios in some patient-care areas. Research shows that minimum nurse-to-patient ratios improve patient outcomes, such as improvements in mortality, readmissions and length of stay;<sup>2</sup> and

WHEREAS, while the lack of enforceable standards has rendered staffing untenable for decades, the current situation is creating an existential crisis for the nursing profession. The consequence of unsafe staffing has a cumulative severe impact on the physical, mental, emotional and spiritual health of the nursing workforce; and

WHEREAS, nurses and other health professionals are leaving the bedside because of unmanageable patient loads and the deplorable working conditions across the healthcare system. One survey reported that over one-third of nurses plan to leave their jobs by the end of 2022, and nearly a third plan to leave the profession altogether;<sup>3</sup> and

WHEREAS, pandemic-related pressures on healthcare accelerated this trend—the rate of violence in hospitals increased by 25 percent in one year alone from 2019 to 2020.<sup>4</sup> And the correlation between inadequate staffing and higher incidence of violence in healthcare was well known even before the pandemic; and

1 Blanchard, J., Li, Y., Bentley, S. K., Lall, M. D., Messman, A. M., Liu, Y. T., Diercks, D. B., Merritt-Recchia, R., Sorge, R., Warchol, J. M., Greene, C., Griffith, J., Manfredi, R. A., & McCarthy, M. (2022). The perceived work environment and well-being—a survey of emergency healthcare workers during the COVID-19 pandemic. *Academic Emergency Medicine*. <https://doi.org/10.1111/acem.14519>

2 Rosenberg K. Minimum nurse-to-patient Ratios Improve Staffing, Patient Outcomes. *Am J Nurs*. 2021 Sep 1;121(9):57. doi: 10.1097/01.NAJ.0000790644.96356.96. PMID: 34438432.

3 Incredible Health. (2022, January). *Nursing in the Time of COVID-19*. <https://www.incrediblehealth.com/wp-content/uploads/2022/03/IH-COVID-19-2022-Summary-1.pdf>

4 “Death on the Job: The Toll of Neglect,” 2022. <https://afficio.org/reports/death-job-toll-neglect-2022>

WHEREAS, violence against healthcare workers is a serious and growing problem exacerbated by inadequate staffing. Healthcare and social services workers experience 76 percent of all reported workplace violence injuries in the American labor force, and the number of actual incidents of workplace violence is likely to be much higher;<sup>5</sup> and

WHEREAS, healthcare workers have endured unfathomable strain at work during the pandemic, including inadequate personal protective equipment; ever changing care protocols; and administrators who were unprepared, not supportive and, often, not present; and

WHEREAS, our healthcare workforce has increasingly experienced moral distress caused by ethically challenging situations, such as the perception of not always being able to provide the normal standard of care and emotional support to patients and their families;<sup>6</sup> and

WHEREAS, the compounding impact of experiences of moral distress, burnout, and impossible working conditions is exacerbated by environments with inadequate organizational support by employers and government;<sup>7</sup> and

WHEREAS, the fatigue and overwork (resulting from poor staffing and other failures of employers to prioritize a positive work environment for those delivering patient care) serve to deteriorate the resilience and ability to cope with stress across our healthcare workforce, impacting workers' health, personal relationships and families; and

WHEREAS, increased incidence of depression, anxiety and suicide among healthcare workers signify an immediate need to act;<sup>8</sup> and

WHEREAS, a survey of emergency health workers reinforces our members' experience and found a strong association between a perceived adverse working environment and poor mental health, particularly when organizational support was deemed inadequate; and

WHEREAS, unfair and inadequate pay practices exist, such as the refusal to increase wages for experienced nurses, low starting wages for hard-to-fill positions, and failure to pay ancillary staff a living wage; these are contributing factors to both new and experienced health professionals leaving their jobs—a dynamic that is

exacerbating shortages; and

WHEREAS, the use of travel agencies to fill staffing holes has skyrocketed, forcing stark and unjust disparities in pay among clinicians; this is a development that exposes a deeply broken labor market in the healthcare industry; and

WHEREAS, consolidation in the healthcare industry has resulted in a reduced number of corporations competing for workers, which has resulted in practices like wage suppression, normalization of diminished working conditions, increased healthcare costs, and few resources spent to ensure health professionals have the tools needed to deliver safe, high-quality care; and

WHEREAS, elimination of services by hospitals not only deprives communities of care in rural and underserved areas, it also leaves specially qualified healthcare professionals unemployed, a dynamic that creates economic harm to families and those communities; and

WHEREAS, moving work out of acute care settings, outsourcing through contract work and telemedicine, and the use of artificial intelligence are strategies driven by cost savings, not patient needs; and

WHEREAS, employers and industry stakeholder groups are actively working to maximize profits—by cheapening care delivery through efforts to deskill our professions and seeking out cheaper labor forces—which complicates delivery of care, erodes scope of practice for a multitude of health disciplines, and threatens our jobs; and

WHEREAS, the COVID-19 pandemic has exacerbated pre-existing pressures and strain on the healthcare system and its workforce to a critical breaking point; and

WHEREAS, healthcare is a high-stakes environment with highly complex systems on the clinical and the business sides, and where factors like the evolution of different models of nursing care, reimbursement-driven documentation systems, and advances in research and treatment mean incessant change for direct care clinicians; and

WHEREAS, too often, nurses and other health professionals are scapegoated for lapses in systems and structures. Threats to just culture and other frameworks that ensure a culture of safety and accountability in healthcare have corroded to the point that health professionals are no longer willing to assume a disproportionate level of responsibility for this situation or heightened level of personal risk and liability; and

WHEREAS, the healthcare industry is in the midst of a workforce crisis, with unprecedented numbers of people leaving the bedside and many more preparing to leave the professions altogether; and the AFT is in a unique position to provide crucial input on strategies for addressing this situation because we represent clinicians, career and technical education teachers, faculty for nursing and other professional programs; and

5 BLS, SOII, 2020, Table R8.

6 Blanchard, J., Li, Y., Bentley, S. K., Lall, M. D., Messman, A. M., Liu, Y. T., Diercks, D. B., Merritt-Recchia, R., Sorge, R., Warchol, J. M., Greene, C., Griffith, J., Manfredi, R. A., & McCarthy, M. (2022). The perceived work environment and well-being—a survey of emergency healthcare workers during the COVID-19 pandemic. *Academic Emergency Medicine*. <https://doi.org/10.1111/acem.14519>

7 Blanchard, J., Li, Y., Bentley, S. K., Lall, M.D., Messman, A.M., Liu, Y.T., Diercks, D.B., Merritt-Recchia, R., Sorge, R., Warchol, J.M., Greene, C., Griffith, J., Manfredi, R.A., & McCarthy, M. (2022). The perceived work environment and well-being—a survey of emergency healthcare workers during the COVID-19 pandemic. *Academic Emergency Medicine*. <https://doi.org/10.1111/acem.14519>

8 WebMD, February 1, 2021, Kathleen Doheny, Moral Injury: Pandemic's Fallout for Health Care Workers, <https://www.webmd.com/lung/news/20210201/moral-injury-pandemics-fallout-for-health-care-workers#:~:text=Moral%20injury%20occurs%20when%20health,to%20healing%2C%E2%80%9D%20Dean%20say>

WHEREAS, equity in the healthcare workforce is a requirement for broader health equity and the time for authentic, meaningful efforts at addressing racism, diversity, equity and inclusion in our healthcare workforce; and

WHEREAS, it is well settled that outcomes improve when the healthcare workforce reflects the population it serves. However, minority healthcare workers are currently underrepresented, and as the complexity of the positions and the salaries increase, the diversity of the workforce decreases; and

WHEREAS, the role of nurses is not only crucial to the stability of today's patient care environment but is also critical to teaching the next generation of nurses. At the same time, nursing education programs do not have the funding, facilities or faculty needed to address the workforce shortage. And in nursing programs, where the problem is particularly acute, low salaries for faculty make choosing teaching unaffordable for many nurses:

**RESOLVED, that the American Federation of Teachers will develop and implement a strategy with its national and state leaders for obtaining state law that mandates staffing ratios, or safe patient limits, in at least five states by 2025; and**

**RESOLVED, at the federal level, that the AFT will continue its work to secure staffing ratios in federal law by advocating for the Nurse Staffing Standards for Hospital Patient Safety and Quality Care Act and through all available regulatory means; and**

**RESOLVED, that the AFT will continue its efforts at securing legislation banning mandatory overtime by advocating for legislation at the federal level and through support of affiliates advocating for mandatory overtime prohibitions in state law; and**

**RESOLVED, that the AFT will support affiliate efforts to secure staffing ratios in collective bargaining agreements through supporting campaigns, developing model contract language, and providing training and resources; and**

**RESOLVED, that the AFT will continue its efforts to secure federal workplace violence protections through passage of the Workplace Violence Prevention for Health Care and Social Service Workers Act and Occupational Safety and Health Administration promulgation of the interim standard within one year; and**

**RESOLVED, that the AFT will support the work of its affiliates to address workplace violence in legislation, through collective bargaining, and other state and local work of healthcare affiliates; and**

**RESOLVED, that the AFT recommits to its advocacy to secure adequate pandemic preparedness protections in the law through means, like an OSHA infectious disease standard and updates to the Centers for Medicare & Medicaid Services emergency preparedness rule; and**

**RESOLVED, that the AFT will continue its work to educate and support affiliates and members about research, initiatives, and developments in pandemic preparedness at the employer and governmental levels; and**

**RESOLVED, that the AFT will prioritize its work to secure funding, programming, and other legal protections at the federal level to support health professionals in the areas of mental health, burnout and stress management, including addressing shortages in the mental health professions; and**

**RESOLVED, that the AFT will expand its work in partnering with other organizations and mental health experts devoting resources and work aimed at developing clear demands for improving healthcare workplaces, ensuring mental health needs of the workforce are addressed, and to development of resources and education programming that provide meaningful support to health professionals; and**

**RESOLVED, that the AFT will develop resources to support affiliate work addressing inadequate compensation in the healthcare industry through market and employer research, comparative analysis, and other needed means for use in collective bargaining and other affiliate efforts; and**

**RESOLVED, that the AFT will utilize opportunities to educate and advocate with government and other stakeholders on inadequate pay and compensation inequities; and**

**RESOLVED, that the AFT will deploy resources to secure more oversight of merger and acquisition practices in the healthcare industry through the Federal Trade Commission, Department of Justice, and the Centers for Medicare & Medicaid Services and to support affiliates pursuing state-level oversight; and**

**RESOLVED, that the AFT will work at the federal level to secure legal protections to protect scope of practice and our jobs with government and every other forum, and the AFT will support affiliates in similar state and local endeavors; and**

**RESOLVED, that the AFT will work to increase oversight for telehealth, hospitals at home, and other business practices so that our work, our jobs and our patients are protected; and**

**RESOLVED, that the AFT will make education, resources and direct support available to affiliates to address system problems that have been shifted too heavily on the backs of the healthcare workforce. This includes exploration of new member benefits to help shield health professionals from personal liability for systemic problems; and**

**RESOLVED, that the AFT will advocate for accountability in federal law and regulations that protects the licenses, jobs and livelihood of health**

professionals from unfair civil, administrative and criminal penalties that are the responsibility of an employer. The AFT will support affiliates in similar state and local efforts; and

**RESOLVED, that the AFT will call on the federal government to develop a national healthcare workforce strategy, with participation and input by the AFT and its members, including those working in direct care, career and technical education program teachers, nursing programs and other healthcare professional program faculty; and**

**RESOLVED, that the AFT will work to advance efforts at meeting the needs of the healthcare workforce through CTE, apprenticeship programs, and residency and fellowship programs. We will also support affiliates in this work, as well as work to develop and expand language in collective bargaining agreements related to orientation, precepting, and other critical support for workers new to health professions; and**

**RESOLVED, that the AFT will continue promoting resources and support to healthcare affiliates and members for student loan forgiveness programs and also workforce development funding, particularly in communities of color and in rural and other underserved areas; and**

**RESOLVED, that the AFT will employ new strategies for affiliates to increase diversity in the local healthcare workforce, such as: addressing racism in healthcare workplaces; developing program models that help affiliates expand career outreach programs in communities of color to reach those who are underrepresented in healthcare jobs; and expanding targeted financial aid and loan repayment programs, including National Health Service Corps and the Nurse Faculty Loan Repayment program; and**

**RESOLVED, that the AFT's healthcare and higher education program and policy councils will collaborate on development of a comprehensive strategy to address faculty shortages; and**

**RESOLVED, that the AFT adopts the report and recommendations made by its Healthcare Staffing Shortage Taskforce.**

#### **47. AFT HEALTHCARE PROFESSIONALS MENTAL HEALTH**

WHEREAS, after two years of record hospitalization rates and as the nation has surpassed 1 million deaths from COVID-19, our nation's healthcare workforce has been stretched beyond the breaking point and is in a mental health crisis—fatigued from unsafe patient levels and workloads that worsened during the pandemic, scarred from all they have witnessed over the last two years, and dealing with severe burnout and with moral injury from repeatedly being forced to make choices that transgress

their long-standing, deeply held commitment to healing;<sup>9</sup> and

WHEREAS, the worry and emotional trauma related to COVID-19 have had a negative impact on the mental health of a majority of our healthcare workforce.<sup>10</sup> Around one-third of healthcare workers either received or thought they needed mental health services because of the pandemic. And nearly all reported negative impacts to physical health and to relationships with family and co-workers. Many reported problems with sleeping, frequent headaches, increased use of alcohol or drug use, all attributed to pandemic stress and worry; and

WHEREAS, another recent study showed that more than 70 percent of healthcare workers have symptoms of anxiety and depression, 38 percent have symptoms of post-traumatic stress disorder, and 15 percent have had recent thoughts of suicide;<sup>11</sup> and

WHEREAS, emotional trauma, burnout and mental health needs of frontline healthcare professionals were at high levels even before the pandemic with, for example, between 17 and 38 percent of nurses reporting some depression,<sup>12</sup> and most alarming of all, healthcare professionals dying by suicide, with risk of suicide in health professionals, particularly nurses, being higher than the general population even before the pandemic<sup>13</sup> and female nurses dying by suicide at twice the rate of women who aren't nurses;<sup>14</sup> and

WHEREAS, stigma associated with seeking mental health supports and months long waiting lists due to provider shortages are barriers to treatment and support that place perilous strain on health professionals;<sup>15</sup> and

WHEREAS, the mental health crisis of healthcare professionals is the result of a broken healthcare system and not individual deficits, as is often suggested by employer resistance training; and

9 WebMD, Feb. 1, 2021, Kathleen Doheny, Moral Injury: Pandemic's Fallout for Health Care Workers, <https://www.webmd.com/lung/news/20210201/moral-injury-pandemic-fallout-for-health-care-workers#:~:text=Moral%20injury%20occurs%20when%20health,to%20healing%2C%E2%80%9D%20Dean%20says>

10 KFF/The Washington Post Frontline Healthcare Worker Survey (Apr. 2021) <https://www.kff.org/reportsection/kff-the-washington-post-frontline-health-care-workers-survey-toll-of-the-pandemic/>

11 Chatterjee, R. (2022, March 31) A Nurse's Death Raises Alarm about the Profession's Mental Health Crisis. Retrieved from <https://www.npr.org/sections/health-shots/2022/03/31/1088672446/a-nurses-death-raises-the-alarm-about-the-professions-mental-health-crisis?fbclid=IwAR0BQRhx517KVsmEX7URgDhppe-RpJ6XJh7eHIQERGRtYU46pVLF5bNZMzY>

12 <https://www.grid.news/story/science/2022/05/02/nurses-are-not-ok-why-theyre-quitting-their-jobs-and-what-it-means-for-the-future-of-healthcare/>

13 Davis MA, Cher BAY, Friese CR, Bynum JPW. Association of US Nurse and Physician Occupation with Risk of Suicide. *JAMA Psychiatry*. 2021;78(6):651–658. doi:10.1001/jamapsychiatry.2021.0154

14 <https://www.grid.news/story/science/2022/05/02/nurses-are-not-ok-why-theyre-quitting-their-jobs-and-what-it-means-for-the-future-of-healthcare/>

15 KFF. (Sept. 30, 2021). *Mental Health Care Professionals Shortage Areas (HPSAs)* Retrieved from <https://www.kff.org/other/state-indicator/mental-health-care-health-professional-shortage-areas-hpsas/?currentTimeframe=0&sortModel=%7B%22colId%22:%22Location%22,%22sort%22:%22asc%22%7D>

WHEREAS, according to the U.S. Department of Health and Human Services' Health Resources and Services Administration and the Kaiser Family Foundation, there are over 5,800 designated mental health professional shortage areas in the country, and more than 6,300 mental health practitioners would be needed to meet the needs in the shortage areas;<sup>16</sup> and

WHEREAS, the risk of violent assault by patients or visitors is an ongoing source of emotional trauma for healthcare professionals—and with good reason. The rate of injuries from workplace assaults climbed by 173 percent in hospitals and by 95 percent in psychiatric and substance use facilities over the last 15 years. The rate of injuries from workplace violence in hospitals jumped by 25 percent in 2020 alone;<sup>17</sup> and

WHEREAS, the systematic failure of healthcare employers in providing psychological and physical safety in the work environment has a cumulative impact on the mental health of the workforce, but also results in consequences like lower employee engagement, more absenteeism and poor retention. These failures have been definitively shown to result in negative patient outcomes:<sup>18</sup>

**RESOLVED, that the American Federation of Teachers will:**

- **Enact the Workplace Violence Prevention for Health Care and Social Service Workers Act; and**
- **Hold the Department of Labor and Occupational Safety and Health Administration accountable to promulgate the standard in a timely manner; and**
- **Press the National Institute for Occupational Safety and Health (NIOSH) to research and identify additional mitigations; and**
- **Provide training and support to AFT Nurses and Health Professionals locals to foster their capacity to bargain with employers for comprehensive workplace violence prevention programs and effective training; and**

**RESOLVED, that the AFT will advocate for:**

- **Full enforcement of federal mental health services parity laws that require that health insurance plans provide the same level of coverage for mental health benefits as they do for medical benefits; and**

- **Permanent federal funding for the Dr. Lorna Breen Health Care Provider Protection Act that supports healthcare workers through training grants in strategies to reduce and prevent burnout, mental health conditions, and substance use disorders; education and awareness campaigns to encourage healthcare providers to use available mental and behavioral health services to address their own concerns; grants awarded to employers to establish or expand programs to promote mental and behavioral health for their employees; and a study on mental and behavioral health and burnout among healthcare workers; and**
- **Increased funding for financial aid programs that support those seeking training to become mental health professionals and programs to recruit students into mental health careers; and**
- **Support state level actions that expand access to mental health services by allowing healthcare professionals to practice to the full extent of their education and license; and**

**RESOLVED, that the AFT will support affiliates in efforts to ensure employers provide paid time off for employer-sponsored mental health training and peer-to-peer support, expand the mental health benefits of employer health insurance, and that labor-management committees within healthcare facilities will address creating a supportive environment for nurses and health professionals and to develop metrics and strategies that track progress; and**

**RESOLVED, that the AFT will partner with other organizations and mental health experts to develop new frameworks for ensuring psychological safety in the healthcare workplace and to address mental health needs of the workforce.**

#### **48. IN-SERVICE NURSING ORIENTATION, MENTORING AND ONGOING EDUCATIONAL SUPPORT FOR PROFESSIONAL NURSING AND HEALTHCARE PRACTICE**

WHEREAS, overwhelming and relentless patient-care demands are causing a massive disruption in the nursing workforce caused by the ongoing COVID-19 pandemic; and

WHEREAS, nurse burnout, early retirement, mounting resignations, insufficient staffing, workload, emotional tolls, and lack of ongoing support are exacerbating the nursing shortage; and

WHEREAS, generational changes in the nursing workforce have been ongoing as baby boomers retire out of the nursing workforce and are replaced by Generation X and Y; and

WHEREAS, the effects of the pandemic on readiness of

16 HRSA. (March 31, 2021) Designated Health Professional Shortage Area Statistics. Retrieved from file:///H:/Public\_Mental%20Health%20mapping/BCD\_HPSA\_SCR50\_Qtr\_Smry.pdf;

KFF. (Sept. 30, 2021) Mental Health Care Professionals Shortage Areas (HPSAs) Retrieved from <https://www.kff.org/other/state-indicator/mental-health-care-health-professional-shortage-areas-hpsas/?currentTimeframe=0&sortModel=%7B%22collid%22:%22Location%22,%22sort%22:%22asc%22%7D>

17 U.S. Bureau of Labor Statistics, Survey of Occupational Illness and Injury Data, Table R8

18 Roche, M., Diers, D., Duffield, C. & Catling-Paull, C. (2010). *Journal of Nursing Scholarship*, 42 (1), 13-22. doi: 10.1111/j.1547-5069.2009.01321.x. See also Vessey J.A., Demarco R., DiFazio R. Bullying, harassment, and horizontal violence in the nursing workforce: the state of the science. *Annu Rev Nurs Res*. 2010;28:133-57. doi: 10.1891/0739-6686.28.133. PMID: 21639026; and Rodwell J., Brunetto Y., Demir D., Shacklock K., Farr-Wharton R. Abusive supervision and links to nurse intentions to quit. *J Nurs Scholarsh*. 2014 Sep;46(5):357-65. doi: 10.1111/jnu.12089. Epub Aug. 15, 2014. PMID: 25132621.



new nurses to practice in highly complex environments are challenging as evidenced by nursing deficiencies in clinical competencies; and

WHEREAS, the pandemic will continue to have a profound impact on the nursing workforce for some time requiring the need for thoughtful strategic planning to address the complexity of issues, including proper orientation, mentoring and ongoing support; and

WHEREAS, the changing nursing workforce seeks continuous education, expects strong mentorship with support and strong intellectual stimulation:

**RESOLVED, that the American Federation of Teachers will help locals develop and support strong contractual language that supports robust ongoing professional development programs, appropriate orientation, mentoring programs; and**

**RESOLVED, that the AFT will continue to plan and offer support for the ongoing mental and emotional health of nurses and other health professionals who have suffered through the pandemic.**

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## SPECIAL ORDER OF BUSINESS

### ADOPTION OF AFT'S TEACHER AND SCHOOL STAFF SHORTAGE TASK FORCE REPORT

WHEREAS, our teacher and PSRP members must deal with stagnant wages that fail to match their similarly educated peers, endless budget austerity, crippling student loan debt, increased class size and workloads, expanding class coverage and administrative responsibilities, insufficient time for preparation and collaboration, meaningless paperwork, and an erosion of work/life balance; and

WHEREAS, schools should be the safest places in our communities but are subjected to unconscionable loss of life, injury and trauma by gun violence and the unwillingness of many political leaders to enact reasonable and effective gun safety laws that are supported by a large majority of the public; and

WHEREAS, the lingering impact of the COVID-19 pandemic; political brawling over the teaching of honest history; book banning; malicious efforts to marginalize LGBTQIA+ kids, students of color and immigrant students; and zealots who want to demonize certain groups have created an environment that is damaging to students' and employees' well-being; and

WHEREAS, research shows the shortage of teachers is not a result of the reluctance to teach and work with students, but the unsustainable teaching and learning conditions in our schools combined with an appalling lack of educator voice in the decisions that affect their professional and personal lives; and

WHEREAS, while schools have experienced shortages

of teachers and school staff for decades, especially for employees of color, and teacher turnover rates were nearly double those of other occupations even before the pandemic, our schools are now experiencing an even greater, unprecedented shortage of teachers and staff; and

WHEREAS, for the first time ever, after almost 50 years, a recent poll showed that a majority of Americans opposed their own children becoming public school teachers, hoping they would select a profession with more respect, higher pay, better working conditions and more opportunities for career advancement; and

WHEREAS, public schools and the people who work in them have endured attacks for decades from self-serving political agendas and profit-seeking opportunists who want to convert the right to a free public education into a private, for-profit commodity; and

WHEREAS, numerous federal and state initiatives over the past several decades have reduced the craft and joy of teaching and learning to data-obsessed accountability compliance models promoted by "A Nation at Risk" in 1983, the No Child Left Behind Act in 2001, and Race to the Top in 2009, along with numerous wrong-headed state efforts; and

WHEREAS, in sum, teachers and school staff who have dedicated their professional lives to America's public school students do not have the climate, culture, conditions and compensation to do their jobs; and

WHEREAS, public education systems exist to support and serve all children, regardless of circumstance or background, and educators not only help students learn facts and critical-thinking skills, but also help mold and shape them as they prepare to take their place in their communities and our country; and

WHEREAS, all of these factors and countless others have made working in public schools more stressful than ever and have fueled a shortage of teachers and school staff, imperiling the future of neighborhood public schools, the institution of public education and the fundamental principles of a free democratic society; and

WHEREAS, the AFT Teacher and School Staff Shortage Task Force was appointed in December 2021 to address these pressing issues:

**RESOLVED, that the American Federation of Teachers will adopt the Teacher and School Staff Shortage Task Force report (completed July 2022). It represents the voice of our preK-12 members addressing one of the largest challenges facing American public schools. It is the culmination of in-depth member surveys, multiple listening sessions, numerous virtual and in-person task force meetings, input from top researchers, the hard work of the AFT elected leaders and staff, and the guidance of AFT national officers; and**

**RESOLVED, that the AFT and our affiliates will use the report to advocate for policies, resources, practices and supports, and to promote the implementation of**

**recommendations that will address the climate, culture, conditions and compensation needed to make all education professions attractive and sustainable and in doing so serve and preserve our public schools.**

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## EDUCATIONAL ISSUES COMMITTEE

### 1. COMMUNITY SCHOOLS: HELPING STUDENTS THRIVE IN OUR SCHOOLS AND COMMUNITIES

WHEREAS, the American Federation of Teachers has long believed in and worked to advance a comprehensive vision for public education that promotes children’s well-being; supports powerful learning; builds teacher and staff capacity; and fosters cultures of collaboration among educators, administrators, families and communities, recognizing that these values are inherent to the community schools model; and

WHEREAS, community schools are not just another program, but a paradigm shift in the way we think about schools that goes beyond providing supports and services for students; and

WHEREAS, by establishing partnerships, community schools provide a variety of services, supports and enriched learning opportunities to students, parents, school staff and the community based on a comprehensive asset and needs assessment, providing a sustainable way to support their communities’ physical, emotional and academic needs, as well as aid in economic recovery and stabilization that benefit students and adults alike; and

WHEREAS, there are fundamental principles that must govern the creation of community schools, including the four pillars that have been established in research on the efficacy of community schools, including “An Evidence-Based Strategy for Equitable School Improvement”:<sup>19</sup>

1. Integrated student supports
2. Expanded learning time and opportunities
3. Family and community engagement
4. Collaborative leadership and practice; and

WHEREAS, community schools build a culture of open and purposeful collaboration where everyone involved—community partners, families, school staff and administrators—shares responsibility for continuous improvement in both academic and non-school-related outcomes; commits to building a culture of open and purposeful collaboration; and seeks to build a diverse consortium of stakeholders who reflect the community they serve; and

WHEREAS, community schools establish collaborative structures and practices such as site-based decision-making teams that include educators, school staff, school

administrators, parents, community leaders, and students who engage in the planning and decision-making process for the school; and community schools utilize a site coordinator to ensure partners are working together to get students access to resources and supports attuned to their needs and talents; and

WHEREAS, the AFT believes all students have a right to learn and achieve academic success—regardless of where, or under what circumstances, they live—and recognizes the impact racism and inequity has on access to high-quality education, healthcare and employment opportunities for people living in poverty and people of color; and

WHEREAS, there are many examples of the community schools strategy being used to foster the principles of social justice and equity, community self-determination, valuing community knowledge and wisdom, shared leadership, transparency and trust relationships, reflective learning culture, and a whole-person approach to education that are backed up by research; and

WHEREAS, research from the Learning Policy Institute and the Institute for Educational Leadership shows that when implemented as a comprehensive model with fidelity, schools and communities both benefit from:<sup>20</sup>

- Reduced health-related obstacles that cost students instructional time;
- Decreased student mobility rates. When schools serve as hubs of the community, families can establish roots rather than moving around to receive necessary services;
- Increased family involvement;
- Stronger community involvement and schools that reflect the communities they serve; and
- Potential for reduced racial and economic achievement gaps; and

WHEREAS, community school models across the country demonstrate how schools and communities can connect to help all students learn and thrive regardless of politics, demographics or geography, including how to:<sup>21</sup>

- Manage space and resources, and design new community schools or redesign existing schools and buildings and co-located spaces for community school use; and
- Connect non-school personnel and experts to schools in a sustainable way; and
- Leverage support from outside organizations, including government, private not-for-profit and philanthropic organizations; and
- Build grassroot support and engagement among families and community leaders in community schools; and

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<sup>19</sup> <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>

<sup>20</sup> <https://communityschools.futureforlearning.org/>

<sup>21</sup> <https://communityschools.futureforlearning.org/>

- Leverage federal, state and local funding resources for growth and sustainability; and
- Bring new opportunities to underserved or economically depressed communities:

**RESOLVED, that the American Federation of Teachers will join with coalition partners in calling for 25,000 community schools by 2025.<sup>22</sup>**

**RESOLVED, that the AFT will:**

- **Affirm its commitment that every school should have access to resources to develop a community school model, including a designated community school director/coordinator—an essential resource to link services and develop community partnerships; and**
- **Expand our community schools initiatives from the more than 700 community schools we currently support nationwide to 2,500 schools over the next five years; and**
- **Urge local union affiliates to partner with school districts, local government entities, political leaders, and labor and community leaders to transform the schools serving our neediest students into community schools to bring together, under one roof, the services and activities our children and their families need;<sup>23</sup> and**
- **Be unapologetic about efforts to create anti-racist, culturally sustaining schools and will support all locals that desire to address systemic and structural racism, social justice and inequity within their schools as part of their community school strategy; and**
- **Elevate the work already being done across the country and support locals and states that want to establish, sustain or expand the community schools model for prekindergarten through higher education; and**
- **Use education, political and legislative advocacy, as well as grassroots organizing with locals, community partner organizations and coalition allies to increase the number of community schools nationwide, and support state and federal legislation and programs that fund community schools as part of a strategy to improve struggling schools; and**
- **Support federal and state legislation that enables school districts to accelerate new construction and/or renovation of community schools to accommodate their various functions and to build them to green and sustainable standards such as those of the U.S. Green Building Council, the Leadership in Energy and Environmental Design (LEED) system or the Collaborative for High Performance Schools; and**

- **Call for ongoing, high-quality research into community schools' best practices, staffing models, and approaches to implementation that ensure community schools enhance academic standards and other meaningful outcomes; and**
- **Create and deliver professional development so that members are equipped to advocate for and implement community schools strategies as part of a comprehensive model for school improvement; and**
- **Foster opportunities for locals to network and learn from each other's experiences; and**

**RESOLVED, that the AFT will call on policymakers at all levels to recognize the transformative power of community schools and their unique capacity to serve all students, and to use their authority to fund and support the community schools model with fidelity; and**

**RESOLVED, that the AFT will call on:**

- **The U.S. Congress to pass comprehensive legislation, such as the Full-Service Community School Expansion Act, to sustainably fund community school initiatives at the federal level; and**
- **The U.S. Department of Education to establish a database of community schools and disseminate findings to guide research, policy and implementation; and**
- **The Department of Education to advocate for the consideration of those findings when Congress modifies legislation like the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act and other legislation, budgetary items and competitive grants; and**
- **States and school districts to ensure that community schools are not a pretext to bypass contractual agreements; reduce standards for existing, normal operating school hours; lessen those standards during after-hours operations; displace existing services and/or staff; or weaken existing crucial health and safety regulations, and will support locals in developing and articulating their bargaining demands related to implementing and sustaining community schools; and**

**RESOLVED, that the AFT will advocate for funding at the federal level dedicated specifically for creating additional community schools and supporting the hiring of community school directors/coordinators to lead the critical work of aligning community services with family and student needs.**

<sup>22</sup> <https://www.communityschools.org/>

<sup>23</sup> <https://www.aft.org/sites/default/files/wysiwyg/sustainablecommunityschools.pdf>

### 3. EQUITY THROUGH CULTURALLY RESPONSIVE, BALANCED ASSESSMENT SYSTEMS

WHEREAS, an assessment system encompasses formal and informal practices, activities and procedures used authentically within classrooms to measure students' learning, are administered both during and after the learning process, resulting in data and information that is used regularly by education professionals, students and their families, and sometimes by policymakers to diagnose student learning needs and make decisions about students' education and educational opportunities; and

WHEREAS, effective classroom assessment practices are founded in culturally responsive teaching, curriculum, and assessment—and supported by school and district leaders, states, teacher educators, and measurement experts—so that students experience an equity-focused learning environment that recognizes and builds on their culture, knowledge and experience, and ensures authentic instructional and assessment tasks, which provide feedback to support students' learning and growth;<sup>24</sup> and

WHEREAS, classroom-based, curriculum-embedded formative assessment is the “lived, daily embodiment of a teacher’s desire to refine practice based on a keener understanding of current levels of student performance, undergirded by the teacher’s knowledge of possible paths of student development within the discipline and of pedagogies that support such development”;<sup>25</sup> and

WHEREAS, standardized tests represent one form of assessment within a broader system of assessment types, and are designed to measure a student’s knowledge and skills at a specific point in time; and they have been misused and overused for diagnostic, formative and summative purposes in American public schools since the passage of the federal No Child Left Behind Act of 2001 and the testing expansions that occurred during the period of federal Race to the Top grants in the 2010s; and

WHEREAS, despite increased testing in public schools, academic performance gaps as measured by standardized tests remain unchanged since the *Brown v. Board of Education* decision in 1954;<sup>26</sup> and

WHEREAS, extensive research demonstrates standardized testing has not escaped its shameful

beginning of “intelligence tests” for military fitness, which were designed to confirm beliefs of eugenics and racism<sup>27</sup> and continue to perpetuate the false premise that they objectively measure student achievement while retaining design practices (e.g., test question bias, use of a bell curve, test question difficulty setting practices, arbitrary raising of cut scores when students show success on state tests) that continue to perpetuate race and class inequality as their structures and designs are inextricably intertwined with social and economic inequalities that exist outside of schools;<sup>28,29,30,31</sup> and

WHEREAS, the most recent accounting of state spending found 10 years ago that states spend \$1.7 billion every year on standardized testing,<sup>32</sup> and in response, school districts have directed millions of local dollars and a countless number of instructional hours toward “benchmark” or “interim” tests and mandated test-prep activities, yet the information provided by these high-stakes tests has been misused, thus making them ineffectual in providing real and meaningful guidance to teachers, students and families;<sup>33</sup> and

WHEREAS, our country must recognize the harms that high-stakes standardized tests have inflicted over two decades to multiple student generations: stifling the joy of learning as districts demand test-prep activities and increase use of benchmark testing, which leads to one-skill-at-a-time instruction despite lack of evidence of effectiveness;<sup>34</sup> devaluing teachers’ curriculum-embedded assessment practices; tying student and teacher worth to test scores; firing teachers; disproportionately impacting Black and brown communities by closing public schools; instituting never-ending state takeovers/

27 Meier, Deborah and Gasoi, E. (2018). *These schools belong to you and me; Why we can't afford to abandon our public schools* (book). Beacon Press.

28 Au, Wayne (2008). *Unequal by design: High-stakes testing and the standardization of inequality* (book). Routledge.

29 Au, Wayne (2013). *Hiding behind high-stakes testing: Meritocracy, objectivity and inequality in U.S. education* (research study). The International Education Journal: Comparative Perspectives, 12(2), 7–19. Retrieved on June 7, 2022, from <https://openjournals.library.sydney.edu.au/index.php/EJ/article/view/7453/7812>.

30 Au, Wayne (2016). *Meritocracy 2.0: High-stakes, standardized testing as a racial project of neoliberal multiculturalism* (research study). Educational Policy, January 2016, v30 n1, 39–62. Retrieved on June 7, 2022, from <https://journals.sagepub.com/doi/10.1177/0895904815614916>.

31 Berliner, David C. (2012). *Effects of inequality and poverty vs. teachers and schooling on America's youth* (research review). Teachers College Record. Retrieved on June 7, 2022, from <http://www.tcrecord.org/PrintContent.asp?ContentID=16889>.

32 Chingos, Matthew (2012). *Strength in numbers: State spending on K-12 assessment systems* (research report). Brown Center on Education Policy at Brookings. Retrieved on June 7, 2022, from [https://www.brookings.edu/wp-content/uploads/2016/06/11\\_assessment\\_chingos\\_final\\_new.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/11_assessment_chingos_final_new.pdf).

33 Zavitkovsky, Paul, Roarty, D., and Swanson, J. (2016). *Taking stock: Achievement growth in Illinois under No Child Left Behind* (policy brief). Chicago: Center for Urban Education Leadership, University of Illinois at Chicago. Retrieved on June 7, 2022, from <https://education.illinoisstate.edu/downloads/csep/ISLAC-Final-Report.pdf>.

34 Slavin, Robert (2019). *Benchmark assessments: Weighing the pig more often?* (research review). Robert Slavin's Blog. Retrieved on June 7, 2022, from <https://robertslavins-blog.wordpress.com/2019/04/11/benchmark-assessments-weighing-the-pig-more-often/>.

24 Shepard, Lorrie A., Diaz-Bilello, E., Penuel, W. R., and Marion, S. F. (2020). *Classroom assessment principles to support teaching and learning* (policy brief). Center for Assessment, Design, Research and Evaluation, University of Colorado Boulder. Retrieved on June 7, 2022, from [https://www.colorado.edu/cadre/sites/default/files/attached-files/classroom\\_assessment\\_principles\\_to\\_support\\_teaching\\_and\\_learning\\_-\\_final\\_0.pdf](https://www.colorado.edu/cadre/sites/default/files/attached-files/classroom_assessment_principles_to_support_teaching_and_learning_-_final_0.pdf).

25 Fleisher, Cathy, Filkins, S., Garcia, A., Mitchell Pierce, K., Scherff, L., Sibberson, F., and Davis, M. (2013). *Formative assessment that truly informs instruction* (policy brief). National Council of Teachers of English. Retrieved on June 7, 2022, from [https://cdn.ncte.org/nctefiles/resources/positions/formative-assessment\\_single.pdf](https://cdn.ncte.org/nctefiles/resources/positions/formative-assessment_single.pdf).

26 Hanushek, Eric, Peterson, P., Talpey, L., and Woessmann, L. (2019). *The achievement gap fails to close: Half century of testing shows persistent divide between haves and have-nots* (research study). Education Next. Retrieved on June 7, 2022, from <http://hanushek.stanford.edu/publications/achievement-gap-fails-close-half-century-testing-shows-persistent-divide-between-haves>.

receivership policies; and privatizing public schools; and

WHEREAS, test prep has drained instructional time, student and teacher energy, and school funds from schools already underfunded and under-resourced, while also narrowing school curricula, stripping away teacher autonomy, eroding the love of teaching and learning, and fostering hostile, antagonistic school climates, particularly in schools serving Black and brown students and students from lower-income families;<sup>35,36,37</sup> and

WHEREAS, for more than 20 years, our nation has generated student, family, and educator stress and anxiety by administering high stakes, large-scale standardized tests to collect data, which has not improved teaching and learning conditions or equity; and

WHEREAS, the overreliance on lengthy standardized tests for accountability has been amply demonstrated to cause negative physical and mental harms to students of all ages by inducing toxic stress, with these impacts being most profound among our most vulnerable students, and contributing to the school-to-prison pipeline, as a test-prep culture undermines student engagement and increases negative student behavior, thus leading to students, particularly students of color and those with disabilities, being pushed out of school, thereby increasing the likelihood for interaction with police and law enforcement;<sup>38,39,40,41</sup> and

WHEREAS, students in special education are already subjected to additional progress monitoring and testing, which takes away from valuable learning time; and

WHEREAS, at least 27 states require schools to administer an English language proficiency screening assessment for students whose primary language is not English, and at least 24 states require students to demonstrate English language proficiency on a standardized test to be reclassified as English proficient, which they must take in addition to federally required

reading and math tests;<sup>42</sup> and

WHEREAS, systemic inequities in public education have widened educational opportunity gaps, since students from disadvantaged groups are more likely to attend schools with far less funding and coursework offerings, experience significantly higher instructional hours devoted to test prep, and face increased threat of restructuring and/or closure and high teacher/principal turnover;<sup>43</sup> and

WHEREAS, vendors and education “reform” groups that are not comprised of educators have successfully pushed costly public school policies and products not based in research which attempt to “teacher proof” public education by directing scarce school funding toward large-scale standardized testing tied to narrow curriculum pacing guides rather than trust and invest in teachers’ professional knowledge, skills and experience to design, deliver and reflect on culturally responsive curriculum, instruction and assessment; and

WHEREAS, at a time when public schools face greater challenges than ever, education privatizers have capitalized on the worldwide COVID-19 pandemic to change state laws to expand charter and voucher programs without safeguards to ensure students, families and taxpayers are protected from “discrimination, corruption and fraud” and, in 26 states, with no requirements for voucher students to take the same state tests as their public and charter school counterparts;<sup>44</sup> and

WHEREAS, our union strongly opposes the ways state and federal policymakers have misused standardized test data to shame, blame and close schools attended by some of America’s most vulnerable students, and to fire teachers in ways that disparately impact teachers of color, especially Black teachers;<sup>45</sup> and

WHEREAS, our union does not oppose standardized testing when the data it generates is used appropriately to improve student learning, school programs, and other school and district continuous-improvement activities; and

WHEREAS, our union believes in humane, balanced assessment systems that include a comprehensive, coherent and continuous use of curriculum-embedded,

35 Fair Test (2017). *The case against high-stakes testing* (policy/research review). The National Center for Fair and Open Testing. Retrieved on June 7, 2022, from <https://www.fairtest.org/k-12/high%20stakes>.

36 Koretz, Daniel (2017). *The testing charade: Pretending to make schools better* (book). University of Chicago Press.

37 Nelson, Howard (2013). *Testing more, teaching less: What America’s obsession with student testing costs in money and lost instructional time* (research report). American Federation of Teachers. Retrieved on June 7, 2022, from <https://www.aft.org/sites/default/files/news/testingmore2013.pdf>.

38 Fair Test (2017). *The case against high-stakes testing* (policy/research review). The National Center for Fair and Open Testing. Retrieved on June 7, 2022, from <https://www.fairtest.org/k-12/high%20stakes>.

39 Koretz, Daniel (2017). *The testing charade: Pretending to make schools better* (book). University of Chicago Press.

40 Kohn, Alfie (2015). *Schooling beyond measure & other unorthodox essays about education* (book). Heinemann. Retrieved on June 7, 2022, from [https://www.academia.edu/24493866/Kohn\\_A\\_2015\\_Schooling\\_beyond\\_measure\\_and\\_other\\_unorthodox\\_essays\\_about\\_education\\_Portsmouth\\_New\\_Hampshire\\_Heinemann.ISBN\\_978\\_0\\_325\\_07440\\_5\\_168\\_p\\_Soft\\_cover\\_26\\_73](https://www.academia.edu/24493866/Kohn_A_2015_Schooling_beyond_measure_and_other_unorthodox_essays_about_education_Portsmouth_New_Hampshire_Heinemann.ISBN_978_0_325_07440_5_168_p_Soft_cover_26_73).

41 Ravitch, Diane. (2010) *The death and life of the great American school system: How testing and choice are undermining education* (book). Basic Books.

42 Rafa, Alyssa, Erwin, B., Brixey, E., McCann, M., and Perez Jr., Z. (2020) *50-state comparison: English learner policies* (research report). Education Commission of the States. Retrieved on June 7, 2022, from <https://www.ecs.org/50-state-comparison-english-learner-policies/>.

43 Journey for Justice (2015). *Failing Brown v. Board: A continuous struggle against inequity in public education* (policy brief). Schott Foundation. Retrieved on June 7, 2022, from <http://schottfoundation.org/blog/2018/05/18/new-journey-justice-report-shows-how-were-failing-brown-v-board#:~:text=BLOGPOST:New%20Journey%20for%20Justice%20Report%20Shows%20How%20We're%20Failing,Board&text=More%20than%2060%20years%20after,segregation%20based%20largely%20on%20race>.

44 Burriss, Carol and Cimarusti, D. (2022). *Public schooling in America: Measuring each state’s commitment to democratically governed schools* (research report). Network for Public Education. Retrieved on June 7, 2022, from [https://www.scribd.com/document/570300930/Public-Schooling-Report-2022#from\\_embed](https://www.scribd.com/document/570300930/Public-Schooling-Report-2022#from_embed).

45 Albert Shanker Institute (2015). *The state of teacher diversity in American education* (research report). Albert Shanker Institute. Retrieved on June 7, 2022, from <https://www.shankerinstitute.org/resource/teacherdiversity>.

unit-based formative and summative assessments in the classroom to better understand student learning, layered with appropriate school and district assessment systems, and state accountability tests to inform the overall educational process:<sup>46</sup>

**RESOLVED, that the American Federation of Teachers will create a national assessment task force that will develop goals for changes to federal assessment requirements in the reauthorization of the Every Student Succeeds Act (ESSA) to promote balanced assessment systems, diminish overreliance on standardized tests, and address the harms ESSA has brought to teaching, learning and the privatization of public schools, as well as issues related to punitive measures such as receivership, whether by the state or other entities. In order to promote an aligned response and action, the AFT will provide supports and resources to state and local affiliates about ways to elevate teacher voice in decisions about learning and assessment to support the development of meaningful, culturally responsive, classroom-based assessment practices that promote balanced assessment systems and meaningful learning experiences for all students, and especially Black and brown students; and**

**RESOLVED, that the AFT will connect with other national organizations, including groups representing families and students, which share the AFT's values on humane, balanced assessment systems and take concrete steps to create partnerships that lead to actions which dismantle testing regimes that have gone too far and are not helping support children's learning, but often lead to overly punitive sanctions on schools and educators; and**

**RESOLVED, that the American Federation of Teachers will call on the U.S. Department of Education to call for changes to the federally mandated testing requirements to allow grade-span testing in lieu of grade-by-grade testing, and allowing locally determined screening and progress-monitoring assessments, that schools may already administer throughout the school year, to be used to meet federal mandates, and will work to include federal funding dedicated for professional learning on assessment in the next ESSA reauthorization; and**

**RESOLVED, that the AFT will support and make available to affiliate unions and members union-developed, sustained, job-embedded professional learning, such as the AFT course "Reclaiming Assessment," which supports educators in elevating culturally responsive assessment practices that support high-quality instructional practices, providing**

**classroom based, day-to-day learning feedback to students and educators; and**

**RESOLVED, that the AFT will support state and local affiliates in advocating for pre-service and in-service professional learning experiences on assessment to support the elevation of teacher voice in the decision-making process as it relates to the best interests of children; and**

**RESOLVED, that the AFT will support affiliate unions' advocacy to shift to state assessment policies that focus on what is important for learning rather than what is easily tested, by emphasizing the importance of more immediate, teacher-directed authentic assessments of student learning across all grades and subjects so that assessment is integrated into decision-making practices that are focused on student needs as a natural part of the teaching and learning cycle.**

## **5. FULFILLING THE PROMISE OF EDUCATIONAL OPPORTUNITY AND EQUITY**

WHEREAS, the American Federation of Teachers has a long history of fighting for public education and believes that a high-quality public education is the cornerstone of our democracy, an economic necessity, a moral imperative and a fundamental right; and

WHEREAS, formal education was once prohibited for enslaved people and as schools opened they were historically designed to assimilate and sort students by class and race, evolving into a one-size-fits-all factory model that serves only a select few, and this legacy is still seen in schools today; and

WHEREAS, the COVID-19 pandemic exacerbated long-standing inequities within the public education system caused by continuous cuts to funding, antiquated means of funding public schools, privatization, and the re-segregation of schools by race and socioeconomic status, and the compounding of challenges that many students already face in their daily lives related to poverty, institutional racism and classism; and

WHEREAS, research in neuroscience and the developmental and learning sciences shows that the lack of psychological safety and the impact of adverse childhood experiences can impede and even prevent learning, and students' sense of safety and connectedness is the foundation of their schooling and academic success; and

WHEREAS, community schools are instrumental in providing schools and the surrounding communities with resources and wraparound services offering nonacademic support that promotes the overall development of students and families; and

WHEREAS, partnerships with parents, community, and community-based organizations provide schools and

<sup>46</sup> Marion, Scott and Sheperd, L. (2021). *The components of a balanced assessment system* (presentation). Center for Assessment and California Collaborative for Educational Excellence. Retrieved on June 7, 2022, from <https://vimeo.com/539432824>.

school districts with additional capacity to improve schools by offering responsive programming for all students and families; and

WHEREAS, schools and relationships with teachers and school staff can provide safe havens for students who may experience trauma, neglect, abandonment, or food and housing insecurity by providing supportive relationships and guidance, assistance programs and services, such as counseling, health services, clothing essentials, and supports for food and shelter; and

WHEREAS, paraprofessionals and specialized instructional support personnel (SISP) have been instrumental to ensure tailored health services, social services and economic supports reach students with the greatest needs, and several local affiliates have bargained for additional SISP in schools; and

WHEREAS, all students and school staff thrive in schools in which they can show up as their authentic selves while feeling safe, welcomed and affirmed, and research shows that educator well-being is integral to student learning and school climate; and

WHEREAS, the AFT has long been an advocate for providing teachers and students with the highest-quality instructional materials and pedagogy, adapting to new knowledge and tools to support improved instruction; and

WHEREAS, the AFT and allies have upheld educators' rights to teach honest, authentic and inclusive American history by fighting against legislation and school board policies (e.g., book bans, eliminating curriculum, and other policies) aimed at content that allows students to critically examine and disrupt white supremacy and systemic racism; and

WHEREAS, an anti-racism framework in K-12 classrooms recognizes students' intersecting identities (race, class, sexuality, gender, citizenship status, differing abilities, primary language, etc.), situates those identities in systems of inequity and resistance, and values these life experiences as assets in the classroom; and

WHEREAS, the overreliance on standardized test scores in punitive test-based accountability systems has created an education system where schools that serve low-income students, and schools that have predominantly Black, Hispanic and Indigenous student populations are ranked, sorted and punished rather than supported; and

WHEREAS, extracurricular activities, clubs and electives are usually cut when schools are reported as "low-performing" according to a state's accountability system and replaced with "drill-and-kill" instruction as opposed to enrichment and project-based learning; and

WHEREAS, educators and school staff are rarely included in the decision-making on policies and programs that directly impact their instruction and are forced to succumb to the policy decisions of noneducators who

lack adequate understanding of the pedagogy required to deliver instruction on a wide variety of concepts and content; and

WHEREAS, a strong, high-quality teaching force is also a representative teaching force and has been shown to reduce absences and suspensions, improve test scores, and increase referrals to gifted and talented programs; and the demographics of the teaching profession rarely reflect the demographics of the students in public schools across the country; and

WHEREAS, racist and white supremacist speech and policies have no place in public education institutions, and we must support the intentional and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color and address the social, economic and political ways in which identity-based systems of oppression and privilege connect; and

WHEREAS, inequitable schooling serves no one, not even the most advantaged, and equity and social justice must be at the center of educational policies and practices if we are to ensure that public schools serve our society and remain the cornerstone of our democracy:

**RESOLVED, that the American Federation of Teachers, and our affiliates will be unapologetic in their efforts to uphold public education as one of the most important civil rights of modern times and relentless in their advocacy for policies and practices that inspire greater opportunity, justice and freedom; and**

**RESOLVED, that the AFT encourages its affiliates to promote policies that protect educators who teach anti-racism and practice gender inclusivity, and fight against districts that make rules or policies to advance discrimination and marginalization in any form; and**

**RESOLVED, that the AFT and its affiliates will elevate student-focused policies and programs to disrupt inequitable practices that disproportionately impact schools serving low-income students, and schools that have predominantly Black, Hispanic and Indigenous student populations, by advocating for:**

- **The involvement of educators in planning and creating student-centered learning environments with pedagogical practices that ensure students are active participants in their learning.**
- **Schools that focus on the healthy cognitive, social, emotional and physical development of students by increasing access to school staff who have expertise in mental health to serve staff, students and families, such as school counselors, psychologists and social workers.**
- **Significant and sustainable growth and development of community schools to provide community-specific supports and services.**

- School schedules that provide educators and school staff with consistent and protected time for planning, collaborating and creating student-centered learning environments.
- Coordinated state and district systems of assessment that support culturally relevant and responsive teaching and learning, along with the elimination of annual, high-stakes, punitive testing, and accountability that is mandated under the Every Student Succeeds Act.

**RESOLVED, that the AFT and its affiliates will promote empowering, rigorous curriculum and instruction by advocating for:**

- Pedagogy and curriculum that are age and developmentally appropriate, effective, and culturally inclusive and responsive.
- Research-based reading instruction and literacy practices that are culturally rich and diverse and build upon AFT’s Reading Opens the World.
- Increased collective capacity to provide or partner in training on trauma-informed practices, social emotional learning, and bereavement support.
- The purposeful establishment and continuation of well-rounded school programs that offer STEM, arts, and inclusive enrichment programs and extracurricular/co-curricular activities to all students.
- Career and technical education and apprenticeship programs.
- Innovative ways for schools to engage students and infuse hands-on, student-centered experiential learning approaches that foster student ownership of learning; and

**RESOLVED, that the AFT will encourage its affiliates to partner with the AFT Professional Learning and Member Engagement program to build local, state and regional pathways for training trainers and developing structures for support in providing peer-led, research-based professional development that addresses the imperative shift in pedagogy away from coverage and test, and toward engagement and application; and**

**RESOLVED, that the AFT and its affiliates will support practices that create safe and affirming environments for educators and students without punitive, institutionalized policing of their identities and the erasure of their cultural and individualized expressions; and**

**RESOLVED, that the AFT and its affiliates will fight against censorship that prevents teachers from connecting with all students by supporting litigation against laws that create an arbitrary micromanagement of what is taught; and**

**RESOLVED, that the AFT will support affiliates’ involvement in AFT programs that increase educator**

**voice and participation in policy and decision-making, such as the Teacher Leaders Program and the Teacher Leaders Alumni Advocacy Training; and**

**RESOLVED, that the AFT and its affiliates will seek to collaborate with higher education institutions and partner organizations to review policies and share best practices for the intentional recruitment and retention of educators of color to a more diverse educator workforce; and**

**RESOLVED, that the AFT will continue its unwavering commitment to advancing opportunity, justice, and freedom for each and every educator through these principles of equity, for they are the basis for preparing all children for bright futures as involved citizens in our democracy.**

## SCHOOLS AND COLLEGES SUPPORT STAFF ISSUES COMMITTEE

### 51. SUPPORTING SAFE WORKPLACES AND SAFE SCHOOLS FOR ALL

WHEREAS, students, teachers, and school and college support staff have experienced increased stress, uncertainty, financial hardship and emotional turmoil due to the coronavirus pandemic; and

WHEREAS, schools are meant to be a safe haven for all who enter, including those who work in them; and

WHEREAS, funding and other resources for mental health, trauma, emotional and behavioral supports have not kept pace with the increased need for these resources and supports; and

WHEREAS, special education paraprofessionals and teachers are at a significantly increased risk for “student related injuries” and had the highest workers’ compensation claims rate (5 for every 100 full-time employees) for such injuries, compared to all other school personnel; and

WHEREAS, American Federation of Teachers affiliate locals have reported an uptick in the number of members being injured on the job, and a corresponding increase in the number of hospitalizations, workers’ compensation claims, and resignations; and

WHEREAS, the AFT is committed to making schools and colleges as safe as possible for students and our members:

**RESOLVED, that the American Federation of Teachers will help assist locals in collecting workplace safety and member injury data; and**

**RESOLVED, that the AFT will continue to assist affiliates in developing campaigns to address workplace violence, and school and college safety issues; and**

**RESOLVED, that the AFT will advocate for the**



**collection of national school and college trends on violence, and provide resources and supports to locals engaged in issue advocacy around violence, workplace assault and injury.**

## **50. LIVING WAGES FOR ALL AFT MEMBERS**

WHEREAS, all working people deserve a wage that allows them dignity and the basic necessities of life; and  
WHEREAS, no employer should pay wages so low that their employees must rely on government assistance to meet their basic needs such as food, rent and healthcare; and

WHEREAS, the federal poverty wage does not take into consideration costs like child care and healthcare that not only draw from one's income, but also are determining factors in one's ability to work and endure the potential hardships associated with balancing employment and other aspects of everyday life; and

WHEREAS, a living wage model is an alternative market-based measure of basic needs that takes into consideration geographic location and specific expenditure data related to a family's likely minimum food, child care, health insurance, housing, transportation and other basic necessities such as clothing, personal care items etc.; and

WHEREAS, the living wage model would draw on these cost elements and the relative effect of local, state and federal taxes to determine the minimum employment earning necessary to meet a family's basic needs while also maintaining self-sufficiency; and

WHEREAS, a living wage model is a more accurate reflection than the federal poverty wage model of a family's true cost of living in a given location; and

WHEREAS, the Massachusetts Institute of Technology has conducted an extensive study on living wages at the county level and created a living wage calculator based on their study; and

WHEREAS, the American Federation of Teachers has a responsibility to advocate for workers to earn a wage that allows them to take care of their family and be self-sufficient:

**RESOLVED, that the American Federation of Teachers will support state legislation or ballot initiatives that raise the minimum wage; and**

**RESOLVED, that the AFT will provide information on metrics available to advocates of a living wage; and**

**RESOLVED, that the AFT will offer tools, resources and support to any local whose members earn less than a living wage and wishes to undertake a campaign to raise wages to a living wage standard.**

## **52. SCHOOL MEALS FOR ALL**

WHEREAS, the AFT has long supported universal school meals as a way to address food and nutrition instability, increase access and equality in our education system, and to reduce systemic barriers to school meals; and

WHEREAS, hunger creates poor outcomes for students of all ages, including less ability to concentrate, graduate and more likely to have health issues; and

WHEREAS, having access to meals at school will support students' academic success; reduce childhood hunger; decrease childhood overweight and obesity; improve child nutrition and wellness; enhance child development and school readiness; and support learning, attendance and behavior; and

WHEREAS, in other areas, students and families have accrued hundreds of dollars in school lunch debt because they are unable to afford to buy school meals, demonstrating that too many students fall through the cracks and are not receiving free- and reduced-price school meals; and

WHEREAS, prior to COVID-19, about 15 million children in the United States—21 percent of all children—lived in families with incomes below the federal poverty threshold, who struggle to afford basic necessities like food; and United States Department of Agriculture data showed that nearly 12 percent of households were food insecure; and

WHEREAS, the COVID-19 pandemic relief included issuing a waiver authority to the USDA, which effectively created universal school feeding for students and families for a limited time; and

WHEREAS, for the last few years, students and families have become accustomed to receiving free school meals; and

WHEREAS, School Meals for All will help eliminate paperwork, collections on unpaid meals debt, and increase federal reimbursements as well as allow the continuity for students, especially for those with families with unstable incomes:

**RESOLVED, that the American Federation of Teachers will advocate for and support federal and state legislative actions that all students—regardless of income—have unimpeded access to school meals; and**

**RESOLVED, that the AFT will work with community groups, nutrition groups and other education groups to continue our advocacy; and**

**RESOLVED, that the AFT will create lobbying and advocacy tools to help individuals and communities advocate for school meals for all.**

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## POLITICAL ACTION/LEGISLATION COMMITTEE

### 31. WE COMMIT OURSELVES TO THE DEFENSE OF DEMOCRACY IN AMERICA

For more than a century, the American Federation of Teachers has been faithful to our founding watchwords, “Democracy in Education, Education for Democracy.” Democracy is our North Star. The phrase inspires the work we do with our students, our patients and our constituents. It is the source of our dedication to public service, our involvement in community and our engagement with the political process. It guides us when we organize and struggle together for our common cause. For our union, there is no principle or value more important, more essential, or more vital than democracy; and

Today, we in the AFT are deeply troubled by the state of our nation’s democracy. The heart of that democracy is government “of, by and for the people.” For it to survive and thrive, the American people must choose our government through free and fair elections, and the power of government must be peacefully transferred to our choice. Over the last decade, the AFT has expressed our growing apprehension that free and fair elections in the U.S. were being undermined by measures designed to thwart the will of the people—voter suppression, the influence of “dark” and unlimited money in elections, and extreme partisan gerrymandering. After the 2020 election, those efforts metamorphosed into a frontal assault on this electoral foundation of democracy, with the promotion of the “big lie” that Donald Trump had won the election, the Jan. 6 insurrection that attempted to violently overturn the election of Joe Biden, and with the passage of legislation in a number of states that enables the overturning of future democratic elections; and

A democratic government cannot stand on its own: It can only be sustained when it sinks deep roots into democratic society. It is of grave concern to the AFT that the assault on democratic government in the U.S. has been accompanied by attempts to eviscerate the democratic society it needs to survive. We have seen: efforts to destroy civic trust in our communities by promoting fear, prejudice and hate against the “other” (African Americans, Latinos and Asian Americans; LGBTQIA+ people; Jews, Muslims and other minority religions; and immigrants); the calculated dissemination of lies, disinformation and conspiracy theories to tear at the fabric of our collective knowledge and shared understanding of the world; the stoking of extreme polarization and division to impede efforts at civic dialogue and communication; the banning of books in schools and libraries and the loss of freedom and rights; and the attacks on institutions that promote the common good, such as public education, healthcare and unions; and

We in the AFT know these attacks on democratic society all too well. We have borne the brunt of a number of them: AFT healthcare professionals put their health and safety at risk to care for patients in the pandemic, only to be attacked for following medical science and promoting the public health; AFT educators sacrificed to provide an education for our students in the pandemic that upended normal modes of instruction, only to be attacked for teaching students how to distinguish truth from falsehood and propaganda, for providing a full and honest history of our nation’s past, and for building mutual respect and understanding among them; and AFT unionists have committed ourselves to public service in the most difficult and trying time of the pandemic, only to be blamed for its disruption of our lives and to find our work vilified; and

We are now at a critical point in our nation’s history, as some people in one of the two major political parties in the U.S. are so craven for power that they are willing to attack the very foundations of democracy in order to obtain it. Too many elected officials and candidates for office—led by former President Trump—repeat the “big lie” about the 2020 election, excuse the Jan. 6 insurrection (including actual participants in that day’s events), promote legislation that would strike at free and fair elections and the peaceful transfer of power. Unfortunately, in the service of power, these same people have promoted fear and hate, disinformation and conspiracy theories, stoking of polarization and division, including the banning of books and in attacks on public education, healthcare and unions; and

The 2022 and 2024 elections are critical for the survival of democracy. The extremists’ goal is to win control over all levers of government, from school boards to state houses to the White House and Capitol Hill. If they are successful electorally, they will act to replace democratic government with a self-perpetuating autocracy of permanent minority rule. Pro-democracy candidates, pro-public education and pro-healthcare candidates, and pro-working family candidates must win in these elections; and

Working families are hurting and tired, but they are also a resilient people who can meet any challenge. They just want to be given a fair shot—something that is increasingly difficult in these times of disinformation and distrust.

Americans are understandably frustrated and skeptical of how to meet their needs. It is the job of the AFT and the labor movement to help people connect the dots between addressing their everyday concerns and worries with real-life solutions; and this can best be achieved by doing so on the very local level—focusing on people’s concerns and priorities, and fighting for candidates who will fight for a better life; and

Political commentators are fond of the adage “elections have consequences.” Those consequences are not just over who holds the reins of power in our government. When

elections put into power those who embrace what was once a fringe racist and antisemitic theory that whites are being “replaced” by people of color and immigrants as part of a conspiracy masterminded by Jews, when these candidates take the message of the neo-Nazis at Charlottesville and make it into mainstream discourse by repeating it on media outlets such as Fox News and Newsmax and on social media, the consequences for democracy and those most in need can be grave; and

Now is the time for an election that defends democracy in America and, in so doing, brings liberty and justice for all Americans:

**RESOLVED, that the American Federation of Teachers reaffirms our unwavering commitment to democracy in America, both in our government and in our society, and commits itself to the vigorous defense of that democracy; and**

**RESOLVED, that to this end, the AFT will place the highest priority of the election of candidates who share our commitment to democracy in the 2022 and 2024 elections; and**

**RESOLVED, that together with our state and local affiliates, the AFT will work to ensure that all of our members and their families are registered to vote, and will dedicate resources for voter registration work at the local level; and**

**RESOLVED, that together with our state and local affiliates, the AFT will work with our community partners to ensure that all Americans are able to freely exercise their right to vote so that voter suppression efforts, which target disproportionately communities of color, are unsuccessful; and**

**RESOLVED, that together with our state and local affiliates, the AFT will mount member-to-member voter engagement and GOTV (get-out-the-vote) campaigns, so our members and their families are informed on the candidates’ positions on the issues and cast their ballots in the election; and**

**RESOLVED, that together with our state and local affiliates, the AFT will work with the AFL-CIO’s Labor 2022 political program, focusing on local electoral activism through central labor councils and AFL-CIO state federations; and**

**RESOLVED, that together with our state and local affiliates, the AFT commits to working tirelessly in the 2022 and 2024 elections to support candidates and issues that advocate for democracy, strengthen public education, ensure high-quality healthcare, and fight for all working families and, in so doing, make it possible for all Americans to thrive.**

#### **34. DIVEST FROM FOSSIL FUELS AND REINVEST IN WORKERS AND COMMUNITIES**

WHEREAS, climate change represents an urgent and accelerating crisis, as extreme weather, forest and wildfires, infectious disease outbreaks, rising sea levels, and pollution wreak havoc on the ecosystems and societies in the U.S. (where the cost of climate disasters doubled in 2020) and across the globe; and

WHEREAS, the climate crisis exacerbates already existing systemic injustices along racial, regional, social and economic lines, concentrating harm in frontline communities (including Indigenous communities, communities of color, migrant communities, deindustrialized communities, the poor, low-income workers, women, the elderly, the unhoused, people with disabilities and youth); and

WHEREAS, teachers, nurses, academic staff, public workers and higher education faculty have taken leadership in educating students on the climate emergency, in forging alliances with climate movements, and in promoting action to reduce carbon emissions, notably:

- In 2017, the American Federation of Teachers executive council resolved to “urge its locals, state federations and members’ retirement systems to ... review strategies to mitigate the risk of climate change in their investment portfolios, including, ... possible divestiture from other types of fossil fuel companies that contribute substantially to climate change. ...”
- In 2017, the AFT executive council passed the “Resolution on a Just Transition to a Peaceful and Sustainable Society” (referred from the 2016 AFT national convention) and committed therein, “to a rapid transition from fossil fuels to renewable energy ... [such that] most fossil fuels must be left in the ground.”
- In 2020, the AFT national convention resolved “that the American Federation of Teachers will fully participate in shaping the definition of ‘a just transition to a peaceful and sustainable economy,’ ... in accord with the latest climate science regarding the need for very rapid reductions in greenhouse gas emissions;” and

WHEREAS, shareholder resolutions and even director votes at fossil fuel companies—as alternatives to divestment—have never resulted in significant change at coal, oil or gas companies nor led to a reduction in greenhouse gas emissions from those companies’ products; and

WHEREAS, the fiduciary duty of retirement funds obligates them to consider divestment from declining assets or at high risk of being stranded, a category that Blackrock, Makeda and the World Bank now believe includes fossil fuels; and

WHEREAS, there are now more than 1,500 institutions

with assets over \$39 trillion that have committed to some form of fossil fuel divestment, including the following funds (many explicitly in order to reinvest in environmentally and socially responsible industries):

- Teachers' Retirement System of the City of New York;
- New York State Common Retirement Fund and the Maine Public Employees' Retirement System;
- City of Boston's and the City of Baltimore's investment funds;
- London Pensions Fund Authority;
- La Banque Postale of France;
- Caisse de Dépôt et Placement du Québec;
- Norway Sovereign Wealth Fund and the Vatican;
- The endowments of Harvard, Oxford, Rutgers and the University of California, among other institutions of higher education; and

WHEREAS, according to the Political Economy Research Institute at the University of Massachusetts, each \$1 million reinvested from fossil fuels to green energy results in a net increase of five jobs—often unionized jobs in solar and wind farms or in other sectors suitable for organizing; and

WHEREAS, Illinois' Climate and Equitable Jobs Act of 2021 and the federal Build Back Better bill provide models for reinvestment in local, green jobs; and

WHEREAS, AFT members participate in public and private pension plans totaling roughly \$5.8 trillion (of which an estimated \$255 billion is invested in fossil fuel corporations) and, therefore, possess significant financial means to address the climate crisis and promote a just transition for workers and communities:

**RESOLVED, that the American Federation of Teachers will urge boards managing the retirement funds of its members to divest their assets—in consultation with all members and their local unions—from all corporations or other entities that extract, transport, trade or otherwise contribute to the production of coal, oil and gas—and to reinvest those funds in projects that benefit displaced workers and frontline communities in the state or region of the given AFT members; and**

**RESOLVED, that the AFT will urge the board of TIAA to divest the retirement funds of higher education members—in consultation with their local unions—from all corporations or other entities that extract, transport, trade or otherwise contribute to the production of coal, oil and gas—and to reinvest those funds in socially responsible, climate-positive projects that benefit displaced workers and frontline communities; and**

**RESOLVED, that AFT's Climate Justice Task Force members and chair(s) shall convene quarterly or more frequently (beginning with the third quarter of 2022) to (1) assist in the implementation of this resolution, (2) identify means by which AFT may divest its own**

**assets from fossil fuel corporations and reinvest them in workers and communities, and (3) promote all of AFT's other work toward climate justice.**

### **36. CONDEMN STATE BILLS AND LAWS BANNING TRANSGENDER YOUTH FROM PARTICIPATING IN SPORTS, AND DECLARE: 'LET TRANS KIDS PLAY!'**

WHEREAS, in 2022, there have been over 300 anti-LGBTQIA+ bills introduced in state legislatures, and 137 of them have been specifically anti-transgender bills;<sup>47</sup> and

WHEREAS, in 2021, 31 states<sup>48</sup> introduced bills that would ban transgender children and adolescents from participating in sports consistent with their gender identity and 17 states<sup>49</sup> now have laws banning transgender youth participating in sports; and

WHEREAS, suicide is the second-leading cause of death among adolescents and young adults ages 10 to 34 years in the United States,<sup>50</sup> and transgender and nonbinary adolescents report significantly higher rates of suicide attempts, up to five times greater, compared to their cisgender peers;<sup>51</sup> and

WHEREAS, the laws banning transgender youth from participating in sports (many suspiciously named the "Fairness in Women's Sports Act") deny the existence of nonbinary and intersex persons; define sex "based solely on an individual's reproductive organs, biology or genetics at birth"; disregard the association of gene expression and endocrinology with sex, solely for the purpose of excluding transgender and nonbinary youth from interscholastic, intercollegiate, intramural, or club athletic teams that are sponsored by a public primary or high school or a public institution of higher learning; and

WHEREAS, 261 major U.S. companies have joined in opposing anti-LGBTQIA+ state legislation,<sup>52</sup> including the current torrent of bills targeting transgender youth, and the "NCAA Board of Governors firmly and unequivocally supports the opportunity for transgender student-athletes to compete in college sports";<sup>53</sup> and

WHEREAS, the development, education and healthy

47 ICYMI: *As Lawmakers Escalate Attacks on Transgender Youth across the ...* <https://www.hrc.org/press-releases/icymi-as-lawmakers-escalate-attacks-on-transgender-youth-across-the-country-some-gop-leaders-stand-up-for-transgender-youth>.

48 "2021 Set a Record for Anti-Transgender Bills." PBS, Public Broadcasting Service, Dec. 30, 2021, <https://www.pbs.org/newshour/show/2021-set-a-record-for-anti-transgender-bills-heres-how-you-can-support-the-community>.

49 "Bans on Transgender Youth Participation in Sports." *Movement Advancement Project*, [https://www.lgbtmap.org/equality-maps/sports\\_participation\\_bans](https://www.lgbtmap.org/equality-maps/sports_participation_bans).

50 Centers for Disease Control and Prevention. National suicide statistics. 2016.

51 Toomey, Russell B., Syvertsen, Amy K., and Shramko, Maura. *Pediatrics* October 2018, 142 (4) e20174218; DOI: <https://doi.org/10.1542/peds.2017-4218>.

52 "Business Statement on Anti-LGBTQ State Legislation." *Freedom for All Americans*, May 24, 2022, <https://freedomforallamericans.org/business-statement-on-anti-lgbtq-state-legislation/>.

53 <https://www.ncaa.org/about/resources/media-center/news/ncaa-board-governors-statement-transgender-participation> accessed, April 21, 2021.

maturation of all children are better supported by a system of inclusion rather than exclusion:

**RESOLVED, that the American Federation of Teachers will condemn the rash of these harmful and mean-spirited attacks on transgender and nonbinary youth, condemn the legislators and governors who use children as a wedge issue, and condemn those who wrote and/or signed on to these bills; and**

**RESOLVED, that the AFT will encourage the legislators who genuinely care about all women and girls to find ways to address gender-based disparities in recognition and support for interscholastic and**

**intercollegiate sports, and the enormous divide between the compensation for women and for men in professional sports; and**

**RESOLVED, that the AFT will support nondiscrimination policies for transgender and gender-expansive students, and declare: "Let them play!"**

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## HUMAN RIGHTS AND INTERNATIONAL RELATIONS COMMITTEE

### 32. SOLIDARITY WITH UKRAINE

WHEREAS, the Ukrainian people have a long history of fighting for their sovereignty, including, since World War II, voting for independence from the former Soviet Union in 1991, and pushing out Russian puppet control in 2014. Ukrainians see themselves as part of Europe and have repeatedly sought entry, like others from the former Soviet sphere, into the European Union and NATO. On the morning of Feb. 24, 2022, Russian forces launched an unprovoked invasion of Ukraine, threatening its sovereignty, democracy, and creating a terrible humanitarian and refugee crisis; and

WHEREAS, this invasion has turned into a horrific and brutal war, in which the civilian population has suffered horribly, amounting to crimes of war; Russia's invasion, has leveled cities, killed tens of thousands of Ukrainians—and Russians—and forced millions from their homes; and

WHEREAS, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), more than 1,500 schools across Ukraine have been destroyed, damaged or forced to close, displacing thousands of students and teachers; in addition, hospitals and clinics, religious and cultural sites, and public institutions have been deliberately targeted by heavy artillery, explosives and air strikes; and

WHEREAS, this invasion is an assault not just on Ukraine, but also on international order, which is based upon the mutual understanding that conflicts among nations can be resolved by peaceful and diplomatic means; as educators—teachers of government, civics and world history—we have not forgotten the costs paid over many decades in creating that order; and

WHEREAS, the plight of refugees is heart-rending. More than 5 million refugees are estimated to have fled to neighboring countries, and more than 7 million are estimated to be internally displaced—remaining in Ukraine, but having lost homes, jobs, families and community. We note that:

- Nearly all of those fleeing Ukraine have been welcomed into neighboring countries, although some minorities

of color or religion, from Africa and Asia, have met with wrongful discrimination at the border; and

- The flood of refugees has highlighted the special plight of women, children, the elderly, and other vulnerable groups now facing new risks of gender-based violence or trafficking; and

WHEREAS, the cost of Russian aggression in Ukraine is not only impacting the people of Ukraine and their neighbors in Europe, it's also impacting America's working families by triggering higher energy costs, higher food costs and, eventually, increased taxes due to a higher defense budget; and

WHEREAS, Ukraine has always been one of the world's top grain and vegetable-oil suppliers, but the war is now disrupting its harvests and exports, contributing to a global food crisis, and risking a new wave of hunger in the world's most vulnerable countries; and

WHEREAS, the Biden administration has thus far shown leadership in guiding a coordinated response among a significant number of allies to support Ukraine while preventing direct U.S. military involvement; and

WHEREAS, the humanitarian task ahead is daunting; but the outpouring of rescue assistance from relief workers, international agencies, faith-based organizations and individual volunteers has been enormous, both within Ukraine and in neighboring countries; and

WHEREAS, Human Rights Watch has documented several cases of Russian military forces committing law-of-war violations against civilians in occupied areas; these include sexual assault and rape, summary execution, rioting and other cases of unlawful violence; those who carried out these abuses, says Human Rights Watch, are responsible for war crimes:

**RESOLVED, the American Federation of Teachers condemns without reservation the unprovoked and unjustified Russian invasion of Ukraine, and affirms the fundamental principle that aggression should not be the answer to conflict among nations. We assert, as we have for more than 100 years since our union's founding, that the pursuit of peace and democracy is a fundamental value of the labor union movement, and an essential tenet in securing social justice, worker rights, and human rights; and**

**RESOLVED**, that the AFT expresses solidarity with the people, workers and labor unions of Ukraine; we highlight the Ukrainian unions of teachers, healthcare professionals, emergency workers and public employees who continue their heroic work even while under fire; and we extend that solidarity to Russian independent unions and activists who bravely oppose the war from within Russia; and

**RESOLVED**, that the AFT will continue to support the needs of students, educators and teachers unions who remain in Ukraine, where education continues, even under the most difficult conditions; and

**RESOLVED**, that the AFT joins with those in the international community calling for an immediate end to hostilities in Ukraine; the retreat of Russian forces; restoration of Ukraine's sovereign borders; and negotiations for a peace process that respects democracy, human rights and international law; and

**RESOLVED**, that the AFT will continue to support political and economic measures aligned with ending the war. As examples:

- We will continue to support the administration's financial and political sanctions that specifically target the interests and assets of the Russian leadership and oligarchs; and
- In the interest of our communities, we will back efforts to shield America's food and energy supplies from the economic backlash of the war; and
- We will renew our call for the prudent divestment of public school teachers' pension fund assets from investments with ties to Russia; and

**RESOLVED**, that the AFT supports efforts by the United States and the world community to provide humanitarian aid to the Ukrainian people, including both refugees and internally displaced people; we urge countries that are receiving refugees to welcome them regardless of their color, religion, ethnicity or nationality, and to work for their integration without discrimination; and

**RESOLVED**, that the AFT will continue our own direct outreach and support of teachers and their unions in refugee-receiving countries, including Poland, Germany and across Europe, where local schools are integrating refugee children into education systems and resettling them in their communities; and

**RESOLVED**, that the AFT will continue to support other union-based efforts, such as those by Education International and Public Services International, to channel humanitarian aid to the region; and we recognize the generosity of thousands of individual AFT members who have so far participated in an unprecedented humanitarian fundraising effort; and

**RESOLVED**, that the AFT will ally with international human rights organizations in reaffirming that the

**laws of war prohibit murder, sexual violence, torture, and inhumane treatment of captured combatants and civilians; those who order or commit such acts are responsible for war crimes, and must be held accountable; and**

**RESOLVED**, that the AFT recognizes the cost of this war to our members, their families and their communities, and the sacrifices that will be made in the fight for defending democracy.

## **15. STOP ASIAN HATE**

WHEREAS, the American Federation of Teachers is strongly opposed to crimes of racial bias and discrimination; and

WHEREAS, the COVID-19 pandemic, begun in 2020, has created a climate of fear and insecurity; and

WHEREAS, nearly 11,000 hate crimes targeting those of Asian and Pacific Island descent across America were reported to Stop AAPI Hate, an advocacy organization, and the New York Times from March 2020 through December 2021; and

WHEREAS, these incidents include reports of people being spat on, blocked from public transportation, victimized by workplace discrimination, beaten, stabbed and assaulted while being called transmitters of the virus; and

WHEREAS, on March 16, 2021, eight individuals were killed, six of whom were AAPI women in Atlanta; and

WHEREAS, there has been a surge of assaults on Asian Americans in New York City's Chinatown, in Boston Common, as well as in many other communities across our country and that during these assaults, attackers have claimed that Asians had caused the coronavirus; and

WHEREAS, racially motivated violence has increased to alarming levels since the outbreak of the virus, increasing 77 percent between 2019 and 2020, and approximately 340 percent between 2020 and 2021; and

WHEREAS, we must invest in long-term solutions that address the root causes of violence and hate in our communities. And we must recognize that violence against Asian American communities is part of a larger system of violence and racism against all communities of color, including Black, Hispanic, Indigenous and immigrant communities; and

WHEREAS, in this time of crisis, we must come together and build strong communities of trust, where we all feel safe, where all workers are treated with dignity and respect, where all children feel comfortable going to school, and where all our loved ones have the freedom to thrive; and

WHEREAS, Illinois and New Jersey were the first two states that passed legislation requiring teaching of Asian American history in public schools, and efforts are being made to have it taught in many other states, including New York:



**RESOLVED, that the American Federation of Teachers supports state efforts to pass legislation to develop and implement an expanded curriculum that is inclusive of Asian American history and contributions to the United States; and**

**RESOLVED, that the AFT will support federal legislation, Teaching Asian Pacific American History Act (H.R. 2283) sponsored by U.S. Rep. Grace Meng (D-N.Y.) to promote the teaching and learning of Asian Pacific American history in schools across the United States; and**

**RESOLVED, that the AFT advocates for teaching ethnic and Indigenous studies as foundational knowledge for respectful cross-cultural understanding and uplifting BIPOC (Black, Indigenous and people of color) voices and communities; and**

**RESOLVED, that the AFT repudiates all racially motivated crimes against Asians and Asian Americans and encourages that they are identified as bias/hate crimes; and**

**RESOLVED, that the AFT expresses its position on social media and in public forums, that the union stands in solidarity with Asians and Asian American students and educators; and**

**RESOLVED, that the AFT extends/reaffirms its commitment to policies, initiatives and movements that promote respect for and inclusion of Asians and Asian Americans; and**

**RESOLVED, that the AFT will continue its advocacy on behalf of our students and communities to ensure that they are not discriminated against, targeted or profiled.**

## **16. ADDRESSING THE NEEDS OF AAPI UNION MEMBERS AND COMMUNITY**

WHEREAS, The Asian American and Pacific Islander (AAPI) community is one of the most diverse and fastest-growing racial/ethnic groups in the United States, growing over four times as rapidly as the total U.S. population and is expected to double to over 47 million by 2060; and

WHEREAS, the current AAPI community in the U.S. is at 24 million strong and is a mosaic of rich cultural and ethnic diversity, which represents over 100 languages and 50 ethnic groups, and has made significant social, artistic, cultural, educational, literary, culinary, political and economic contributions to American life; and

WHEREAS, Asian American workers have been integral to the U.S. labor movement since the 1800s, when plantation workers in the Hawaiian Islands began forming unions to protest working conditions and continue to play critical roles throughout the United States in building political and labor power; and

WHEREAS, the pandemic exposed the severe structural

challenges facing low-wage workers, many of whom are Southeast Asian workers who often experience job insecurity and neglect in the workplace; and

WHEREAS, America's broken immigration system is forcing Asian immigrants into the shadow economy, where they suffer wage theft, on-the-job fatalities and pay violations; and

WHEREAS, AAPIs need to have equal access to federal programs and services and expanded language access and increased efforts to combat discrimination; and

WHEREAS, anti-Asian racism has been a consistent part of American history, incidents have risen due to the association of COVID-19 with Asian people, according to the Stop AAPI Hate Reporting Center: Close to 3,800, racist incidents were reported last year, a significant increase from previous years. Incidents of hate and racism manifest in different ways, and the AAPI community has experienced everything from physical attacks, verbal harassment and violence leading to death, as seen in the horrific fatal shootings at Atlanta-based massage parlors in March 2021; and

WHEREAS, there is a shortage of preK-12 teachers, paraprofessionals and school-related personnel, school administrators, public service employees and healthcare workers who are Asian; and

WHEREAS, our members work with the AAPI community across all constituencies (teachers, PSRPs, state and local government workers, higher education faculty and staff, early childhood educators and healthcare professionals) and need the appropriate preparation, information and resources to work effectively with this diverse population:

**RESOLVED, that the American Federation of Teachers will focus our efforts to elevate the importance of AAPI issues to the union in three key areas:**

- 1. Programs and initiatives**
- 2. Policy and campaigns**
- 3. Communications**

### **PROGRAMS AND INITIATIVES**

- Extend and expand direct services to our affiliates and members working with AAPI students and families;**
- Continue to support immigration information and citizenship clinics;**
- Help AFT affiliates find opportunities to support AAPI members;**
- Strengthen our work on citizenship and immigration issues and English language learner issues (including continuing to be a strong advocate for, and provide high-quality resources to, non-AAPI immigrants and ELLs of all language backgrounds and countries of origin);**
- Expand and deepen the AFT's strategic state, local and national partnerships with AAPI advocacy, legislative and political organizations, and faith-**

based networks, as well as with community-based organizations committed to improving the lives of AAPI families;

- Create a domestic plan of action that integrates the AFT’s international work in Asia to promote democracy and civil society;
- Advocate for improved recruitment, support and retention of AAPI teachers, PSRPs, public employees, nurses and other healthcare professionals, and higher education faculty, with initiatives that are inclusive of grow-your-own programs and more traditional recruitment routes but that do not rely significantly on the H1B Visa Program for recruitment;
- Promote ethical recruiting and workplace treatment practices of H1B visa holders who are brought to the country; Support state and federal legislation that promotes the teaching and learning of Asian Pacific American history in schools across the United States;
- Advocate for expanded curriculum that is inclusive of Asian American and Pacific Islander history and culture;
- Support trainings on the shared history of structural racism, civil rights, identity, immigration and citizenship with other Black, Indigenous, and people of color (BIPOC) communities, with the goal of building greater awareness and power together;
- Continue to provide AFT AAPI-themed publications, culturally relevant professional development and other union-sponsored resources, such as *Colorín Colorado*, *Share My Lesson*, to increase our members’ efficacy with instruction and on AAPI parent and community outreach; and

#### **POLICY AND CAMPAIGNS**

- Develop and champion a robust AFT legislative agenda and campaigns, to be shared with the president’s administration, AAPI lawmakers and allies on Capitol Hill, state and local legislative and government organizations, and the broader community, that focus on:
  1. Comprehensive immigration reform and immigration executive actions;
  2. Passage of the federal DREAM Act;
  3. Higher wages and worker protections;
  4. Greater healthcare access for the AAPI community;
  5. Early childhood education and bilingual education;
  6. More career and college preparation programs to prepare more AAPI youth to succeed in the workplace and graduate with higher education degrees;
  7. Recruitment and support of AAPI teachers, paraprofessionals and school support staff, professors and adjunct faculty, and healthcare workers; and

- Maximize current potential of political campaigns by incorporating multiple AAPI voices and needs;
- Call for greater disaggregated data on AAPIs to address masked needs within AAPI subgroups. Lack of data contributes to the model minority myth;
- Commit to have an AFT presence and participation in AAPI events, such as educational conferences, community outreach events;
- Bolster organizing campaigns/events targeting AAPIs through expanded work on issues that directly affect them; and

#### **COMMUNICATIONS**

- Be proactive about addressing the urgent needs of the AAPI community where they live and across all settings where AFT members work: in schools, public institutions, hospitals and institutions of higher education; and
- Enact a comprehensive interdepartmental communications strategy that includes staffing, is informed by AFT policy and programmatic priorities, and includes traditional and new media.

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#### **SPECIAL ORDER OF BUSINESS**

##### **AFT CONDEMNS RECENT SUPREME COURT DECISIONS ATTACKING OUR FREEDOMS AND RIGHTS**

WHEREAS, in the design of our nation’s Founders, the Supreme Court was established as one of three co-equal branches of our national government, with the power to strike down as unconstitutional laws and acts of governments. The Founders gave the Court this power for the express purpose of safeguarding the rights and freedom of the American people and protecting against abuses of government power; and

WHEREAS, in its most recent set of decisions in 2022, the extremist majority of the Supreme Court has struck down long-standing precedents and long-enduring laws, with the elimination of guarantees for many of our rights and freedoms:

- It has eliminated the right to choose when and if to bear children and restricted reproductive freedom;<sup>1</sup>
- It has undercut public safety, striking down a century-old law regulating the carrying of firearms in public venues at a time when Americans going about their daily lives—in schools, in places of worship, and in stores and shopping centers—are dying in a national scourge of gun violence;<sup>2</sup>
- It has dismantled what Thomas Jefferson called the wall of separation between church and state, allowing for

1 *Dobbs v. Jackson Women’s Health Organization* (2022), reversing *Roe v. Wade* (1972) and *Planned Parenthood of Southeastern Pennsylvania v. Casey* (1992).

2 *New York State Rifle & Pistol Association Inc. v. Bruen* (2022).

the use of government to promote religious beliefs and rituals in education;<sup>3</sup>

- It has damaged the federal government’s capacity to address climate change and abate environmental pollution, and the government’s capacity to regulate business more generally, by appointing itself the judge of the appropriateness of policy in a power grab that violates the constitutional separation of powers;<sup>4</sup>

WHEREAS, even before these recent rulings, extremists on the nation’s high court have been undermining some of our basic freedoms:

- They have allowed unlimited “dark money” spending by corporations and the wealthy in our elections;<sup>5</sup>
- They have eviscerated the Voting Rights Act, eroding voting rights, permitting voter suppression tactics, and turning a blind eye to extreme racial and partisan gerrymandering;<sup>6</sup>
- They have undermined the right of public sector workers to organize in unions and bargain collectively;<sup>7</sup>
- They have sanctioned discrimination against minority religions and LGBTQIA+ individuals.<sup>8</sup>

**RESOLVED, that the American Federation of Teachers affirms our deep conviction that the essential purpose of the Supreme Court in our system of constitutional government is to guarantee the rights and freedoms of the American people and to check abuses of government power; and**

**RESOLVED, that the AFT strongly condemns the decisions of the current extremist majority of the Supreme Court that depart from its constitutional role as the guardian of rights by undermining and eliminating guarantees of the fundamental rights and freedoms of the American people. In particular, the AFT condemns the court’s decisions enumerated above; and**

**RESOLVED, that the AFT will work to reverse both these decisions of the court and their impact abridging Americans’ basic freedoms.**

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## PUBLIC SERVICES COMMITTEE

### 40. THE FUTURE OF PUBLIC WORK: ARTIFICIAL INTELLIGENCE, ALGORITHMS AND DATA PROTECTION IN A DIGITAL AGE

WHEREAS, the public sector is facing a digitized future where public data and employees’ work products are subject to an increased use of algorithms and digitalization, as well as a transition to artificial intelligence and machine learning without regard for human oversight and union voice in the development of these products; this trend is affecting many sectors of the workforce, including education—pre-K through higher education—healthcare, infrastructure, and every level of government service; and

WHEREAS, when regulated, digital advances can benefit workers, improve public services, break down barriers to access and build democratic power; and

WHEREAS, these innovations also bring fundamental ethical concerns, and many unforeseen challenges, including the possibility of increased gender and ethnic bias, high costs, significant threats to privacy, dangers of mass surveillance, and concern over transparency and accountability; and

WHEREAS, few governments have successfully developed policies or institutions to ensure data can be protected and utilized for public good; many private companies now hold monopolies on the data governments need to operate critical public services; and governments are handing over the rights to this data directly to companies without an understanding of its value; and

WHEREAS, data protection is a critical issue; we, as citizens, often lack the ability to access or control our personal data collected by technology; Artificial intelligence in the digital realm can be very invasive, and even infringe on basic rights and freedoms; AI can increase risks of misinformation, disinformation and widening society’s divisions; and

WHEREAS, digitalization’s negative impacts exacerbate an already divided and inequitable world; these anti-democratic tendencies include accentuating differences in class and income, ethnicity, custom, religion, gender, generations and geography:

**RESOLVED, the American Federation of Teachers will support enforceable governmental regulations that increase individuals’ protection by allowing transparency, agency and control over citizens’ personal data; and**

**RESOLVED, the AFT will provide union education and advocacy on AI issues in the workplace and, at the bargaining table, research and collect contract bargaining language that will support our desire to protect members’ personal data and ensure that the**

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3 *Espinoza v. Montana Department of Revenue* (2020), *Carson v. Makin* (2022), *Kennedy v. Bremerton School District* (2022), reversing *Lemon v. Kurtzman* (1971).

4 *West Virginia v. Environmental Protection Agency* (2020).

5 *Citizens United v. Federal Election Commission* (2010), reversing *McConnell v. Federal Election Commission* (2003).

6 *Shelby County v. Holder* (2013), *Husted v. A. Philip Randolph Institute* (2018), *Rucho v. Common Cause* (2019), *Brnovich v. Democratic National Committee* (2021), reversing *Davis v. Bandemer* (1986).

7 *Janus v. AFSCME* (2018), reversing *Abood v. Detroit Board of Education* (1977).

8 *Trump v. Hawaii* (2018), *Masterpiece Cakeshop v. Colorado Civil Rights Commission* (2018), *Fulton v. City of Philadelphia* (2021).

**data of the communities we represent is safeguarded as a public good; and**

**RESOLVED, the AFT will advocate for the development of an AI environment where the ultimate responsibility and accountability lies with humans, not with the technology itself; to further this discussion among our affiliates and members, we will promote the groundbreaking global agreement from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) entitled, “The Ethics of Artificial Intelligence”; and**

**RESOLVED, workers, their unions and the international labor community must have a seat at the table to ensure that the benefits and responsibilities of a digital society—AI grounded in ethical values, principles and human rights—are considered; this will include a review of costs, equity, efficiency, inclusiveness and accountability; workers and their unions must be empowered along each step—algorithm design, procurement, training, implementations and assessment—to benefit from the new workforce opportunities and professional development these changing technologies will offer.**

#### **41. ADDRESS HOMELESSNESS, FORECLOSURES AND EVICTIONS**

WHEREAS, the federal eviction moratorium expired in August 2021, and by March 2022 the percentage of American renters facing eviction compared with the historical average doubled, and whereas the number of American homeowners facing foreclosure increased by nearly 200 percent between April 2021 and April 2022; and

WHEREAS, nearly 1.5 million school-age children are houseless in a typical school year, not to mention those in danger of becoming houseless; and

WHEREAS, educator unions are increasingly recognizing their power to bargain for the common good, and push the boundaries of what is considered appropriate for collective bargaining in order to contribute to dismantling systems of oppression and addressing the needs of students, their families and their school communities:

**RESOLVED, that the American Federation of Teachers will provide resources and support for locals to bargain for enforceable contract language that attempts to address and alleviate houselessness among the students they serve; and**

**RESOLVED, that the AFT will provide resources and support for locals to advocate for students and public employees experiencing houselessness to voice their needs and contribute to decisions around their education; and**

**RESOLVED, that the AFT will lobby for and support efforts to provide affordable housing to all pre-K through 12th-grade students, public employees and families that need it.**

#### **42. SUPPORT FOR THE TRUTH AND HEALING COMMISSION ON INDIAN BOARDING SCHOOL POLICIES ACT AND ASSOCIATED EFFORTS**

WHEREAS, the Federal Indian Boarding School Initiative Investigative Report of May 2022 concluded that the United States’ creation of the federal Indian boarding school system was part of a broader policy aimed at acquiring collective territories from Indian tribes, Alaska Natives, and the Native Hawaiian community and lands from individuals therein, severing the cultural and economic connection between Indian tribes, Alaska Native Villages, the Native Hawaiian community and their territories, and assimilating Indian children through the federal Indian boarding school system; and

WHEREAS, the federal Indian boarding school system was expansive, consisting of 408 federal Indian boarding schools, often church-run, comprising 431 specific sites, across 37 states or then-territories, including 21 schools in Alaska and seven schools in Hawaii; and

WHEREAS, the twin federal policy of Indian territorial dispossession and Indian assimilation through Indian education extended beyond the federal Indian boarding school system, including an identified 1,000+ other federal and non-federal institutions, including Indian day schools, sanitariums, asylums, orphanages, and stand-alone dormitories that involved education of Indian people, mainly Indian children; and

WHEREAS, the federal Indian boarding school system deployed militarized and identity-alteration methodologies to assimilate American Indian, Alaska Native, and Native Hawaiian people—primarily children—through education; and

WHEREAS, the federal Indian boarding school system predominantly utilized manual labor of American Indian, Alaska Native, and Native Hawaiian children to compensate for the poor conditions of school facilities and lack of financial support from the federal government; and

WHEREAS, the federal Indian boarding school system discouraged or prevented the use of American Indian, Alaska Native, and Native Hawaiian languages or cultural or religious practices through punishment, including corporal punishment; and

WHEREAS, the intentional targeting and removal of American Indian, Alaska Native, and Native Hawaiian children to achieve the goal of forced assimilation of Indian people was both traumatic and violent, resulting in thousands of children dying at federal Indian boarding schools, many buried in unmarked or poorly maintained

burial sites far from their Indian tribes; Alaska Native Villages; the Native Hawaiian community; and families, often hundreds, or even thousands, of miles away; and

WHEREAS, the federal Indian boarding school system directly disrupted Indian families, Indian tribes, Alaska Native Villages, and the Native Hawaiian community for nearly two centuries; and the 2018 Broken Promises Report published by the U.S. Commission on Civil Rights reported that American Indian and Alaska Native communities continue to experience intergenerational trauma resulting from experiences in Indian boarding schools, which divided cultural family structures, damaged Indigenous identities, and inflicted chronic psychological ramifications on American Indian and Alaska Native children and families; and

WHEREAS, today over 90 percent of American Indian, Alaska Native, and Native Hawaiian students are enrolled in our public schools, and in schools operated or funded by the Bureau of Indian Education; and

WHEREAS, Congress introduced legislation to establish the Truth and Healing Commission on Indian Boarding School Policies in the United States, and for other purposes, cited as the Truth and Healing Commission on Indian Boarding School Policies Act, on Sept. 30, 2021; and

WHEREAS, the purposes of this act are to establish a Truth and Healing Commission on Indian Boarding School Policy in the United States to fully investigate and document the scope and impact of such policies including identifying surviving Federal Indian boarding school attendees and documenting their experiences, advancing Native language revitalization, promoting Indian health research, and recognizing the generations of American Indian, Alaska Native, and Native Hawaiian children that experienced the federal Indian boarding school system with a federal memorial:

**RESOLVED, that the American Federation of Teachers will use its resources to advocate for the passage of the Truth and Healing Commission on Indian Boarding School Policies Act (H.R. 5444 and S. 2907) and similar initiatives to hold the federal government accountable for, and redress and heal, the historical and intergenerational trauma inflicted by the Indian boarding school policies; and**

**RESOLVED, that the AFT will provide resources to inform and educate AFT members and the school community as a whole about the historical and intergenerational traumatic impact; and**

**RESOLVED, that as the process moves forward with the Department of the Interior, the AFT will advocate for AFT members to participate in future studies and commissions that support the goals of the Truth and Healing Commission on Indian Boarding School Policies Act (H.R. 5444 and S. 2907).**

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## RETIREMENT COMMITTEE

### 45. REPEAL THE WINDFALL ELIMINATION PROVISION (WEP) AND GOVERNMENT PENSION OFFSET (GPO)

WHEREAS, the WEP and GPO affect the standard of living for more than 2 million retired public employees; and

WHEREAS, teachers in 15 states have been, are being, and will be affected; and

WHEREAS, more than 6 million current in-service employees will be affected upon retirement; and

WHEREAS, the earned benefits are being significantly reduced or eliminated for affected retirees; and

WHEREAS, there was no requirement from the enactment of the WEP/GPO in 1983 until 2005 for employers to inform employees or prospective employees that their employment would not include participation in the Social Security system, thereby making them subject to the WEP and GPO; and

WHEREAS, the vast majority of current in-service public employees who will be affected by the provisions are unaware of the penalties they and/or their spouses will incur upon eligibility for any Social Security benefits they have earned from other employment; and

WHEREAS, there have been unsuccessful legislative attempts in recent years to address the unfairness propagated by these provisions; and

WHEREAS, only a full repeal of the provisions can fully address that unfairness going forward:

**RESOLVED, that the American Federation of Teachers will undertake efforts to make its members, both retired and currently in service, aware of the substantial and negative effects of the WEP and GPO; and**

**RESOLVED, that the AFT will support legislative efforts to fully repeal the WEP and GPO.**

### 43. DEI AND RACIAL JUSTICE IN INVESTMENTS

WHEREAS, diversity, equity and inclusion (DEI) are core values of the American Federation of Teachers, and the AFT is committed to leading the fight for racial justice; and

WHEREAS, DEI refers to policies and programs that promote the representation and participation of historically underrepresented groups, including but not limited to people of color, women, LGBTQIA+ individuals, veterans and disabled individuals; and

WHEREAS, diversity of identity and thought enrich our schools, workplaces and communities; and diverse identities, experiences, skills and abilities bring value and benefit to society as a whole; and

WHEREAS, of the \$69.1 trillion global financial assets

under management across mutual funds, hedge funds, real estate and private equity, fewer than 1.3 percent<sup>9</sup> are managed by women and people of color; and

WHEREAS, as of 2021, only 17.5 percent of directors<sup>10</sup> among Fortune 500 companies were people of color, and only 26.5 percent were women; and

WHEREAS, diversity, equity and inclusion are integral to achieving good governance of pension fund boards; and

WHEREAS, empirical evidence demonstrates that diversity, equity and inclusion yield better overall business performance, including stronger investment returns, increased investment in research and development, as well as talent recruitment and retention; and

WHEREAS, the governance and performance benefits of diversity to corporate boards also apply to pension fund boards, many of which do not accurately reflect the diversity of AFT's membership; and

WHEREAS, corporate America and the finance sector have contributed to systemic racism; driving racial wealth inequality; targeting minority communities with unhealthy and predatory products and services; and failing to hire, promote and fairly compensate people of color; and

WHEREAS, AFT members' pension funds are invested in corporations and asset managers that perpetuate and profit from systemic racism; and

WHEREAS, pension fund trustees have a fiduciary duty to assess and address investment risks across all asset classes, including risks posed by lack of diversity and racial inequity:

**RESOLVED, that the American Federation of Teachers will work with public pension funds, state treasurers, policymakers and advocacy organizations to promote diversity, equity and inclusion among asset managers, corporate leadership and boards of directors through engagement and shareholder activism; and**

**RESOLVED, that the AFT will work with affiliates to identify, recruit, train and support diverse candidates for pension boards; and**

**RESOLVED, that the AFT pension Trustee Council will work within its role as fiduciaries and investors to determine the risk posed to our pension funds by lack of diversity and systemic racism, and to raise concerns as investors and shareholders when appropriate; and**

**RESOLVED, that the AFT will support efforts to hold asset managers and corporations accountable for achieving diversity, equity and inclusion goals, including fostering a pipeline for diverse hiring and leadership, and training programs to expand opportunities for diverse employees; and**

**RESOLVED, that the AFT pension Trustee Council will support AFT affiliates and trustees in urging**

**pension fund staff to develop and adopt investment policies that integrate consideration of diversity factors, including, but not limited to, the selection, evaluation and monitoring of investment managers, consultants, contractors and service providers, and to integrate racial justice into investment decision-making, consistent with fiduciary duty.**

#### 44. CLIMATE AND GREEN INVESTMENTS

WHEREAS, according to a 2022 report by the Intergovernmental Panel on Climate Change (IPCC), a body of experts convened by the United Nations, governments are not doing nearly enough to protect cities, farms and coastal areas from the impacts of climate change they already are experiencing, and that immediate, transformational action is required to avert the most catastrophic impacts; and

WHEREAS, in February 2021, the United States officially rejoined the 2015 Paris Agreement, an international accord involving nearly every nation, that aims to significantly reduce global greenhouse gas emissions to limit global temperature increase during this century to 2 degrees Celsius above preindustrial levels; and

WHEREAS, a 2021 study found that none of the G20 nations—which together are responsible for 80 percent of greenhouse gas emissions—are on track to achieve the emissions reduction goals laid out in the 2015 Paris Agreement, and the IPCC warned in 2021 that countries must achieve zero emissions within 15 years to avert global warming of 1.5 degrees Celsius above preindustrial levels; and

WHEREAS, there is a consensus among the IPCC and other experts that limiting global warming to 2 degrees Celsius above preindustrial levels is necessary to avoid unmanageable and unpredictable economic and social consequences, including severe and unpredictable impacts on risk-adjusted returns to investors, including teachers' pension funds, and

WHEREAS, there is a scientific consensus that the burning of fossil fuels (oil, coal and gas)—and the consequent increase in carbon dioxide and other greenhouse gases in the atmosphere— is the primary cause of climate change; and

WHEREAS, fossil fuel companies have spent millions on lobbying and denying the well-documented environmental consequences of burning fossil fuels at the current rate, with some fossil fuel corporations actively suppressing information from their own scientists on global warming since the 1980s; and

WHEREAS, fossil fuel companies have failed to produce robust climate change plans detailing how they will adapt to the low- or zero-carbon future required to avoid climate catastrophe; and

<sup>9</sup> <https://www.pnas.org/content/116/35/17225>

<sup>10</sup> <https://www2.deloitte.com/us/en/pages/center-for-board-effectiveness/articles/missing-pieces-report-board-diversity.html>

WHEREAS, Russia's invasion of Ukraine has made it more apparent that fossil fuel dependence puts people at risk, makes energy systems insecure and enables authoritarian power grabs, destabilizing democracy and economies across the globe, and creating serious investment risks; and

WHEREAS, it is estimated that \$250 billion in AFT members' pension assets are invested in fossil fuel companies and related assets; and

WHEREAS, fossil fuel companies' role as the primary driver of climate change and their refusal to modify their business models pose investment risks to institutional investors like public pension funds; and

WHEREAS, some AFT locals and members are already engaging with AFT members' pension funds on climate issues, including working with student groups, community organizations and advocacy groups that urge pension funds to divest from fossil fuels; and

WHEREAS, some pension funds where AFT members serve as trustees have already taken significant actions to reduce fossil fuel exposure and address climate risk, including the Teachers' Retirement System of the City of New York, which voted in 2021 to divest from fossil fuels; the New York State Teachers' Retirement System, which voted in 2021 to divest from thermal coal and engage with fossil fuel companies on climate risk; and the California State Teachers' Retirement System, which in 2021 successfully replaced two ExxonMobil board members over their failure to account for climate risk and create sustainable investment value:

**RESOLVED, that the American Federation of Teachers will work with the AFT pension Trustee Council to identify and develop investment opportunities for members' pension funds that simultaneously create and support good jobs and generate noncarbon-emitting energy, and provide a just transition for workers and communities that may be harmed due to changing energy sources; these investment opportunities may include but are not limited to low or zero carbon-emitting schools, affordable housing, and other renewable energy and infrastructure projects that benefit AFT members, students, and communities while also producing positive risk-adjusted financial returns for pension funds; and**

**RESOLVED, that the AFT will work with our trustees, locals, state federations and members' retirement systems to assess the exposure of our members' pension funds to fossil fuels, and evaluate risk of climate change to those funds' overall investment portfolios, including evaluating the impact to the fund of divesting from thermal coal companies, other types of fossil fuel companies and other companies that contribute substantially to climate change, consistent with fiduciary duty to participants and beneficiaries; and**

**RESOLVED, that the AFT will work with our locals, state federations and members' retirement systems to support shareholder initiatives that seek to address the investment risk posed by climate change, and require companies to clarify and demonstrate progress in achieving their climate risk policies, consistent with fiduciary duty; and**

**RESOLVED, that the AFT will work with pension trustees to engage with private equity and hedge fund managers on climate risk and adopt fund policies requiring that private equity firms and hedge funds disclose their fossil fuel-related holdings on an annual basis, and**

**RESOLVED, that the AFT will support efforts by the Biden administration and independent agencies such as the U.S. Securities and Exchange Commission and the Board of Governors of the Federal Reserve System to require comprehensive disclosure of climate-related data and risk factors by operating companies, asset managers and other financial institutions.**

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## LABOR AND THE ECONOMY COMMITTEE

### 21. BUILDING A BETTER BRIDGE BETWEEN LEARNING AND WORK THROUGH CTE, INTERNSHIPS AND APPRENTICESHIPS

WHEREAS, career and technical education (CTE) has proven its value in minimizing dropout rates and promoting further education in proportions approaching those of purely academic routes; and

WHEREAS, America is experiencing severe shortages in a number of areas, exacerbated by COVID-19, all the while needing to prepare students for well-paying, middle-class jobs of the future; and

WHEREAS, the German dual-track vocational education and training (VET) system is so prestigious because it puts students' needs at the center of the system, giving students multiple options for careers beginning with career research and marketing, followed by an application to a company or public sector institution for a paid apprenticeship position that consists of classroom study in specialized vocational schools and on-the-job work experience under the supervision of a certified trainer; and

WHEREAS, about 51 percent of Germany's workers are skilled workers trained in the VET system, in which 430,000 companies partner with vocational schools and more than 80 percent of large companies hire apprentices; and

WHEREAS, the German system has a tri-partite governance structure composed of government, the private sector and labor unions, which ensure that an emphasis on social inclusion is maintained; and

WHEREAS, the United States lacks the tri-partite system

of collaboration between government, industry and labor, and U.S. politics and culture differ significantly from Germany's; nevertheless, there are elements of the German VET system that can improve our career and technical education system, producing greater benefits both for students and our economy; and

WHEREAS, the United States needs to embrace CTE as a system of career advising, career-connected learning, followed by an employer-facilitated transition to work and/or further education tied to a career.

**RESOLVED, that the American Federation of Teachers, including its locals and affiliated organizations, will support and will advocate for the development of student internships and apprenticeships, including pre-apprenticeship programs in career and technical education programs in school districts across the United States, in partnership with local employers, union apprenticeship programs and community colleges; and**

**RESOLVED, that the AFT, including its locals and affiliated organizations, will support and will advocate for the development of an incentive structure at the national and local levels to encourage the private sector to play a role similar to that of German companies in the preparation of young people for skilled, high-paying jobs; and**

**RESOLVED, that the AFT, including its locals and affiliated organizations, will advocate for externships for CTE teachers to maintain their knowledge of new technologies and processes in industries so that they are able to keep curricula up to date and teach students the latest skills that companies are looking for; and**

**RESOLVED, that the AFT will advocate for and seek resources to fund a position of coordinator in schools to manage local partnerships to develop relevant career advising, internships and apprenticeships for students and externships for teachers, similar to the AFT's Innovation Fund-granted position in Peoria, Ill., that proved so valuable to the community that the local Chamber of Commerce and partners have continued to fund the position.**

## **24. END SURVEILLANCE CAPITALISM AND REGULATE SOCIAL MEDIA TO PROTECT OUR CHILDREN, PROTECT PRIVACY, AND SAVE OUR DEMOCRACY**

WHEREAS, by age 12, more than two-thirds (69 percent) of children and 84 percent of teens (13- to 18-year-olds) own a smartphone, and on average, teens' daily screen time (excluding school and homework) is nearly 7 1/2 hours with 1 hour and 10 min. devoted to social media;<sup>11</sup> and

11 "The Common Sense Census: Media Use by Tweens and Teens, 2019." *Common Sense Media*, <https://www.commonsensemedia.org/research/the-common-sense-census-media>

WHEREAS, Facebook's own internal research shows Instagram use by some teen girls is related to feeling worse about their bodies, anxiety, depression and suicidal thoughts, and confirms a decade of studies revealing the relationship between social media use and types of harm to young people; and

WHEREAS, for U.S. adults, the recent average amount of time spent per day (1) reading a book is 17 minutes, (2) on their smartphone is 5.4 hours and (3) on social media is two hours and three minutes;<sup>12,13</sup> and

WHEREAS, social media sites are designed to be addictive with the infinite scroll and swipe-to-refresh that generate never-ending targeted content, Instagram's and Facebook's "Like" buttons, and comments that provide validation feedback while the brain's dopamine system reinforces staying on the site, returning to check the media feed, responding to alerts and inducing more posts;<sup>14,15</sup> and

WHEREAS, every time someone sends a message on Facebook, Snapchat or Twitter, or does a Google search or sends an email using Google's Gmail, everything is scanned, sorted and stored as part of that person's advertising profile;<sup>16</sup> and

WHEREAS, the behavior of clicking Facebook's Like button, "can be used to automatically and accurately predict a range of highly sensitive personal attributes, including: sexual orientation, ethnicity, religious and political views, personality traits, intelligence, happiness, use of addictive substances, parental separation, age and gender"; the highest accuracy for correctly classifying individuals are: by race (95 percent), gender (93 percent), male sexual orientation (88 percent) and political affiliation—Democrat vs. Republican (85 percent);<sup>17</sup> and

WHEREAS, in 2018, Facebook (now, Meta) CEO Mark Zuckerberg told Congress, "We believe that everyone around the world deserves good privacy controls," but, a year later, a Facebook attorney argued in a U.S. District Court, "There is no privacy interest, because by sharing with a hundred friends on a social media platform ...

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[use-by-tweens-and-teens-2019](#). Accessed May 21, 2022

12 Published by Statista Research Department, "Daily Social Media Usage Worldwide." *Statista*, March 21, 2022, <https://www.statista.com/statistics/433871/daily-social-media-usage-worldwide/>. Accessed May 29, 2022.

13 Hari, Johann. *Stolen Focus: Why You Can't Pay Attention*. Bloomsbury Publishing, 2022. p. 80.

14 Price, Catherine. "Trapped—the Secret Ways Social Media Is Built to Be Addictive (and What You Can Do to Fight Back)." *BBC Science Focus Magazine*, April 15, 2020, <https://www.sciencefocus.com/future-technology/trapped-the-secret-ways-social-media-is-built-to-be-addictive-and-what-you-can-do-to-fight-back/>. Accessed May 30, 2022.

15 Ong, Thuy. "Sean Parker on Facebook: 'God Only Knows What It's Doing to Our Children's Brains.'" *The Verge*, Nov. 9, 2017, <https://www.theverge.com/2017/11/9/16627724/sean-parker-facebook-childrens-brains-feedback-loop>. Accessed May 30, 2022.

16 Hari, Johann. *Stolen Focus: Why You Can't Pay Attention*. Bloomsbury Publishing, 2022. p. 125.

17 Kosinski, Michal, Stillwell, David, and Graepel, Thore. *Private Traits and Attributes Are Predictable from Digital Records of Human Behavior—PNAS*. (2013) <https://www.pnas.org/doi/10.1073/pnas.1218772110>.



negated any reasonable expectation of privacy”;<sup>18</sup> and

WHEREAS, surveillance capitalism creates profit by claiming private human experience collected online as a free source of raw material translated into behavioral data that is processed—without individuals’ knowledge or understanding—to create profiles which provide behavior predictions of an individual or group and sold to business customers in a new marketplace to manipulate human behavior. Internet users are not the customer, they are the raw material;<sup>19</sup> and

WHEREAS, surveillance data are used to build psychographic profiles of voters and sold to political campaigns, as revealed by the Cambridge Analytical scandal where CA obtained the data of 87 million Facebook profiles, more than 70 million in the U.S., tested images and messages, and supplied profiles and hundreds of tailored ads to the 2016 Trump campaign to do highly targeted political advertising on social media; and

WHEREAS, surveillance data used to build psychographic profiles of voters to create political ads, use disinformation, and create fake news stories designed to influence specific groups of voters in elections and campaigns around the world are a threat to democratic nations:

**RESOLVED, that the American Federation of Teachers will affirm:**

- **U.S. federal and state governments must enact legislation that gives internet users the choice to opt out of any data collection process without repercussions and to have access to completely tracking-free advertising;**
- **The business model of global tech companies must be reformed to protect against data targeting of personal information, including race, sexuality, gender, health status, and political, religious or philosophical beliefs;**
- **Social media platforms must reform algorithmic pathways to end the optimization of divisive and dangerous messages based on disinformation that radicalizes some users, leads to violence and threatens democratic governments;**
- **Anti-trust action must be taken to mitigate the power of global technology giants such as Google and Meta; and**

**RESOLVED, surveillance capitalism must end; and**  
**RESOLVED, that the AFT will affirm that it is the responsibility of tech giants and governments to ensure that timely reforms are made to mitigate the discovered harm done by using social media, such that it would not be the case that viewing and using an app might lead a teenager to consider suicide.**

<sup>18</sup> Biddle, Sam. “In Court, Facebook Blames Users for Destroying Their Own Right to Privacy.” *The Intercept*, June 14, 2019, <https://theintercept.com/2019/06/14/facebook-privacy-policy-court/>. Accessed May 29, 2022.

<sup>19</sup> Zuboff, Shoshana. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Public Affairs, 2020.

## **22. STANDING AGAINST TAXPAYER FUNDING OF SCHOOL VOUCHER PROGRAMS**

WHEREAS, public education is the foundation of our democracy where all children are accepted regardless of their gender, race, sexual orientation, religion, disability or economic status; and

WHEREAS, our public schools are the heart of our communities, providing all children with an ample and effective opportunity for a public education; and

WHEREAS, it is not viable or desirable to divert public resources to educate only select students in other programs, which do not meet the accountability and inclusion standards of our public schools; but rather, we need to focus on educating all students with a well-resourced public education system; and

WHEREAS, it is essential to focus on providing public schools with the funds and resources to meet the needs of all students; and

WHEREAS, there have been strategic attempts to dismantle public education by imposing taxpayer-funded school voucher programs; and

WHEREAS, there are currently 27 voucher programs in 16 states and the District of Columbia; and

WHEREAS, states like New Hampshire have seen unregulated, taxpayer-funded vouchers used to discriminate against children and not provide all of them an equal opportunity at a free public education:

**RESOLVED, that the American Federation of Teachers will continue to publicly oppose the diversion of public funds to discriminatory voucher programs that significantly reduce public financial support to our cherished public schools; and**

**RESOLVED, that the AFT will continue to use its voice nationally and on the state and local levels to educate the public about the dangers of vouchers; and**

**RESOLVED, that the AFT will continue to lobby national, state, and local governments, and support state federations in their opposition to school vouchers; and**

**RESOLVED, that the AFT will continue to partner with like-minded community organizations, parent organizations and labor organizations to support fully funded public schools; and**

**RESOLVED, that the AFT will continue to shout from sea to shining sea the value, importance, and fundamental right of every American child to a free and appropriate public education.**

# Referred Resolutions Index

The following resolutions were referred to the AFT executive council at the conclusion of the 2022 convention. The resolutions are listed in alphabetical order by committee. Actions taken by the council are listed after each resolution. Full text of the adopted resolutions can be found in the pages following this index.

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## EDUCATIONAL ISSUES

- 2. Special Education Caseloads Cap**  
[amended and adopted by council] | 117
- 4. For a Green Schools Campaign**  
[adopted by council] | 117
- 6. Support Community Schools**  
[council voted to preclude by adoption of res. 1]
- 7. Implement Developmentally Appropriate Grades 3-8 Assessments that Meet Students' Needs**  
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- 8. Defend the Teaching Profession and LGBTQIA+ Educators and Students Against Proliferating Anti-LGBTQIA+ Measures**  
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- 9. Strengthen and Diversify the Educator Pipeline**  
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## HIGHER EDUCATION

- 13. For Student Debt Cancellation**  
[amended and adopted by council] | 119
- 14. New Deal on Part-time Healthcare Equity Project**  
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## HUMAN RIGHTS AND INTERNATIONAL RELATIONS

- 17. Defeat Anti-LGBTQIA+ 'Don't Say Gay' and Anti-Transgender Bills and Attacks with Mass Pride and Mass Action**  
[amended and adopted by council] | 120
- 18. Stop Violence Against Asian Americans**  
[adopted by council] | 121

- 19. Anti-Racism and Culturally Responsive Curriculum as a School Priority**  
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## LABOR AND THE ECONOMY

- 20. Teaching and Learning About Labor**  
[adopted by council] | 122
- 23. In Opposition to U.S. Sanctions on Cuba**  
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- 25. Changing Social Security to Provide Full Access and Equity for all Educational Employees**  
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## ORGANIZING AND COLLECTIVE BARGAINING

- 30. Support the Reinstatement of Nicole Conaway and Defend ADA Protections for Teachers and Staff During this Ongoing Pandemic**  
[council voted to postpone indefinitely]

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## POLITICAL ACTION/LEGISLATION

- 33. Calling for the President of the United States to Pardon Marcus Garvey**  
[adopted by council] | 124
- 35. Divest from Fossil Fuels and Reinvest in Workers and Communities**  
[council voted to preclude by adoption of res. 34]
- 37. Support the Implementation of Carbon Fee and Rebate System to Reduce Greenhouse Gas Emissions**  
[referred to the Climate Task Force]

**38. Lowering the Voice of Money in Politics**

[amended and adopted by council] | 124

**39. In Opposition to the Privatization of Medicare**

[council voted to not adopt]

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**SCHOOLS AND COLLEGES SUPPORT STAFF  
ISSUES**

**49. Designating and Celebrating National  
Paraprofessional and School-Related  
Personnel Day Week**

[amended and adopted by council] | 125

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**WOMEN'S RIGHTS**

**54. Save *Roe v. Wade*, the Right to Privacy,  
and American Democracy Itself**

[council voted to preclude by adoption of res. 53]

**55. Supporting Abortion Rights in the Face  
of Attacks on *Roe v. Wade***

[council voted to preclude by adoption of res. 53]

# Resolutions Referred to the Executive Council

The referred resolutions listed here were adopted by the AFT executive council at its Sept. 29, 2022, meeting. Items are presented in alphabetical order by committee.

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## EDUCATIONAL ISSUES COMMITTEE

### 2. SPECIAL EDUCATION CASELOADS CAP

WHEREAS, the American Federation of Teachers believes each child deserves a free and appropriate challenging education that can only be reached through adequate and supported resources as identified in their individualized education plans (IEPs); and “Federal law requires states to monitor class-size and caseloads for special education personnel to ensure that students with disabilities receive a free appropriate public education,” (source: Kansas State Department of Education); and

WHEREAS, through the Centers for Disease Control and Prevention, the percentage of children ages 3-17 diagnosed with a developmental disability increased from 16.2 percent in 2009-11 to 17.8 percent in 2015-17 (source: CDC); and

WHEREAS, the California Department of Education Section 56362 (c) addresses only caseload caps of 28 students for resource specialists; and

WHEREAS, the Ohio Department of Education’s rule 3301-51-09 addresses caseload caps of 16 at the elementary and high school levels, and no more than 24 at the high school level for students with intellectual disabilities (source: Ohio Administrative Code); and

WHEREAS, the New York Regulations of the Commissioner of Education, Part 200 states that “The maximum class size for those students whose special education needs consist primarily of the need for specialized instruction which can best be accomplished in a self-contained setting shall not exceed 15 students, or 12 students in a state-operated or state-supported school” (source: The New York Regulations of the Commissioner of Education); and

WHEREAS, nationally, the number of teachers currently holding substandard credentials and temporary permits has increased annually at a time when the percentage of preliminary education specialist credential holders has been decreasing, oftentimes resulting in fully credentialed special educators picking up the work of developing IEPs for students who are not on their caseloads and making them responsible for a disproportionate amount of IEPs

relative to their own caseloads (source: Learning Policy Institute); and

WHEREAS, nationally there is critical shortage and retention of special education teachers and special education support staff at a time when increased enrollment of students with special needs is prevalent (source: Learning Policy Institute); and

WHEREAS, the demographics of special education caseloads have changed to include a diverse range of students with identified needs ranging from mild to severe *academic, physical and socio-emotional* disabilities:

**RESOLVED, that in order for each student to receive quality, focused special education services from trained and fully qualified educators and support staff, an equitable and enforced student-to-teacher ratio is just, adjusting for core versus alternative curriculum, for special day class programs, self-contained or otherwise, to include but not be limited to: autism core, autism alternative curriculum, intellectually disabled, emotionally disturbed, severely handicapped, etc., in order to provide the access and instruction each child requires; and**

**RESOLVED, that the American Federation of Teachers will advocate for the establishment of caseload caps by the U.S. Department of Education for every special education program and classification in all states and territories where the AFT has local affiliates.**

### 4. FOR A GREEN SCHOOLS CAMPAIGN

WHEREAS, climate change is an urgent crisis confronting people all over the world: Extreme weather, forest fires, increased infectious disease outbreaks, rising sea levels and pollution are wreaking havoc on the planet; and

WHEREAS, communities of color are disproportionately impacted by pollution, climate change and resulting extreme temperatures, causing forced migration from Puerto Rico and Central America, increased frequency and intensity of flooding and erosion, respiratory illnesses that exacerbate COVID-19 outcomes, and increased pregnancy risks especially for Black mothers; and

WHEREAS, the climate crisis exacerbates already

existing systemic injustices along racial, regional, social and economic lines, having a disproportionate impact on “frontline communities” (including Indigenous communities, communities of color, migrant communities, deindustrialized communities, the poor, low-income workers, women, the elderly, the unhoused, people with disabilities and youth); and

WHEREAS, the United Nations Intergovernmental Panel on Climate Change agrees that to avert this catastrophe, we need “rapid, far-reaching and unprecedented changes in all aspects of our society” to reduce world carbon emissions to 50 percent of current levels by 2030 and to net-zero emissions by 2050; and

WHEREAS, buildings are the fourth-largest source of greenhouse gas emissions in the U.S., and it is essential for our union to take concrete steps to demand a green transformation at the sites where we have the most power: our schools; and

WHEREAS, drastic improvements to many public school buildings are long overdue, including a need to replace outdated and ineffective heating and cooling systems; improve ventilation and insulation; and remediate asbestos, lead and mold that pose a risk to students and staff; and

WHEREAS, millions of Americans are out of work and in need of good jobs as soon as possible:

**RESOLVED, that the American Federation of Teachers will endorse and promote a campaign for green schools to demand that the U.S. Department of Education advocate that states and municipalities do their part to mitigate and prepare for the unfolding climate crisis by doing the following:**

- **Retrofit and weatherize public schools to make them healthier and energy efficient.**
- **Remediate schools for lead, asbestos and mold.**
- **Install new electric, energy-efficient heating and cooling systems that save money and the planet, and keep our buildings’ temperature better regulated.**
- **Install new ventilation systems that prevent COVID-19, and also provide heat and energy recovery by using outgoing air to heat or cool incoming air.**
- **Install solar panels at public schools to produce clean energy and provide cooling centers and electricity to communities during heat waves, disasters and power outages.**
- **Support the integration of school solar and other green technology with climate justice curriculum across the grade levels.**
- **Source 100 percent of the energy used by public schools from renewable sources.**
- **Expand solar energy career programs to support a pathway to green careers for students.**
- **Implement school composting programs, community gardening, and other sustainable practices to reduce**

**public schools’ carbon footprint and address food deserts and other community needs.**

- **Work with unions to train and hire unemployed parents and public school alumni from their local neighborhoods with the highest unemployment rates to do this remediating, retrofitting and solarization work.**
- **Prioritize schools serving low-income students and communities hardest hit by the impacts of COVID-19, environmental racism and systemic disinvestment.**

## **8. DEFEND THE TEACHING PROFESSION AND LGBTQIA+ EDUCATORS AND STUDENTS AGAINST PROLIFERATING ANTI-LGBTQIA+ MEASURES**

WHEREAS, on March 8, 2022, Florida’s Senate passed legislation that would severely curtail classroom instruction about the reality of human sexual and gender diversity; and

WHEREAS, in February 2022, Texas Gov. Greg Abbott directed state agencies to treat gender-affirming care for transgender youth as “child abuse” and required teachers and nurses to report parents who aid their child in receiving such care to the Texas Department of Family and Protective Services; and

WHEREAS, these measures join 300 anti-LGBTQIA+ bills currently under consideration by state legislators across the U.S., according to the Human Rights Campaign, including legislation passed by Idaho’s House of Representatives on March 8 that would make the provision of gender-affirming healthcare to transgender youth a felony and punish providers with life in prison; and

WHEREAS, this wave of anti-LGBTQIA+—and often specifically anti-transgender—action villainizes individuals in the LGBTQIA+ community, putting a target on the back of every member of the LGBTQIA+ community and anyone assumed to belong to that community, including the many LGBTQIA+ educators and students in our schools; and

WHEREAS, this pervasive villainization increases anti-LGBTQIA+ violence and bullying in and out of schools; and

WHEREAS, laws like those in Florida are a direct attack on the teaching profession, preventing educators from teaching basic facts about human existence and fostering a chilling environment in the classroom that may deter teachers from the profession:

**RESOLVED, that the American Federation of Teachers will condemn these measures as an attempt to indoctrinate young people in anti-LGBTQIA+ ideology and conscript educators as enforcers in this effort; and**

**RESOLVED, that the AFT will implore its members to support the state and local organizations fighting these bills, like Equality Texas and the Florida chapter of Lambda Legal, as well as labor efforts to empower local educators against these measures.**

## 9. STRENGTHEN AND DIVERSIFY THE EDUCATOR PIPELINE

WHEREAS, American Federation of Teachers affiliates are working to develop a robust educator pipeline across the U.S. to encourage young people and career changers to pursue careers in teaching and to increase diversity in the educator workforce; and

WHEREAS, at the core of these initiatives are the development and expansion of grow-your-own (GYO) initiatives that cultivate relationships between P-12 school districts, higher education and community partners—programs that provide valuable early experiences for students considering a career in education, and help strengthen ties to community groups supporting students and families outside of school:

**RESOLVED, that the American Federation of Teachers will call on legislators and the Department of Education to support and strengthen pathways for aspiring educators—including new students, career changers and teaching assistants—and remove impediments to preparation and teacher certification at the state level through the development and expansion of programs, including:**

- **Scholarship opportunities for education majors at higher education institutions covering not only tuition, but fees and books as well;**
- **Career ladders that provide education and certification pathways for teaching assistants—many teaching assistants have their associate or bachelor's degree and need the financial assistance and supports to become certified as a teacher;**
- **Programs designed for career changers—school districts should partner with higher education institutions to design programs tailored to career changers in high shortage areas, such as career and technical education. These individuals come to the classroom with a wealth of working knowledge developed through their employment history;**
- **Full financial program support and scholarships/grants for candidates enrolled at HBCUs, MSIs, HSIs and Tribal Colleges;**
- **Fellowship opportunities within school districts. These programs provide pre-service training covering core teaching skills, customized academic programs, and support and guidance for fellows to obtain their teaching certification;**
- **Residency programs developed through partnerships between higher education programs and public school districts that provide students with educational and teacher training and preparation, as well as financial assistance in the form of stipends allowing students to fully focus on their studies and student teaching;**

- **Improved educator certification processes at the state level eliminating delays in educators receiving their teacher certification, which results in an unnecessary barrier to getting educators in the classroom; and**

**RESOLVED, that the AFT will call on the Department of Education to provide grants to assist school districts with establishing and growing educator pipeline initiatives, such as GYO programs, and developing collaborations with established programs that have a proven track record of engaging students of color; and**

**RESOLVED, that the AFT will call on school districts to review and update their hiring practices and work to identify and remove any obstacles or hurdles that create barriers to educators of color, and continue to support successful programs to expand the number of diverse teacher candidates available to be hired by districts throughout the U.S.; and**

**RESOLVED, that AFT will call on the Department of Education to allocate funding to provide scholarship opportunities to potential educators, the creation of programs to support career ladders, career changers, fellowship and residency programs.**

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## HIGHER EDUCATION COMMITTEE

### 13. FOR STUDENT DEBT CANCELLATION

WHEREAS, the student debt crisis is a teacher debt crisis; and

WHEREAS, nearly half of today's educators took out student loans to pay for college; and

WHEREAS, today's average teacher carries about \$58,700 in debt—as much as their annual salary. One in 7 teachers owes more than \$105,000 in debt; and

WHEREAS, educators of color carry far more debt than white educators. More than half of Black educators (56 percent) took out student loans—with an average initial amount of \$68,300—compared to 44 percent of white educators, who borrowed \$54,300 on average. One in 5 of those Black educators still owes more than \$105,000. In a nation committed to education as a means of racial justice, educators themselves are trapped in a system of racialized debt; and

WHEREAS, student loan debt is an often overlooked barrier to diversifying the U.S. teaching workforce; and

WHEREAS, student debt cancellation increases the take-home pay of millions of indebted teachers, at no cost to their employing school districts, because the federal government bears financial responsibility for federal student loans; and

WHEREAS, canceling student loan debt represents an enormous economic opportunity for local and state municipalities to increase spending in their local

communities, support individuals in gaining upward social mobility, and provide a deeply needed stimulus during the pandemic and recovery from the pandemic; and

WHEREAS, canceling student debt is a policy that has broad political and public support; and

WHEREAS, student debt cancellation is only one step toward improving public education, and must be accompanied by free higher education for all, among other measures; and

WHEREAS, President Joe Biden has full executive authority to cancel all federal student debt using his powers of executive order; and

WHEREAS, President Biden has used his authority to extend the pause on loan payments to December 31, 2022, for all borrowers and to take substantive action to cancel student debt with extra consideration for Pell recipients resulting in the vast majority of the nation's over 40-million borrowers getting relief:

**RESOLVED, that the American Federation of Teachers will continue to call for President Biden to use executive order(s) to cancel federal student debt.**

#### **14. NEW DEAL ON PART-TIME HEALTHCARE EQUITY PROJECT**

WHEREAS, healthcare is a fundamental human right; and

WHEREAS, healthy faculty make for better student learning conditions; and

WHEREAS, part-time contingent higher education faculty make up approximately 79 percent of the temporary academic gig economy; and

WHEREAS, many part-time higher education faculty have little or no job security and suffer from lack of parity in pay, retirement, healthcare benefits (including vision, mental and dental), as well as other union-negotiated contract rights; and

WHEREAS, many states are lacking state incentive programs for community college districts or higher education institutions to offer health insurance for part-time faculty; and

WHEREAS, 25 percent of part-time, contingent or adjunct faculty rely on public assistance, and the lack of healthcare and health insurance is one of the major contributors to poverty and homelessness in America:

**RESOLVED, that the American Federation of Teachers will start a New Deal on Part-Time Healthcare Equity Project to support local unions across America, campaign for, and achieve part-time faculty health insurance access and coverage; and**

**RESOLVED, that the AFT will support efforts to establish tax incentives and permanent healthcare programs for part-time faculty, their spouses and**

**their dependents, to defray costs of programs not funded by their employers or states.**

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#### **HUMAN RIGHTS AND INTERNATIONAL RELATIONS COMMITTEE**

#### **17. DEFEAT ANTI-LGBTQIA+ 'DON'T SAY GAY' AND ANTI-TRANSGENDER BILLS AND ATTACKS WITH MASS PRIDE AND MASS ACTION**

WHEREAS, thousands of young middle school, high school and college students walked out in Florida and across the country throughout the spring in response to the latest right-wing attack of the Trump movement trying to force LGBTQIA+ youth back into the closet. In the walkouts, some under the banner "Say Gay Anyway!" youth proclaimed loud and clear that they refuse to go back into the closet, and they will not accept anti-LGBTQIA+ violence in our schools, our communities and in this country. These attacks have emboldened young people to be more openly gay, transgender, and proud than ever before; and

WHEREAS, H.B. 1557, presented as "An act relating to parental rights in education," better known as the "Don't Say Gay" bill, is a vile and bigoted attack on LGBTQIA+ youth in Florida, presented as prohibiting any discussion on sexual orientation and gender identity in school classrooms; and

WHEREAS, the Florida law could eliminate any book or educational material that even mentions anything about LGBTQIA+ rights or references any LGBTQIA+ historical figures, or those who are in "nontraditional" gender roles or identity. Although the law claims to apply to the kindergarten to third-grade levels, what this law could mean is that discussions on gay and transgender people could be silenced and prohibited at any grade level; and

WHEREAS, the bill does more than prohibit classroom discussions about sexual orientation and gender identity, it's a green light to anti-LGBTQIA+ bigots, Trump supporters, and neo-fascists to repress LGBTQIA+ students and all youth rights; and

WHEREAS, one of the most dangerous and vicious provisions of this bill also aims to compel teachers, counselors and any school staff to inform abusive, homophobic or transphobic parents if their child is discussing their sexual orientation or gender identity in school. This would make it impossible for LGBTQIA+ students to go to any adult in the education system to raise their sexuality or gender identity, isolating them and setting them up for potential abuse at home; and

WHEREAS, already in 2022, hundreds of homophobic and anti-transgender bills have been introduced in state

legislatures across the country, and some have already passed. Many have specifically targeted youth and educators in schools. The passage of Florida’s “Don’t Say Gay” law has already emboldened these efforts across the country; and

WHEREAS, these laws and the anti-LGBTQIA+, anti-youth propaganda that is used to justify them is intended to whip up attacks in our schools and communities. We must build campaigns to defend LGBTQIA+ youth and support their fight for equality; and

WHEREAS, for most young people, schools are a place to build social relations that help youth develop their own sense of identity as an independent person, including their sexual orientation and gender identity. It is essential to learning and development for young people to have a safe school environment that validates, acknowledges and celebrates LGBTQIA+ people and history, whether the students are out or not. These bills guarantee the negative reinforcement of every homophobic, anti-transgender, backward and bigoted impulse in our society; and

WHEREAS, the leadership of LGBTQIA+ youth and allies has been critical to defending all civil rights and human rights against attacks, including by the proto-fascist Trump movement over the next years. We must defend our leaders:

**RESOLVED, that the American Federation of Teachers will take all necessary steps to defeat and overturn the “Don’t Say Gay” law in Florida and other homophobic and anti-transgender laws and attacks throughout the country; and**

**RESOLVED, that the AFT affirms our commitment to LGBTQIA+ youth to have access to age-appropriate information to learn about and develop their own sexual orientation and gender identity. We support the independent mass actions of youth to defend their existence, dignity and rights of the LGBTQIA+ community; and**

**RESOLVED, that the AFT will vigorously defend educators who support LGBTQIA+ youth and who teach about the existence, dignity, rights, mass actions, history and pride of LGBTQIA+ people.**

## **18. STOP VIOLENCE AGAINST ASIAN AMERICANS**

WHEREAS, during the COVID-19 pandemic, Asian Americans have seen a rising tide of violence directed at people of Asian descent. Starting with a vicious knife attack on a father and his two sons, ages 6 and 3, in Midland, Texas, in March 2020, and the murders of eight people, six of whom were Asian American women, near Atlanta, in March 2021, thousands of attacks have been reported in the last year—and many more have not; and

WHEREAS, modern violence against Asians goes back to the 1980s, when Vincent Chin was killed by two white

Americans who blamed him for the rise of the Japanese auto industry, despite the fact that he was Chinese American. Mr. Chin’s killers were sentenced to probation and a \$3,000 fine; and

WHEREAS, myths of the model minority and dominant stereotypes of East Asians have historically reinforced anti-Black racism and been deployed to prevent multiracial solidarity; and

WHEREAS, this latest wave of anti-Asian violence was fanned by the Trump administration, whose toxic mix of anti-immigrant xenophobia, anti-Asian racism and U.S. imperial foreign policy brought about these tragic results. Extreme oppression of Asian Americans has been a feature of Asian American life for many in the United States dating back to the mid-19th century. Chinese American workers were paid much less than white workers while building the Transcontinental Railroad. Chinese American miners were subject to a high Foreign Miners’ Tax that provided nearly 25 percent of tax revenues for California. The passage of the Chinese Exclusion Act in 1882 barred immigration from China. A few years later, 28 Chinese American miners were killed and 15 more wounded in Rock Springs, Wyo., in 1885; and

WHEREAS, Chinese and other Asian Americans have been the target of racist laws first aimed at other oppressed nationalities. The anti-miscegenation laws designed to prevent African Americans from marrying white Americans also were applied to Chinese, Japanese and Filipino immigrants up to and through World War II. Some school districts could and did segregate Chinese, Japanese and Chicano children into separate schooling from whites; and

WHEREAS, the list of oppression is long, including 120,000 Japanese Americans forced into concentration camps during World War II, restrictive covenants used to force Chinese Americans to live only in Chinatown, and so much more:

**RESOLVED, that the American Federation of Teachers will send a message of unconditional solidarity to all Asian Americans. The AFT stands for and supports all efforts for full equality of all oppressed peoples and nationalities, including Asian Americans; and**

**RESOLVED, that the AFT and its members will use our platforms to expose racist violence and oppression of Asian Americans. We encourage education as one tool in the fight against racist ignorance.**

## **19. ANTI-RACISM AND CULTURALLY RESPONSIVE CURRICULUM AS A SCHOOL PRIORITY**

WHEREAS, we are in a historical moment in which the U.S. and the world have been forced to confront the legacy of systemic and institutional racism; and

WHEREAS, now is the time to lead as educators toward what education will look like in the future: an education



that promotes collective liberation from racism and prejudice that disproportionately impact communities of color, an education system that promotes racial, economic, social and environmental justice; and

WHEREAS, the implementation of ethnic studies and culturally sustaining curricula is of critical importance to supporting the learning needs of all students, but particularly students of color; and

WHEREAS, punitive discipline practices and the over-policing of Black and brown students in schools leads to the criminalization of students and is damaging to their health and well-being;

**RESOLVED, that the American Federation of Teachers will provide resources for and will lead an ongoing campaign to help members lobby all school-based committees, whether elected or appointed, in public schools to prioritize anti-racist and culturally responsive curriculum, instruction, and professional development in schools with all school stakeholders by taking any, and hopefully, all of the following actions; and**

- 1. Fully funding high-quality anti-racist professional development training available from the district and/or from outside organizations, for school stakeholders about restorative justice, four levels of racism,<sup>1</sup> microaggressions, and culturally responsive curriculum.**
- 2. Advancing proposals for and implementation of culturally responsive curriculum.**
- 3. Launching student-led and designed surveys where students can share their experiences with racism in schools, needs and desires for curriculum, diversity among staff, relations and interactions with other students and staff, etc.**
- 4. Launching surveys led and designed by teachers and staff where they can share their experiences with racism in schools and their related needs and desires.**
- 5. Advancing proposals for and implementation of restorative justice practices.**
- 6. Supporting efforts to train staff to provide counseling services, restorative justice programs, trauma-informed instruction, and supports for students in temporary living situations.**
- 7. Expanding grow-your-own initiatives to expand the rates of licensed teachers of color in our public schools.**
- 8. Increasing access for diverse community members, especially parents to find employment in schools.**
- 9. Regularly gathering qualitative and quantitative data from all school stakeholders on how to effectively promote racial, social and economic justice, culturally responsive curriculum and restorative practices in our classrooms, schools and communities.**

<sup>1</sup> <https://www.thesociologicalcinema.com/videos/individual-vs-systemic-4-types-of-racism>

**10 Conducting asset mapping of school communities in order to identify additional resources to connect student needs, identities, and cultures to curriculum and school activities; and**

**RESOLVED, that the AFT will provide anti-racist and culturally sustaining professional development and support members in developing, implementing and sharing anti-racist and culturally sustaining curriculum (including using the Share My Lesson platform) with members and all school stakeholders; and**

**RESOLVED, that the AFT will elevate these demands and proposals among its locals.**

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## LABOR AND THE ECONOMY COMMITTEE

### 20. TEACHING AND LEARNING ABOUT LABOR

WHEREAS, attacks on the labor movement have been increasing in volume and intensity fomented by anti-union politicians, organizations, corporations and wealthy individuals; and

WHEREAS, recent attacks have been primarily focused on public employee unions including teachers, police officers and firefighters and other local, state and federal employees; and

WHEREAS, research conducted by Hart Associates indicates that, of all adults, 46 percent said they knew a fair amount or a great amount about unions as opposed to 54 percent who said they knew just a little or did not know much about unions; and

WHEREAS, that same research found a great deal of misunderstanding and misinformation about unions and what they do; and

WHEREAS, other studies show that the more people know about unions, the higher the approval rate; and

WHEREAS, Americans said their chief sources of knowledge about unions were personal experience (37 percent), people in unions (26 percent) and the media (25 percent) while schools were not mentioned at all; and

WHEREAS, while there are a number of well-documented reasons for the relative decline of American labor, including intense opposition from employers and their allies, it can be argued that the lack of knowledge or incorrect knowledge about unions contributed to this decline; and

WHEREAS, the lack of knowledge and support of the labor movement makes it more difficult to gain public and political support for its goals; and

WHEREAS, a number of studies conclude that the American labor movement has been—and is—a major advocate for measures to improve the lives of working families, including public education, a minimum wage, unemployment insurance, workers' compensation,

health and safety laws, progressive leave policies, the right to organize and bargain collectively, Social Security, Medicare, pensions, and improved wages and working conditions for all American workers whether in a union or not; and

WHEREAS, if the fortunes of the American labor movement are to improve, its story must be told and told more effectively; and

WHEREAS, the Albert Shanker Institute in cooperation with the American Labor Studies Center published “American Labor in U.S. History Textbooks: How Labor’s Story is *Distorted* in High School History Textbooks” that concludes that labor’s role in U.S. history is misrepresented, downplayed or ignored; and

WHEREAS, there exists a number of excellent programs and curriculum about the rich history and the economic, political, social and cultural activities of workers and their unions but few find their way into American classrooms and labor education programs; and

WHEREAS, the American Labor Studies Center owns and is restoring the home of Kate Mullany, a young Irish immigrant who formed our nation’s first bona fide all-female union in 1864—the Troy Collar Laundry Union—that was designated a National Historic Landmark by the secretary of the interior in 1998 and a National Historic Site, a unit within the National Park System, by Congress in 2004; and

WHEREAS, the American Labor Studies Center is in the process of establishing a National Trade Union Women’s Memorial honoring women who have made significant contributions to workers and their unions throughout our nation’s history at the Kate Mullany National Historic Site; and

WHEREAS, American Federation of Teachers President Randi Weingarten wrote, “The American Labor Studies Center is a wonderful source for elementary and secondary teachers who are seeking high-quality curriculum materials and resources for integrating labor history, and an understanding of the role of the labor movement, into their classrooms. It deserves the strong support of all those who support the labor movement and the Center’s mission”:

**RESOLVED, that the American Federation of Teachers will actively continue its policies and programs to assist members to understand the need for the integration of the labor movement and its history into the curriculum, and identify curriculum resources and strategies; and**

**RESOLVED, that the AFT will continue to actively support and promote the American Labor Studies Center ([www.labor-studies.org](http://www.labor-studies.org)) that provides high-quality and extensive K-12 teaching materials about the American labor movement and its history through its communications platforms and the restoration**

**and opening of the Kate Mullany National Historic Site ([www.katemullanyrhs.org](http://www.katemullanyrhs.org)) in Troy, N.Y., and the creation of a National Trade Union Women’s Memorial at the site.**

## **25. CHANGING SOCIAL SECURITY TO PROVIDE FULL ACCESS AND EQUITY FOR ALL EDUCATIONAL EMPLOYEES**

WHEREAS, most Americans already believe that earned Social Security is an entitlement available to all American workers; and

WHEREAS, the American Federation of Teachers believes that all workers should be able to access their full, safe, secure pension via Social Security; and

WHEREAS, currently the Government Pension Offset (GPO), which in various instances, reduces earned Social Security survivors’ benefits for spouses, widows and widowers who also receive government pensions of their own; and

WHEREAS, currently the Windfall Elimination Provision (WEP), which in some instances, reduces Social Security benefits for individuals who also receive a pension or disability benefit from an employer that did not withhold Social Security taxes; and

WHEREAS, currently 1.2 million employees of certain K-12 public education districts and higher education districts (or in some cases statewide) in 15 states and the District of Columbia are excluded from the Social Security system; and

WHEREAS, this situation is particularly critical for adjunct faculty members in higher education employed by some community college districts who are considered as part-time employees and hourly workers. Both receive very little in the way of any pension benefits:

**RESOLVED, that the American Federation of Teachers will seek the complete repeal of the WEP and GPO loopholes by supporting and advocating for the passage of the Social Security Fairness Act of 2021 and related legislation; and**

**RESOLVED, that the AFT will support and advocate for all federal and state policy, including but not limited to seeking revised Section 218 agreements at the state level, as needed to allow all educational and all public employees in a given jurisdiction or workplace who have been excluded from the retirement portion of Social Security to be able to collectively decide to take part in that portion of the system.**

## 26. IN SUPPORT OF MANUFACTURING RENAISSANCE BILL (H.R. 5124)

WHEREAS, the Manufacturing Renaissance Campaign and the Manufacturing Connect program run an inclusive training program for students and educators that is rooted in equity and environmental, social and environmental sustainability; and

WHEREAS, there remains a crucial need for career and technical education at school districts across the country to provide learning opportunities so that all interested students, including students of color and students with disabilities, are prepared for the needs of high-skilled jobs in areas like advanced manufacturing; and

WHEREAS, Rep. Jan Schakowsky, a Chicago Teachers Union supporter, has filed H.R. 5124 (the Manufacturing Reinvestment Corporation Act), a bill to expand and fund manufacturing training programs, including Manufacturing Connect, in the U.S. House of Representatives, and the language of that bill has been included in other pieces of legislation that are moving through the congressional legislative process:

**RESOLVED, that the American Federation of Teachers will support H.R. 5124 and the use of the bill's language in other legislative measures.**

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## POLITICAL ACTION/LEGISLATION COMMITTEE

### 33. CALLING FOR THE PRESIDENT OF THE UNITED STATES TO PARDON MARCUS GARVEY

WHEREAS, Marcus Garvey was a Jamaican-born black nationalist, who founded the Universal Negro Improvement Association (UNIA) in 1914, attracting thousands of supporters as he spoke across America urging African Americans to be proud of their race and return to Africa; and

WHEREAS, the UNIA exponentially grew, with more than 700 branches across the U.S., attracting the attention of the FBI and causing it to hire its first Black agents to infiltrate the association and spy on Garvey; and

WHEREAS, the FBI acknowledged that it began investigating Garvey to find reasons to deport him as an undesirable alien, then initiated a mail-fraud case with an overwhelming amount of errors and questionable evidence, resulting in a commuted five-year sentence and deportation for Garvey and an acquittal for three other defendants; and

WHEREAS, for more than 82 years, Garvey's family, followers (Garveyites), and several U.S. representatives have advocated for a presidential pardon from Presidents Calvin Coolidge to Barack Obama:

**RESOLVED, that the American Federation of Teachers will acknowledge Marcus Garvey as an influential figure for civil rights activists that followed him; and**

**RESOLVED, that the AFT, in collaboration with its members and other community organizations, will produce and distribute appropriate teaching resources about the life and legacy of Marcus Garvey; and**

**RESOLVED, that the AFT will declare that the mail-fraud charge against Marcus Garvey was politically motivated, and that the U.S. government played a leading role in his false conviction; and**

**RESOLVED, that the AFT will join the growing clamor for the posthumous pardon of Marcus Garvey by encouraging its local, state and national affiliate organizations to work with our elected federal officials to stand in solidarity to convince President Joe Biden to grant clemency to Marcus Garvey.**

### 38. LOWERING THE VOICE OF MONEY IN POLITICS

WHEREAS, politics has become the playground of money far beyond the vision of grassroots citizen support for election of candidates, initiative and referenda, and campaigns; and

WHEREAS, elected leaders regularly describe the amount of time needed for fundraising as exceeding 50 percent of their time, detracting from time better used in service to constituents and legislating to meet the needs of the country; and

WHEREAS, campaign spending unleashed by *Citizens United v. Federal Election Commission*, 558 U.S. 310 (2010) removing barriers to corporate spending has exploded political action committee growth and the preference for nondisclosure pathways for spending; and

WHEREAS, according to Public Citizen, based on Federal Election Commission reports, the first 10 years under *Citizens United*, corporate spending of more than one-half billion dollars to influence elections included:

- At least \$313 million from more than 2,200 corporations donating to more than 500 super PACs;
- Some \$226 million flowed from at least 30 corporate trade groups, which are not required to disclose their donors;
- Some \$230 million—about 74 percent—of the total disclosed corporate donations went to a few super PACs dedicated to electing Republican candidates;
- Among those corporate trade groups not required to disclose, the U.S. Chamber of Commerce alone accounts for \$143 million;
- More than one-third—\$118 million—came from the top 20 corporate donors through contributions to super PACs that back Republicans, while only four of these corporations (three energy and one tobacco)

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## SCHOOLS AND COLLEGES SUPPORT STAFF ISSUES COMMITTEE

- are publicly traded enterprises; and of the 16 private companies, nearly half are run by billionaires;
- Top figures of these corporate donors gave more than \$127 million, primarily to Republicans; and

WHEREAS, wealth itself has become the principle instrument, including from out-of-jurisdiction contributors, to finance candidate campaigns often eclipsing support within their own constituency; and

WHEREAS, examples abound where outsized, out-of-jurisdiction contributions made to state and local candidacies drive up the specific and general costs of campaigns and office aspirations by many qualified local and state candidates. Examples include Oregon's 4th Congressional District where 2020 contributions to a Republican challenger drew 69.6 percent of reported financing from out-of-state compared with 41.9 percent for the Democrat incumbent, a trend continuing in a 2022 open seat, with the same Republican drawing 58.6 percent of contributions from out-of-state compared with 21.7 percent for the Democrat for an open seat; and

WHEREAS, according to the Federal Election Commission, total spending by presidential candidates in 2020 reached more than \$4 billion; for Senate candidates more than \$2 billion—with only one-third of the seats up for elections; and for House candidates \$1.8 billion; and

WHEREAS, the sum for presidential candidates exceeds the gross domestic product of each of at least 16 countries; and

WHEREAS, the greatest threat to campaign financing and electoral reform is the rise of "dark money," though hard and soft money are influenced as well by *Citizens United*; and

WHEREAS, spending from Jan. 1, 2021, through April 30, 2022, well before the conclusion of primary season, totaled nearly \$3.2 billion by candidates, PACs and party committees:

**RESOLVED, that the American Federation of Teachers reiterates its support as outlined in a 2016 resolution for an amendment to the U.S. Constitution to clarify that "free speech" as envisioned by the framers of the U.S. Constitution was limited to individuals and groups; and**

**RESOLVED, that the AFT will support passage of measures like S.J. Res. 25 and H.J. Res 1, the Democracy for All Amendment, a constitutional amendment to overturn the Supreme Court's disastrous *Citizens United v. FEC* decision by giving Congress and states the ability to set commonsense rules on political spending by corporate PACs, wealthy special interests and others; and**

**RESOLVED, that the AFT will urge political action activity among its affiliates to advance and support efforts among their own states and their congressional delegations to get big money out of politics.**

### 49. DESIGNATING AND CELEBRATING NATIONAL PARAPROFESSIONALS AND SCHOOL-RELATED PERSONNEL WEEK

WHEREAS, the American Federation of Teachers represents more than 370,000 paraprofessionals, bus drivers, custodial and maintenance employees, health assistants, clerical employees, secretarial staff, and other school and college support staff (PSRPs) in schools and colleges across the nation; and

WHEREAS, members who perform this work may be called many different things, from paraprofessionals and school-related personnel to college support staff, to classified staff, to school-related personnel or any other number of school support staff names; and

WHEREAS, the contribution of paraprofessionals and school-related personnel to the school community is integral, significant and deserving of recognition; and

WHEREAS, the AFT first demonstrated its commitment to PSRPs and their important contributions to our students and our union in 1930, with the chartering of the Education Secretaries of Chicago; and

WHEREAS, paraprofessionals and school-related personnel in many states are members of both the American Federation of Teachers and the National Education Association; and

WHEREAS, the National Education Association has declared the third Wednesday of each November their version of a Paraprofessionals and School-Related Personnel Day:

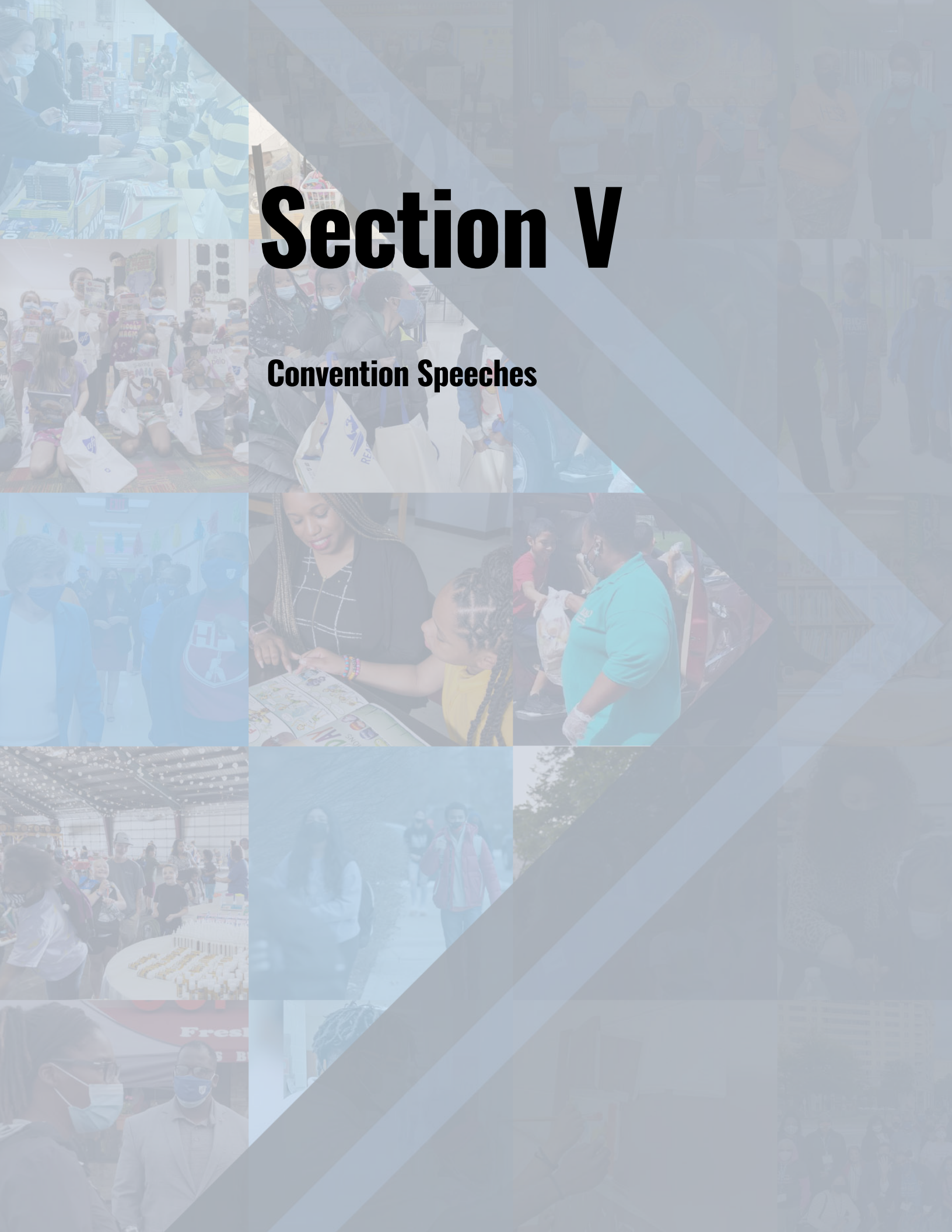
**RESOLVED, that the American Federation of Teachers shall designate the first week of each October as National Paraprofessionals and School-Related Personnel Week; and**

**RESOLVED, that the AFT shall uplift the contributions, work, stories and voices of PSRP members in honor of National Paraprofessionals and School-Related Personnel Week.**



# Section V

## Convention Speeches







# Thursday, July 14, 2022

The 87th Constitutional Convention of the American Federation of Teachers was called to order at 9:15 a.m., Thursday, July 14, 2022, in the Boston Convention and Exhibition Center, Boston, Massachusetts, Beth Kontos, president, Massachusetts Federation of Teachers, presiding as temporary chairperson.

## Opening General Session

### BETH KONTOS

PRESIDENT, AFT MASSACHUSETTS

TEMPORARY CHAIRPERSON KONTOS: Welcome to Massachusetts. Boston is a great city. I hope you're staying here long enough to enjoy more than the convention center, right?

Look at you all. I'm happy to be here with all of you after a very tumultuous—really, it's been four years since we were together in 2018, right? If I had known then what we were in for when we said goodbye in Pittsburgh, maybe I would have hugged my friends a little longer. Oh, I heard Pittsburgh over there.

And maybe I would have sent you home with an extra cup of Dunkin' Donuts, right, because that's what we drink around here. I know you see Starbucks in the hall, but on every corner—leave the Seaport, you're going to see a Dunks on every corner, every gas station, every corner store. That's what we drink.

If I had known then what was ahead of us, I would have told you to take a deep breath and brace yourselves, because things were about to get pretty tough. Were they tough this past several years, right?

I would have also told you to keep your heads up and stick together, keep fighting, and not to worry because by the end we were going to rack up some huge wins, all because we are too committed to our communities and to each other to do anything different, right?

*(Cheers and applause)*

That's right. Now, I'm not minimizing the losses, okay? Since I saw you last, we have won protections for our educators, our support staff, our healthcare workers, our librarians and our public employees in the face of dangerous government neglect during a once-in-a-century pandemic. But we won a history-changing presidential election. We watched a teacher become the Secretary of Education because that makes sense, doesn't it?

*(Applause)*

That's right. Put a teacher in charge. And our very own former mayor of Boston became Secretary of Labor because it makes sense to put a labor guy in charge of the Department of Labor.

And we continue to stand up and fight for the academic freedoms of our librarians, our higher ed members, and every single one of us who believes that teaching the truth makes us a better nation.

*(Applause)*

And that celebrating this country's immense accomplishments and taking responsibility for its atrocities does not diminish us because our history isn't finished yet, because we aspire to create a better, brighter, more equitable democracy for everyone. And that includes the Native American tribes who have been stewards of the land, the air, the water, the animals, surrounding us for more than 12,000 years. Right now I want to acknowledge that this land is the territory of the Massachusett, the Wampanoag, and their neighboring Eastern Algonquin tribes.

*(Applause)*

As we stand here, we acknowledge the violations of sovereignty they have suffered for more than four centuries. We acknowledge their continued battle for self-rule. We do this because we are telling the truth about our past as part of reclaiming our future.

*(Applause)*

Now I have a friend here I want to introduce you to, the Reverend Vernon K. Walker, who is the program director of Communities Responding to Extreme Weather, also known as CREW, for those of you in the Boston area, and he's also a committed social justice activist in our community.

We've got the Reverend Walker. Come on up.

*(Applause)*

### INVOCATION

#### REV. VERNON WALKER

COMMUNITIES RESPONDING TO EXTREME WEATHER

Good morning.

*... The delegates responded, "Good morning."*

It is a beautiful morning this morning. I am elephant happy and peacock proud to be here with you in this beautiful community in Boston, the Seaport District.



For many of you that don't know, the Seaport District is relatively new. If there was ever a time to come together and to be in community with each other, these are certainly the times.

Recently, quite recently, in fact, we have seen a surge in violence gripping our country with more mass shootings happening by the week. Loss of human life reported daily when we watch the news stations, and here in Boston is Channel 5, NBC Boston, and even when we look on social media.

This along with several Supreme Court decisions that has impacted our government's ability to regulate power plant carbon emissions, failure to reaffirm New York stringent gun laws, and even striking down *Roe vs. Wade*, it seems like it's hopeless to work with students to ensure that they take a path in life that will help them created a more just and equitable society.

For all the teachers, teacher assistants, secretaries, bus drivers, and all employees represented by the American Federation of Teachers, I just really stopped by to remind somebody that no matter how dark the night, hopeless the situation, your work is vital to ensure that future generations can believe in hope.

*(Applause)*

Realistically speaking, I know these are dark and trying times. However, it is only when it's dark at night that you can see the stars shine brightly.

In your roles that you occupy, you are helping to push a generation that will rise and believe that our society needs a moral revival rooted in love of God's creation and love for our fellow human beings.

*(Applause)*

Until those children, our children, become adults, it is our responsibility as adults and leaders to proclaim the fight for the promise of a better America that accepts all people, that respects the decision of women to choose, that leads by example on the fight for climate change, that stands up against the present industrial complex, and fights for accessible quality healthcare, and much more.

*(Applause)*

Sisters and brothers, if we're going to do this, we're going to need strength and fortitude from on high. In the Christian tradition, the Bible tells us that God is a present help in the time of need. The Bible informs us that all things are possible to them that believe. And I believe that prayer is essential for the fight for justice. It is in that vein, it is in that trajectory, let us pray.

O God of Heaven, we're glad that You woke us up this morning with the activity of our limbs and the faculties of our mind. We are living in some difficult and dangerous times, some strange times; however, we know that when things get difficult, faith can help us see our way through danger.

I'm praying for everybody in this convention that this

will be an opportunity to do a recommitment to hope, justice, and love for the profession, and love for working with kids and believing in the ability to fight for a more just world.

So many people here today and in the world call You by many different names and many different faith traditions. However, we know that the one salient characteristic You possess is love. We know that You are love, God, and we know that those that know not love know not God.

We know that the greatest commandments found in the gospel tradition is for people to love Ye with all their love, hearts, minds, and soul and for human beings to love one another as they love themselves.

Help us to be reminded that love—that loving each other in the spirit of life, liberty, and pursuit of happiness is what we should strive for. Strengthen us in our fight for a more just America and a more just world. Many in this building are working with young folks that will be a part of the social justice movement. Help give the members that are a part of the American Federation of Teachers the strength to have a productive convention and a safe school year commencing in September.

It is in Your precious holy name that we ask these things, Your marvelous, majestic and wonderful name that we believe in the strength to continue to fight for a more just America. And everybody in this building from the left to the right said amen. Amen. Amen.

So it be. Thank you.

*(Applause)*

And I now have the privilege to introduce Ms. Treva Burke-Harrell and Dr. Edward Robinson as they lead us in two songs, "The Star-Spangled Banner," and "Lift Every Voice and Sing." Will you stand with me so we can enjoy this rendition? And we're so glad that you're here.

*... The national anthem and "Lift Every Voice and Sing" were sung by Treva Burke-Harrell, accompanied by Dr. Edward Robinson, from Miami, Florida.*

## **JESSICA TANG**

AFT VICE PRESIDENT

PRESIDENT, BOSTON TEACHERS UNION

VICE PRESIDENT TANG: When I say AFT, you say—

*... The delegates responded, "Proud."*

AFT.

*... The delegates responded, "Proud."*

AFT.

*... The delegates responded, "Proud."*

Good morning, everyone.

... *The delegates responded, "Good morning."*

My name is Jessica Tang. I'm proud not just to be a vice president of the AFT, but also to serve as the president of the Boston Teachers Union.

At the BTU we like to say, "BTU,—

... *The delegates responded, "all in."*

When it comes to hosting you all in our city and welcoming you to Boston for the 87th Convention of the American Federation of Teachers, we are definitely all in.

Because Boston is not just the home of champion sports teams; it's the birthplace of public education, including America's oldest school, The Boston Latin School, established in 1635. We are also home to the nation's oldest elementary school, The Mather School, and the nation's oldest public high school, The English High.

Yes, we say "the" before the names of our schools. It's a Boston thing.

We are proud to have not just educators but even alum amongst our delegates here at the convention.

And while we are proud of our history of public schools here, our public schools are a public good that, just like our democracy, cannot be taken for granted. Much like many of you, we have been fighting tough fights to defend the public good and defend public education fights against privatization, fights against undemocratic state takeovers, fights for key student-centered improvements more health, for safety and for so much more that we know are essential to ensure that our students have the schools they deserve.

And over the last few months, our district has been threatened repeatedly with the potential of a misguided, unnecessary, unproven, and undemocratic state receivership. It was a threat that would have taken away local control and would have replaced it with top-down decision making, meaning no local input, no educator input, no collective bargaining, and virtually no voice for our students, communities, or families.

And this threat was being made despite the state failing to demonstrate any progress in other districts where it imposed these exact same types of controls. In every case, these receivership plans or threats posed by receivership were a distraction from the urgent need to make greater public investments in our schools and the need to give a greater share of voice to educators, students, and the community.

This was all in the midst of our educators doing their best to recover and heal from an ongoing pandemic and holding down our schools over the last three years during which we had three mayors, three school committee chairs and what will now be our fifth superintendent in six years.

But I have good news to share this morning. Not only were we able to fight back the threat of state intervention twice in the past few months, I'm sharing publicly today that after working over 11 months without a contract, just yesterday we were able to reach a tentative agreement that will with help us to create the schools our students and educators deserve.

*(Applause)*

Despite the challenges so many of us are facing, we know that when we fight—

... *The delegates responded, "We win!"*

When we fight—

... *The delegates responded, "We win!"*

When we fight—

... *The delegates responded, "We win!"*

None of this, however, would have been possible without our students, parents, families, and community allies organizing, mobilizing, and building power with us. I cannot underscore enough the importance of meaningful, long-term community building, particularly in an era of so much divisiveness.

We were also able to get this work done because we have leaders in this city who believe in the power of labor and believe in the power of real relationships and the importance of building trust. And that includes the fierce advocacy of our city's mayor, Michelle Wu, who did not back down from a fight with the state and showed up, not just once, but no less than three times to testify before the Board of Elementary and Secondary Education to defend local community control and take a stand with educators, parents, and students to say that this is our city, our schools and we have the solutions.

*(Applause)*

So in the seven short months she has been mayor, she has already made historic commitments to the Green New Deal for Boston schools, a new commitment to early education, and now a new agreement with our union to set our district on the right path.

I began my remarks talking about history. Well, Mayor Wu is a maker of history herself as the first woman and first person of color ever to be elected as the mayor of the city of Boston.

*(Applause)*

So it is now my honor to introduce the mayor of Boston. Please give a warm welcome to Mayor Michelle Wu.

*(Standing ovation)*

## MICHELLE WU

MAYOR OF BOSTON, MASSACHUSETTS

Give it up for our incredible president of the Boston Teachers Union, Jessica Tang.

*(Cheers and applause)*

I am so honored to be here with you all this morning. I'm so grateful to Jessica for her very warm introduction, but most of all for her leadership, her partnership, and that of our local members here in making this morning's announcement possible and in making all of the advances and progress that we have seen in our district, not just in the last seven months but over decades, possible for our city.

Jessica mentioned some ways in which I have been able to help redefine what leadership looks like in our city, but she left out one bit that is quite important to me. I take very seriously that I am the first mom ever elected to the city of Boston as mayor.

*(Applause)*

And that when we talk about schools, when we talk about our public schools, I'm talking about my two kids. I'm talking about my boys who are proud students at The Sumner School and all of their peers, all of their friends, all of the incredible educators that have shaped and continue to shape their lives.

Thank you so much for your service.

*(Applause)*

Thank you for organizing, thank you for standing up for little ones like mine and so many across our city in fighting back against state receivership efforts and demanding that we get to the point we are today, recognizing that our local communities know the issues best and have the solutions to deliver the change that we need.

*(Applause)*

I am so excited by the ways in which this new agreement with the Boston Teachers Union clears a way for our school system to take meaningful steps to support our educators and help transform the experience for students across all of our communities, for transforming what inclusion looks like in our schools for students with disabilities, multilingual learners and all of our families.

The agreement also provides parental leave, guarantees that most basic of supports for the BTU for the first time ever.

*(Applause)*

Long overdue. And it extends a pilot program with the city to identify housing for unhoused Boston Public Schools families.

*(Applause)*

It continues to maintain as a baseline the ratio of crucial support staff like guidance counselors, school psychologists, and social workers throughout the life of this contract. So I just want to say thank you again to

everyone who was part of making this agreement possible and for demonstrating that when we're given the time and opportunity to listen to the needs of all of our stakeholders, our students, and educators, our families, we can deliver the change that our communities deserve now.

On that note, welcome to Boston.

Thank you so much to President Randi Weingarten, Secretary-Treasurer Ingram, Executive Vice President DeJesus, and the AFT vice presidents for the opportunity to kick off this convention today.

I want to recognize that I'm joined here today by the chair of our Boston School Committee, Jerry Robinson. Thank you for your incredible leadership.

*(Applause)*

And I know I spotted at least one city councilor so thank you to City Councilor Erin Murphy, but I'm sure others of my colleagues in government are here as well. Thank you for your service.

We are thrilled to be able to host the important work of the AFT right here in the birthplace of public education, as Jessica mentioned.

This history and the historic role of our schools in shaping our country's trajectory is a reminder of the monumental power and opportunity entrusted to our educators.

Five of the students at that oldest first public school that Jessica mentioned, five of those students went on to sign their names to the Declaration of Independence.

At its very best, education should always be revolutionary, it should inspire our students to question inequity, detest injustice, and demand a freer, fairer world for all of us.

These are the ideals the AFT embodies.

*(Applause)*

Your advocacy for social and economic justice extends far beyond your membership. You fight not only for the educators and substitute teachers, the paraprofessionals, librarians, ABA specialists, family liaisons, and sign language interpreters who keep our schools running and make up your ranks, you're also fighting for all of our families, for all of our children, for all of our school communities and our cities.

Across the country, your locals are on the front lines fighting for our future, the future of education in this country, and most recently for basics like representation and historical accuracy in our curricula.

Today's educators are no longer just responsible for nurturing the hearts and minds of our young people. You're charged with protecting them like never before. You've been telling us that our young people cannot be equipped to build a brighter future if they don't understand our past; that our students will never learn to stand up for what's right if we don't teach them what we've gotten wrong; that young people can't be expected to learn if they

don't have stable housing, food, and access to the care that all of us deserve.

*(Applause)*

You have been telling us that their future, all of our futures, depend on the progress we secure today; that the working conditions of our teachers and staff are the learning conditions of our students; and that both are critical to where we go from here.

That's why in Boston we're working with urgency to support our BPS communities by improving those conditions in every way that we can. As you heard a few months ago, we announced our Green New Deal for the Boston Public Schools.

*(Cheers and applause)*

We know that the BPS environment, the spaces where we learn and work every day, have an enormous impact on our lives, so we are overhauling our infrastructure to ensure that all of our students, all of our educators have access to a world-class space and world-class facilities.

In the coming years, we'll be renovating our BPS facilities, starting with those in the most immediate condition. In the first phase, we're putting forward \$2 billion to make sure that we're delivering the renovations urgently so Boston families are sending their children to schools they're comfortable with, and you all are going to work in the places that you can be proud of.

These are improvements that the BTU and our BPS communities have been calling for for decades and I'm glad that the city is now finally answering that call.

*(Applause)*

We also know what our students are putting into their bodies, the foods that fuel their learning and development, play just a critical a role in determining their educational outcomes. That's why in May we announced a \$17 million contract with a local business, City Fresh Foods, to provide nutritious, culturally relevant fresh cooked meals for all of our students.

*(Applause)*

Is that Mr. McGuire? Okay, yup.

I went to lunch with Mr. McGuire a number of years ago and I always make sure—we'll go to lunch again this year and celebrate the new meals.

This also happens to be the largest non-construction contract the city has ever awarded to a Black-owned business and one with an employee-ownership model.

*(Applause)*

We're not just redefining school lunches. We're working to close the racial wealth gap by investing in businesses led and run by our community members.

We're also working to close gaps for our students and families through early college and innovation pathways and tuition-free community college in partnership with our local universities. And as a result of Congresswoman Ayanna Pressley's advocacy, we recently celebrated

expansion of this program with a million dollars in federal funding.

*(Applause)*

These funds will seed our federal recovery funds that just passed the city council yesterday—thank you, Councilor Murphy—which will go toward expanding this program and stabilize the ability to increase wages for early childhood educators and workforce training programs.

We're making these investments in our students and teachers because we know that our students' futures aren't determined in college or even high school, and that the most critical investments we can make happen at the earliest stages of their lives.

*(Applause)*

The ripple effects that happen when we put our money where our mouth is makes a difference to all of our communities. Last week we also celebrated a \$20 million new investment in early childhood education through the Boston Public Schools and UPK.

*(Applause)*

With this funding, we're expanding universal Pre-K to provide even more seats for three and four-year-olds throughout our city and bringing our family childcare programs into the fold of our existing network to ensure that immigrant and low-income families have flexible, language accessible, culturally appropriate options for early education and childcare.

*(Applause)*

Just yesterday the federal recovery package added another \$15 million to those efforts. We've made these investments from our buildings to our meals, from our littlest learners to our high school and college students because we know that providing a quality education demands investment. It means taking a holistic expansive view of developing our students into happy, healthy, thoughtful, and supported members of our communities. And we can't do that unless we hold ourselves as a city to the highest possible standard by delivering the highest quality supports and resources to our young people and those who are educating them.

I want Boston to be known as the greenest city in America, the most family-friendly city in America and our administration as the one that staked our legacy on the future of our kids. We need your help in doing so and we need your partnership.

So I want to thank you for joining us here in Boston, for the truly heroic work that you're doing every day to raise brave, compassionate, motivated young people in a world where our need for them grows more urgent every day.

Thank you for all you're doing. Have an inspiring and productive conference, and I look forward to the work ahead. Thank you.

*(Standing ovation)*

## STEVE TOLMAN

PRESIDENT, MASSACHUSETTS STATE AFL-CIO

Good morning, sisters and brothers. Let me ask you, are we lucky to have a great mayor or what, huh?

*(Cheers and applause)*

On behalf of the Massachusetts AFL-CIO Executive Council and the entire Massachusetts labor movement, I welcome all of you to the great state of Massachusetts.

*(Applause)*

Not only is Massachusetts one of the proudest union states in the country, but we are a state of firsts. As you all know, we were the first public education, public school, the first public parks, the first public libraries, and the first state to mandate public education right here in Massachusetts.

*(Applause)*

Sisters and brothers, we're also the home of the revolution, including Paul Revere's famous ride that we all learned about in history. And if you travel around our city in the North End, they have the Old North Church where he actually hung the light. You studied that in history.

One of the things they probably didn't tell you is that Paul Revere actually billed the colony of Massachusetts for his midnight ride. Over at the JFK and the EMK Institutes right at University of Massachusetts is the Commonwealth Museum. And on display in that museum is the actual itemized invoice that Paul Revere gave to the colony of Massachusetts that covered his time and his horse's time.

So to me, sisters and brothers, that reinforces the point that all labor should be paid, even revolutionary activities.

*(Applause)*

Speaking of revolutionaries, I want to thank our great president, President Randi Weingarten, whom I've admired for years, a rock star in our labor movement.

*(Applause)*

Her commitment to our trade union movement, sisters and brothers, is a lantern for all union members. And let us remember that AFT is not just the union of teachers, but you have—whether it's assistant teachers, secretaries, bus drivers, custodians, food service workers. It goes on and on from early childhood educators, higher education faculty, graduate assistants, nurses and healthcare professions, including doctors and state and local government employees.

*(Applause)*

And the principle of standing in solidarity with one another through struggles illustrates how our national president, Randi Weingarten, has led this nation and led her union with the most integrity. And all of you are the benefit of that and she has inspired so many great leaders through the American Federation of Teachers as well.

Sisters and brothers, last summer the national AFL-CIO lost a giant, Rich Trumka, who was a Mine Worker and a giant in the labor movement, and who passed

away suddenly August 5th while camping with his grandchildren. And in every heartache, there's a silver lining. And his secretary-treasurer, Liz Shuler, was elected temporary AFL-CIO president. And then just last month in Philadelphia, unanimously they elected Liz Shuler, and you will be hearing from her tomorrow, I believe.

*(Applause)*

Remember her. She's going to take over our labor movement. She's going to do what has to be done to make sure that our voices are heard and not silenced.

We're excited about what can happen on the national level in Washington now that we finally have an ally in the White House. And we're working with one of the most labor-friendly presidential administrations, sisters and brothers, including our own former mayor, now a card-carrying member as our Secretary of Labor. You bet your life.

With all of these incredible partners and allies, sisters and brothers, we have the ability to bring a revolution to our labor movement by strengthening our collective bargaining rights, by organizing new industries and younger workers, and by defeating deep-pocketed corporate billionaires who are trying to strip away our voices and try to put us back three generations.

*(Applause)*

And it is unacceptable. And the AFT has always been fighting right beside us.

Sisters and brothers, it was just a few years ago that we had to fight back against that *Janus* decision that protected workers' rights and they almost gutted it in every state across the country. But they weren't successful because organized labor had great leadership and organized labor stuck together and told people why it's important to be a union member.

*(Applause)*

Let me be clear. That victory would never have been possible without the American Federation of Teachers union.

*(Applause)*

And I'll tell you what, we're very well represented on the Mass AFL-CIO board. Right down here we have Beth Kontos, who is a star trade unionist not only in her union but in the labor council on the North Shore, a leader and mentor to so many people.

Her top assistant is Brant Duncan. Nobody better who watches the money and does what he's supposed to do to have Beth's back.

And, of course, we heard from Jessica Tang, working hand in hand with the mayor when the governor is trying to privatize—not privatize but trying to take over the schools. She stood up against him. She fought for the rights of the students. And, sisters and brothers, between Jess and her and Beth, they were successful.

*(Applause)*

We need to keep fighting, sisters and brothers, whether it's across the country or right here in Massachusetts. We must continue to fight for the PRO Act. Our entire congressional delegation has supported this legislation, passed the House. We're one vote short in the Senate. We need to keep working that. It is the best legislation that we have ever seen in the last two generations.

Sisters and brothers, here in Massachusetts we have what they call the Fair Share Amendment. It's a millionaires' tax. You make over a million dollars, that is \$20,000 a week. Who makes over \$20,000 a week in this room? You bet your life.

All we want, after you make a million dollars, is four cents on every dollar after that. Do you think that's fair?

*(Cheers and applause)*

You bet your life. And it's earmarked towards transportation and education, two very important issues for infrastructure.

*(Applause)*

In Massachusetts, the labor movement is strong, sisters and brothers, and it's strong because of each and every one of you.

I want to end today by talking about another revolutionary leader, Dr. Martin Luther King, who studied here in Boston in the '50s. And in 1956, Martin Luther King said something that is my favorite quote. In my opinion it's as good as the Our Father. And he said very simply—sisters and brothers, I want you to listen to this, because I love it and I believe in it.

"As you press on for justice, be sure to move with dignity and discipline using only the weapon of love. Let no man pull you so low as to hate him. Always avoid violence. If you succumb to the temptation of using violence in your struggle, unborn generations will be the recipient of a long and desolate future, and your chief legacy will be an endless ring of meaningless chaos."

God bless you. Have a great convention. Thank you very much. It's an honor to be before you. Thank you. Thank you. Thank you.

*(Cheers and applause)*

## **FEDRICK C. INGRAM**

AFT SECRETARY-TREASURER

AFT! We can do better than that. Is AFT in the house?

*(Cheers and applause)*

When I say, "One day longer," you say, "One day stronger."

One day longer.

*... The delegates replied, "One day stronger!"*

One day longer.

*... The delegates replied, "One day stronger!"*

One day longer.

*... The delegates replied, "One day stronger!"*

When I say, "Who's got the power," you say, "We've got the power."

Who's got the power?

*... The delegates replied, "We've got the power!"*

Who's got the power?

*... The delegates replied, "We've got the power!"*

Who's got the power?

*... The delegates replied, "We've got the power!"*

One more time. Who's got the power?

*..The delegates replied, "We've got the power!"*

And all the power to the people. Thank you all very much. Give yourselves a big round of applause for being in Boston, Massachusetts.

*(Applause)*

And good morning again. My name is Fedrick Ingram and I am proud and honored to serve as your secretary-treasurer.

I welcome you to our convention today. It is so exciting to be with you in Boston for what I know is going to be an exciting and event-filled AFT convention.

We have already had a great community event yesterday, with our Reading Opens the World bookmobile, giving books out at the family fair.

Thanks to AFT Massachusetts and Boston Teachers Union who hosted the event. Let's give them a big round of applause.

*(Applause)*

Before I start, I want to give a quick shout-out to fellow Floridians and fellow music educators, Treva-Burke Harrell and Dr. Edward Robinson for starting us off with those two inspiring anthems. Let's give them a big round of applause.

*(Applause)*

AFT member, Treva Burke-Harrell.

As you know we are going green. We are printing less and doing more things electronically, so I encourage you to download the convention app. If you have not done so already, please do so. Download the app, it will make your life a little bit easier. You'll find the latest information on the speakers, event locations, and meeting room numbers.

I also want to encourage you to text Convention 22.

Again, that's Convention 22, to 69238. Text Convention 2022 to 69238 and get any alerts and convention updates to your phone.

Now, I want to go over some housekeeping items and important reminders for us all.

Safety. Safety at this convention is our highest priority. There are about 3,000 of us in this convention hall today. We want to make sure all 3,000 of us stay safe and healthy while we conduct the important business of our union.

With that in mind, I want to remind everyone that you must—you must wear a mask that fully covers your mouth and your nose at all times in the convention center except when you are actively eating.

Also we should have all downloaded the CLEAR health app, uploaded our vaccination cards, and took our COVID tests. We know there have been some hang-ups and glitches, but we will continue to work through that process.

Don't forget that each day of the convention, you must fill out the daily health survey on the CLEAR health app and answer just a few questions.

Wearing your mask properly and taking the daily survey will help keep all of us safe.

Remember, you received a second test when you registered which you must take before you come into the convention center on Saturday.

In addition to always wearing your mask, please always wear your badge. No matter where you are in the convention center, whether it is here in the hall or out in the activist hub, or in a resolution committee meeting, or at a luncheon, reception or an event, you must wear your badge. There will be no admission to any event if you do not have your badge.

I also want to remind you that we need to take precautions against right-wing operatives who use unlawful tactics to demonize our members and our union. They want to spread disinformation to basically destroy the labor movement, so make sure you're aware of your surroundings, who you're speaking with, especially outside of the convention center at restaurants and other gatherings.

And speaking of information, we are all aware of the dangers and onslaught of misinformation and disinformation that we face every day from social media, but especially our students and our kids. To combat this, I urge you to check out the unprecedented partnership we have with NewsGuard, to provide all AFT members with free access to NewsGuard's leading media literacy tool to assess the reliability of online news and information, distinguish between fact and fiction, and disclose ownership, financing and potential conflicts of interest by content providers.

NewsGuard offers a media literacy browser extension and mobile app that gives users realtime access to "traffic light" news ratings, and detailed "nutrition label" reviews

describing the credibility of thousands of news and information websites.

This is an incredibly powerful tool that the AFT is providing for you, your students, and your families. So I urge you to find out more at the activist hub or at [NewsGuardtech.com/AFT](https://NewsGuardtech.com/AFT).

Now, our Code of Conduct. The AFT Executive Council has adopted the AFT Code of Conduct which prohibits discriminatory, harassing, or otherwise unacceptable behavior in the workplace and at any AFT activity, event, or meeting, even if the conduct has not risen to a violation of a law. There will be zero—there will be zero tolerance for harassment of any form, including but not limited to uses of racial epithets, slurs, negative stereotyping, jokes, or threatening, intimidating, or hostile acts that relate to sex, race, age, disability, or protected categories. This behavior will be called out.

The AFT takes these complaints seriously and may, at its discretion, take action that it deems necessary to assess the situation. Possible responses may include a warning to or expulsion of the alleged offender from the AFT activity, event, or meeting.

The AFT is a democratic organization that values open and vigorous discussion of the issues facing the AFT, our members, working people, and the labor movement. The Code of Conduct is not intended to restrict free and open debate, but rather it is intended to ensure a positive and respectful environment that is free of discrimination and harassment regardless of any individual's race, ethnicity, religion, color, sex, age, national origin, sexual orientation, disability, gender identity or expression, ancestry, pregnancy, or any other characteristic protected by law.

We ask all meeting participants to conduct themselves consistent with the values of equity and equality.

The AFT encourages you to report any offending conduct as soon as possible. There will be no retaliation or adverse action taken against an individual who makes a complaint.

All reports may be made to Lynne Person, human resources deputy manager; Tear Jones, assistant to the president for organizational management; David Strom, our general counsel, or a designated manager of the particular meeting, or any other supervisor or manager. Their contact information is up on the screens.

Now, it is my great honor to welcome our 62 international guests from more than 23 countries and international organizations who have joined us this year. As you can imagine, international travel is not easy on account of the pandemic and the war in Ukraine, making gas prices and airline tickets very, very expensive. We appreciate our international family making the effort to travel and share their experiences with us so we can all learn from each other.

Would our international guests all please stand, and give

them an AFT round of applause?

*(Standing ovation)*

Again, thank you all for being here with us.

And this week, the international delegation is here to study cutting-edge advancements in technology that will affect the workforce in education and the public sector. It's a collaborative effort between the Massachusetts Institute of Technology and the Albert Shanker Institute, and it's really, really important work.

Our international delegates will also be tackling the major issue of challenges and threats to democracy at home and abroad. Of course, unions have always been on the front lines of the fight for democracy, whether it's here at home over voting rights, or waged abroad over Russia's invasion of Ukraine.

Educators and other public sector workers will always be there to meet the challenge of safeguarding democratic values and institutions.

Again, thank you to our international guests.

*(Applause)*

A few more housekeeping things. Now, you already know, or some of you may know, that we will be joined by the First Lady of the United States of America.

*(Applause)*

Our dear friend, Dr. Jill Biden, will be joining us tomorrow. We are all excited to host her. I do want to take this opportunity to remind you that security will be different, and it will be tight.

Everyone will need to go through magnetometers as well to enter the hall. So please make sure you're not carrying any unnecessary gear with you. It will take some time to get into the hall so please make sure you arrive early.

And, finally, it is now my great pleasure to introduce a video greeting from a man who we are proud to call our 46th President of the United States.

*(Applause)*

He has helped to lead our country in a time of great peril, with calm, steady, and reasoned leadership.

President Joe Biden is a friend to all educators, school staff, public employees, and health professionals because he values the service to our nation that we all perform. He is also staunchly committed to our American democracy and to preserve all Americans' civil liberties and rights.

Without further ado, a message to you from the President of the United States of America, Joe Biden.

*... President Joe Biden addressed the delegates via video as follows:*

## **JOSEPH R. BIDEN**

PRESIDENT, UNITED STATES OF AMERICA

To my friend, Randi Weingarten, and all at the American Federation of Teachers, I'm proud to stand by you. I've

been with you from the beginning.

As Dr. Jill Biden's husband, I know teaching isn't what she does. Teaching is who Jill is, who all of you are.

You got us through the pandemic, educators, nurses going above and beyond the call.

I know as soon as I got into office, the first thing we needed to do was invest in you teachers: \$130 billion from the American Rescue Plan to improve ventilation systems, hire more teachers and counselors, increase after-school and tutoring programs, expand summer programs which kids are benefiting from right now.

Or reforming the public service loan forgiveness program. Even if you previously applied and were denied, please go to see if you qualify for temporary changes that expire on October 31. Go to that, please.

Over one million borrowers have already benefitted and it's also a key part of my unity agenda that's addressing the mental health crisis as well.

A big driver of that crisis is the epidemic of gun violence.

Jill and I visited families and educators at Uvalde, an experience we will never forget, having talked to every one of the parents and families involved.

Their message is very plain and simple. Looked at us, pleading, just do something, please do something. A few weeks we did just that.

I signed into law the most significant bipartisan gun safety legislation in 30 years.

But you know, there's more to do across the board, from tripling funding for low-income schools through Title I, to protecting your right to bargaining collectively.

You are the kite strings that lift our national ambitions aloft. We owe you. I have your back, I promise you.

Stay safe, God bless you all, and may God protect our troops.

## **EVELYN DeJESUS**

AFT EXECUTIVE VICE PRESIDENT

Good morning, AFT.

*... The delegates responded, "Good morning."*

I can't hear you. Good morning, AFT.

*... The delegates responded, "Good morning!"*

So I am Evelyn DeJesus, the AFT Executive Vice President.

Wasn't that an inspiring message from our president?  
*(Applause)*

We are going to have an even more inspiring message from our union president very shortly. I know I'm very excited about it. We have a great program and a great convention ahead of us. I am so excited to be here with all



of you. It has been too long since we have all been together.

I just want to give a quick reminder that each of the bathrooms have family and gender-neutral bathrooms. There are additional general-neutral bathrooms throughout convention center, and we'll get these locations, too. One is here and one is over there.

*(Applause)*

As you remember, we held our last convention in 2020 virtually. At the convention our fearless AFT Secretary-Treasurer, Lorretta Johnson, retired after a long and distinguished career. Since we did not get to celebrate her and her career the way we wanted back then, we are sending her off in style here in Boston where we can all congratulate her in person. Give her a big hug and tell her how much she means to all of us.

*(Applause)*

We will be honoring Lorretta at the Human Rights luncheon. I know we are all very much looking forward to it. We are also joined by former AFT Executive Vice President Francine Lawrence.

*(Applause)*

Thank you for coming. It's just so good to see you with us here today, Fran.

I want to encourage everyone to come to the Delegate Reception this evening. This is a great way to reconnect with old friends that you have not seen in a while and meet new colleagues from all across the country. And you will also get a chance to meet our international guests which have been just introduced who have worked so hard to join us this year.

How often do you go to a chance to meet someone from Ukraine? I know we are all happy to be together and have something fun to celebrate because let's face it, these last two years have been hard on all of us.

Many of us, like me, have experienced COVID firsthand. I have now contracted COVID twice so I know how scary it could be. And even if you did not contract COVID, the pandemic has forced us all to adapt and change the way we teach, the way we work, we live and interact with one another. None of us will ever be the same.

This terrible pandemic has taken a toll on us physically, emotionally, and pushed many of us to the breaking point. We have seen our loved ones suffer. We have seen the effects it has had on our communities, our workplaces, our hospitals, and our clinics, our colleagues and universities, our schools and our classrooms.

We have lost far too many loved ones, colleagues, and community members. I would like us to take a moment and remember, in particular, the AFT leaders that we have lost since our last convention and honor them with a moment of silence.

*... A moment of silence was observed by the delegates.*

Thank you. They will never be forgotten.

And now, I'd like to share with you a sweet greeting sent to us by Secretary of Education, Miguel Cordona. Then we will go right into a video highlighting the incredible work that all of you and our union have done for the last two years to care, fight, show up for our members, for our parents, for our students and to reclaim our future for all of Americans.

Let's take a look.

*... Secretary of Education Miguel Cordona addressed the delegates via video as follows:*

## **MIGUEL CORDONA**

SECRETARY, U.S. DEPARTMENT OF EDUCATION

Hello and congratulations on your 87th Convention. To every educator, nurse, school staff member, state and local government employee, professor, and all AFT members, thank you, thank you, thank you.

Because of you, our country's recovery is possible. You truly make a difference and America needs you more than ever as we recover from the pandemic and recent tragedies in Buffalo, New York, and Uvalde, Texas.

Our work ahead must focus on continuing to meet all students' academic, social, emotional, and mental health needs. Importantly, this responsibility cannot fall on educators alone.

What we learned through the pandemic and what you already know is that we need each other to come back stronger than ever. It takes a whole village. We need whole communities involved and we need to have your back.

I'm proud that the Biden-Harris team is putting actions behind those words. We are working to ensure school communities are safe. As a country, we made a step in the right direction with the president recently signing the Safer Communities Act.

I'm grateful for those in Congress who had the courage to take meaningful action. This bipartisan bill provides billions in funding to support safe and healthy students, higher school-based health professionals, and strengthen the pipeline into the school-based health profession.

We are also putting action behind our belief that to lift the profession and to show it the respect it deserves, we must make your salaries competitive, improve working conditions and elevate your voice as we reimagine together.

One way we are doing this is by investing in educator recruitment, retention, and professional development. We're helping schools hire more counselors, mental health professionals, social workers, and tutors. And we're getting our public servants much needed student loan relief.

Thank you, AFT, for hosting over 150 public service loan forgiveness clinics and helping your members apply.

Already we've identified nearly 145,000 borrowers

eligible for an average of \$65,000 in loan relief. That's over \$8 billion, with more than 1 million additional borrowers on the road to forgiveness. Don't miss that October 31st deadline for public service loan forgiveness.

And please enjoy the convention. Celebrate each other. You must take time for yourselves to recharge. Even as you're thinking about the new school year, take time for yourselves. Together in this moment when it matters most, we're shaping a brighter future for our students. Thank you.  
*(Applause)*

## **STACY DAVIS GATES**

PRESIDENT, CHICAGO TEACHERS UNION

Good morning, delegates. Good morning, state workers. Good morning, healthcare workers. Good morning, higher education workers. Good morning, K-12 workers.

*(Applause)*

Good morning. My name is Stacy Davis Gates. I am the mother of three public school students: Kevin, Hazel and Laura. I am the wife of a veteran of our armed services. I am a daughter of a Teamster and a Baptist preacher. I've warned you.

*(Laughter)*

And I am the president of the Chicago Teachers Union.  
*(Cheers and applause)*

I bring you greetings from the south side of Chicago in the spirit—in the spirit of two legendary leaders, Jackie Vaughn and Karen Lewis.

*(Applause)*

I bring you greetings from Chicago, from our dear brother who just left us, Jesse Sharkey.

*(Applause)*

I am proud to represent the Freedom Fighters and caretakers of Chicago, our paraprofessionals, our clinicians, our teachers, the mighty Chicago Teachers Union, AFT Local One. Make some noise for AFT.

*(Applause)*

So I come here to talk about Chicago and Randi Weingarten. And what you must know is that in Chicago we believe that our power is in the rank and file. We believe in the radical love of Black children, Brown children, the neighborhoods they live in and the families they come from. We believe that our power is in common good bargaining; that we have to strike, if necessary, to win the things that those children need, their communities need, their families need, and all of our workers need.

And in Chicago we believe that Black Lives Matter. We believe that—

*(Cheers and applause)*

Yes, yes, yes.

And we also believe in sanctuary for our undocumented workers, for our students and their families.

*(Applause)*

And in Chicago, we also believe in police-free schools, staffed with school social workers, staffed with school counselors, staffed with school psychologists.

*(Applause)*

And in Chicago we believe in the protection and support of our LGBTQIA+ siblings.

*(Applause)*

We believe in the plural pronoun. And we know that when we fight, we do what?

*... The delegates replied, "Win!"*

And we believe in the humanity of people and equity and justice, and sometimes you've got to fight for that because they don't give it up freely in this country. So in '12, in '16, in '19, in '21, and in '22—and did I say 2018? We had to make our bosses, the mayor and charter bosses put it in writing. And we wouldn't have been able to do that without the solidarity and partnership of our dear sister, Randi Weingarten.

*(Applause)*

Our sister, she embodies the principles of this union, a union created to uplift, empower, and fight—did I say fight?—for our humanity and for our democracy. She's been there when we took to the streets to beat back privatization in 2012. She was there in 2016 when we had a financial crisis we were staring down. She was there in 2018 when we took the first charter school strike in this country. And she was there in 2019.

*(Applause)*

She was there to help us win sanctuary protection, class size limits, a nurse and a social worker in every single Chicago public school.

*(Applause)*

But here's her magic. Here is her magic, y'all. Randi translates a union in Chicago that fights for racial, social, economic, and educational justice and she does it in the White House and she does it on Capitol Hill. She does that.

*(Applause)*

And when we mourned the loss of our north star, our guiding light, CTU President Karen Lewis, Randi was also there. So let me tell you, if you're ever in a fight, if you ever need a friend, if you ever need a translator, if you ever need a hug, you get to call our dear sister, Randi Weingarten.

And now I'm going to bring up my other dear sibling, Mr. Richard Haase, Hills Teachers' Association.

Richard.

*(Applause)*

## **RICHARD HAASE**

PRESIDENT, HALF HOLLOW HILLS TEACHERS' ASSOCIATION

Good morning, AFT. My name is Rich Haase. I'm the president of the Half Hollow Hills Teachers' Association out on Long Island in New York. It's nice to be here.

*(Applause)*

So, before we get started, I need to own something. I know that there's this unspoken rule that you are never supposed to wear a band's T-shirt to its own concert. And I'm here now rocking my *Weingarten vs. DeVos* shirt. I know that I'm breaking that social rule. In my defense, I have to say that this T-shirt actually came with \$20,000. So I never got that at a Dave Mathews T-shirt or concert.

So \$20,000 is what I still owed in student debt last fall after 21 years of teaching. It's what I was told years ago would not qualify for any type of loan forgiveness. And it's what I'd probably still be paying off when my kids go to college if it weren't for the fierce advocacy of our amazing union and our relentless president.

So I'm proud to wear my band T-shirt here today. Not just because AFT saved my family \$20,000, but because in our local they saved Bari 15,000, and they saved Marianne 25,000, and Erin 34,000, and Heather 40,000, and Nancy \$70,000.

*(Applause)*

Not just because HHHTA members have already had \$250,000 forgiven since February of this year, but because we now have dozens and dozens of members seeking forgiveness. And our union's goal for our little local out on Long Island is to save them \$1 million by the end of this year.

*(Applause)*

That's a lot of money.

Every time another member's debt gets erased, and we help them on that journey, we send a little piggy bank image to all of our members through email and social media, and we update the dollar amount on it and we let people know we just fed the pig again today. So it's never felt better to seek forgiveness.

When I think about all the campaigns we've been involved in, all the pickets, re-carding, school closures, budget fights, contract negotiations, I can't think of many things that we do that can have such a profound and immediate impact on our members. I mean, how many of us have dug in at a bargaining table for months over a half a percent raise, or to keep health insurance contributions down by a percent, or squeeze a few dollars out of club pay?

While it can feel harder every bargaining session and every legislative session to protect and expand the promises once given to people like us who chose to commit ourselves to public service, PSLF for many of our members

can be a new promise. But we have to start now to bring it to our people, and then continue our advocacy to make sure it becomes something future generations of our members can count on.

Now, I'm sure you get so many campaign emails from affiliates and coalition partners that it's completely impossible to organize around all the great advocacy work that's being done. And I completely get it; we're all in that boat. But PSLF, if you haven't already gotten on it, has to be one that your unions jump on right now before it's too late. As the secretary shared in his video a few seconds ago, unless it's extended, the window to apply for loan forgiveness could end this October.

So shameless plug here. If you haven't already done it, check out the loan forgiveness tables that are downstairs, upstairs, over-stairs, wherever they are in this huge convention hall, and kick your ground game into high gear this fall. Sisters and brothers, let's crush this one. After all, \$20,000 buys a lot of gas and groceries.

Thank you again, Randi, AFT, Secretary Cardona, the Biden administration.

And now I have the pleasure of calling onto this stage the vice president of the Public Employees Federation, Darlene Williams.

*(Cheers and applause)*

## **DARLENE WILLIAMS**

VICE PRESIDENT, PUBLIC EMPLOYEES FEDERATION

Wow, good morning. Good morning.

So I'm going to stand first on a point of personal privilege. Just want to shout out to my family in this room. Where's my PEF people at?

*(Applause)*

All right. Thank you.

"A leader is one who knows the way, who goes the way and shows the way."

"Leadership is not about titles, positions, or flow charts. It's about one influencing another."

Randi, thank you for influencing me. Those statements were by John Maxwell.

So, I'm sorry, guys. I'm taking you back to April and May of 2020, when many front-line essential workers were dropping to their knees, sick or dying from an illness we didn't know, nor did we understand.

Each day we were listening to Dr. Fauci's reports for the need to mask up. Hospital workers were in need of personal protective equipment.

At that time I worked at a mental health facility. I would wear the same surgical mask for weeks on end with no sign of relief. Our morale was low and life was very scary. But then I got a call from PEF President Wayne Spence. He asked me to go meet Randi Weingarten and that she would give me a couple boxes of surgical masks. So I figured I'm

going to get four or five boxes of surgical masks.

So I quickly cleaned out the back of my car and headed to the AFT office in the Bronx. When I arrived, I walked in a room and saw thousands of boxes of surgical masks and became overjoyed seeing this stockpile of face shields, gloves, and the ever-elusive KN-95 masks.

*(Applause)*

I was blown away and overwhelmed with what that moment meant and how it was going to impact the members and their families. We had hope for the first time during the pandemic. That thought alone still today makes me very emotional.

Many of us worked for 12 to 16 hours with little to no PPE. I stood in that room looking at that stockpile of hope, remembering the people who died. But that room showed optimism and it showed that we were going to survive.

This gift of hope came from President Randi Weingarten. I will never forget what Randi said that day; union dues are now being devoted to protect the protector and save lives because the federal government wouldn't do its job. So, Randi, you became our supply clerk. You negotiated the equipment from around the world—

*(Applause)*

—because our members were sick. Our colleagues and our loved ones were dying, and the government failed to protect us. So when they wouldn't do it, our union stepped up.

*(Applause)*

Our union stepped up and got us what we needed. Randi's words matched her walk. Her efforts, her impact helped countless lives of all of us. Understanding the impact of what the disease could do, Randi, at that moment you became my superhero.

*(Applause)*

So I said this to Mark Richard the other day. One day I may lose my mind. I hope I don't, but I may lose my mind one day. But if I do, I ask God to help me to remember three important things in my life. I want to remember the birth of my two sons. I don't remember want to remember the pain—

*(Laughter)*

—but I want to remember the birth my two sons. I want to remember the last words my mother said to me of love before she died. And I want to remember when AFT and PEF stepped up to save us during a deadly pandemic in 2020.

*(Applause)*

So some of you are going to understand this. Randi, that day I couldn't give you a hug, but I want to say to you now that you have a permanent place at my backyard barbecue.

*(Laughter)*

You don't need to bring the potato salad, but you've got a permanent place at my backyard barbecue.

So please, I want to welcome Detroit Federation of

Teachers President Terrence Martin to the stage. Thank you.

*(Applause)*

## **TERRENCE MARTIN**

PRESIDENT, DETROIT FEDERATION OF TEACHERS

Good morning, AFT delegates.

... *The delegates responded, "Good morning."*

Good morning, AFT delegates.

... *The delegates responded, "Good morning!"*

In Detroit when we greet each other, we say, "What up dog?" Can I get a "What up dog?"

... *The delegates responded, "What up dog?"*

My name is Terrence Martin. I'm the president of the Detroit Federation of Teachers.

*(Applause)*

Like many of you, I'm a parent of a public school student. This year my son will be continuing tackling the challenges of being a high school student in America. And just like other high school students, he wants to be cool and blend in with the students and create TikTok videos. But as a father, I want something different, a little different for him. I want my son to be a kind person and the best student he can possibly be. And importantly, I want him to attend a public school that is safe, welcoming, and equipped with the well supported educators, and wraparound services to meet the social and emotional needs of students in a place that teaches an accurate account of our country's bittersweet history.

*(Applause)*

I want my son to attend a public school that looks like schools attended by the rich, the elite, and the well off. Because, let's face it, every student deserves to attend a high-quality neighborhood public school.

*(Applause)*

The quest to empower the next generation of America is why I became an educator many years ago, and that is why I have continued the fight for high quality public education in Detroit and throughout America.

In the years leading up to 2015 and 2016, the Detroit Public Schools were under siege by an undemocratic emergency manager law, disinvestment and deplorable school conditions that made national news. As a result, teachers and educators of Detroit are survivors and fighters against the willful neglect of a state government that cared very little about Detroit families.

During the fight in Detroit, we had many allies. One of

those was you, the members and leaders of the American Federation of Teachers. Thank you.

*(Applause)*

Thanks to President Randi Weingarten, the fantastic staff of the AFT, the leadership of our state federation, and the solidarity of the 1.7 million educators, healthcare professionals, and government employees, we fought back. And guess what? We won.

*(Applause)*

Today our classrooms are better resourced. Our schools are under the control of an elected school board.

*(Applause)*

The DFT is strong and our students are thriving. Together we reclaimed Detroit Public Schools, and that fight taught me that there is nothing we can't achieve together. So let's continue our work as a union reclaiming this country for the future school by school, city by city, state by state.

The push to reclaim our schools in Detroit, the struggle to end the unholy burden of student loan debt, the battle for racial equality and social justice both inside and outside the classroom, and the push to make the union one driven by solidarity, has one thing in common. They all are blessed with a strong national force fighting on their behalf, and that force is Randi Weingarten.

*(Applause)*

Her work has amplified educators' voices, empowered bargaining tables around the country, and has shown the nation that public education voters matter at the ballot box.

So, delegates and guests, stand to your feet. Stand to your feet and join me as we welcome that ally. Put your hands together and show your love for that friend, for that force, our national president, Randi Weingarten.

*(Standing ovation)*

## **RANDI WEINGARTEN**

AFT PRESIDENT

American Federation of Teachers. This is our union. You are our union.

*(Applause)*

To Stacy and Richard and Darlene and Terrence, this is what you do every day. And I just can't thank you enough for that. It's union work and then, you know, our member—Treva, that national anthem, both national anthems—

*(Applause)*

And she's a music teacher in Miami. And the workers in this hall, they are all union.

*(Applause)*

And one of them—I'm going to start crying. One of them said to me as I was backstage, she pulls me over and she says, "Thank you for being here. You're making sure we have work."

*(Applause)*

It's our union. And Boston and that amazing new contract and having Mayor Wu here talking about you.

*(Applause)*

So, look, it's impossible to capture all we have been through the past two years.

A pandemic and a plot to overturn a presidential election.

Mask wars, cultural wars, a war on the truth, and war in Ukraine.

Floods in Puerto Rico, and fires in New Mexico.

Shattering, shattering gun violence in Uvalde, Buffalo, Tulsa, Highland Park, and so many other communities.

I don't know about you, but, Andy, when I saw part of that video and our trip to Buffalo, I just started crying again.

Racism and the fear and trauma it inflicts.

An extremist majority on the Supreme Court that eviscerated the constitutional separation of church and state, overturned Roe, and then hobbled Miranda, the EPA and states' abilities to keep their citizens safe all in a single month.

*(Booing)*

Oil companies and other corporations reaping—they're probably wreaking, too—

*(Laughter)*

—record profits, yet squeezing us dry at the pump and the grocery store.

And I haven't even begun to talk about how challenging it's been just to do the work we do and you do.

Or the people we have loved and lost. Is there anything else that could have been thrown at us?

And for all those we have lost, that sorrow never goes away. So please join me for a moment of silence to honor and remember those we have lost: Mothers, brothers, best friends, colleagues, caregivers, people who loved us, people who were loved, and people we loved.

*... The delegates observed a moment of silence.*

The first year of the pandemic was hard but in many ways this year was harder. It was brutal for public employees. As the needs surged for essential services, so did your workloads. The year was brutal for educators. Students returned to campuses and classrooms with enormous needs, and educators, weighted down with more responsibilities, summoned everything you had to help them recover.

And it was brutal for nurses and healthcare professionals who have heroically fought the war on COVID. You, the members of our union, have carried the country through the hardest days of the pandemic. You've sacrificed and struggled, and you've brought our students and our communities to a better place.

Thank you. Thank you for caring. Thank you for fighting. Thank you for showing up. Thank you for making a difference.

*(Applause)*

Words alone can't express my profound gratitude to you. So we tried to express it by showing up. Fed, Evy, and I, we've been road warriors. Wherever you were, we tried to be there: In schools and bus depots, union halls and coffee shops, hospitals and picket lines. And at last count, I think I've been to more than 150 work sites in the last 14 months. Yes, that does include the picket lines.

*(Applause)*

I see the stress and strain. I see the frustration. But I also see your work: The work to get schools and colleges open, to help students connect and learn, the organizing that made our workplaces safer, the organizing to get the resources we need, the engagement with parents and communities.

And I see the attacks, attacks on public schools and universities and the people who work in them. Attacks on healthcare personnel, attacks on democracy, attacks on our freedoms. Demagogues playing on fear, fear of the other, fear of change, fear built on false narratives. And the tech companies are helping. Social media is weaponizing this hatred and division. Being online can be like swimming with sharks, most alarmingly for our kids.

And too many politicians are making it worse. And you know the politicians I'm talking about, the ones who stoke grievances rather than solve problems. They should be helping us help kids and communities, not making it harder with their culture wars and division.

*(Applause)*

Frankly, in times like this, I lean on my faith. I often tease that my wife is a rabbi, and she's sitting right here. Thank you, Sharon, for being here.

*(Applause)*

But seriously, I think a lot about the Bible story of Esther, who also lived in troubled time when those in power sought to maintain their privilege through oppression. And at a pivotal moment, a reluctant Esther was told, "You have been put here for such a time as this. You've been put here for such a time as this." And she acted. She acted. My friends, so must we.

Now, this certainty comes not only from the faith I was raised in but my faith in you, in us, and in our movement. We are here for a reason.

So here's how I see it. And some of you have heard me say this. This moment can be viewed through the lens of fear or hope, despair or aspiration, self-interest or the greater good.

And the members of our union definitively, defiantly, and undeniably choose hope, aspiration, and the greater good. That's who you are.

*(Cheers and applause)*

So when the last administration's response to COVID was chaotic and reckless, our members were on the front lines putting themselves and their loved ones at risk, and we haven't stopped.

When healthcare corporations put profits over patients, we made safety and care for patients and providers the priority.

*(Applause)*

So, as you heard from Darlene, when nurses and healthcare personnel had to resort to wearing garbage bags—garbage bags as protective gear, the AFT scoured the globe, and I mean the globe, and we bought \$3 million worth of PPE for our members.

*(Applause)*

And now we're fighting for safety and respect and the contract language to enforce it, from the Washington State Nurses Association fight for safe staffing—and I saw the Washington State Nurses here earlier—to the strikes at Backus Hospital in Connecticut, Jersey Shore University Medical Center—you know that that is in New Jersey—and in Bend, Oregon.

*(Applause)*

When others played blame games during the pandemic, our members rolled up our sleeves and made in-person learning safe and welcoming. The AFT embarked on an unprecedented Back to School for All campaign last summer giving \$5 million in grants to 1800 AFT affiliates, many of whom are in this room, serving 20 million students.

*(Applause)*

We stood up, you stood up in-person summer school. We answered families' questions, we provided mobile vaccination clinics and after-school reading support, and we worked to create safe and welcoming environments for our students from pre-K to college.

When culture warriors try to prevent teachers from teaching honest history, we stood up and stand up for teaching the truth, the good, the bad, and the mountains we climbed.

*(Applause)*

Between Share My Lesson, the Shanker Institute, and as Fed talked about, AFT's partnership with NewsGuard for media literacy, we are supporting our members to teach civics and honest history so that young people can reckon with our past, understand our present, and create a better future.

And, as I announced last summer, the AFT has a legal defense fund for any member who is punished for teaching the truth.

*(Applause)*

When privatizers try to end public education as we know it, we defend public education as the public good it is, and

we fight for the learning conditions you and our students need.

*(Applause)*

We pressed for President Biden’s American Rescue Plan with \$170 billion to enable schools and colleges to open safely, to support students with disabilities, to hire and retain essential school staff. And then at the ground level, as Stacy said, because that is where it happens, locals from Minneapolis to St. Paul, from Scranton to Providence, from Los Angeles to New York, have won vital student supports like school nurses, mental health services, guidance counselors, and smaller class sizes.

And, among the other benefits AFT offers, we have a trauma benefit for all members. You can get the information on the website. We made sure we bought it for everyone. And we also offer, obviously, the support for collective bargaining and for locals in crisis like Terrence was talking about.

*(Applause)*

When others ignore crushing student debt, which disproportionately hurts young people of color, we give our members the tools to eliminate it.

*(Applause)*

The AFT has held hundreds of student debt clinics. And, as you heard from Rich, we went to court. We sued Navient to stop its misleading loan practices and we sued former Education Secretary Betsy DeVos—

*(Booing)*

—to fix the public service loan forgiveness program.

Now, get this. I want you to hear this number. Borrowers have had, since this past October, \$8.1 billion of student debt forgiven so far because of our advocacy around PSLE.

*(Applause)*

That’s 145,000 borrowers. We need to make that every single member of our union who has the promise of PSLE, we want to make sure that that promise can be redeemed.

Here’s just one example. Last month we helped an AFT member in California wipe out her \$450,000 student debt. And now the entire AFL-CIO is joining us in this fight to cancel student debt.

*(Cheers and applause)*

When grandmothers are gunned down at a grocery store or at a July 4th parade and children and teachers are murdered at school, we demand an end to this carnage and to the gun deaths that occur every day in this country.

*(Applause)*

And more than 100 AFT locals joined our students, I watched with pride, all of the marches in New York, all over. And I joined our students at the March for Our Lives rally in Washington. And while not enough, federal common-sense gun safety legislation was passed, the first in three decades.

*(Applause)*

When people with power try to lock in systems that privilege the few, decimate the middle class, and make every day a struggle for working folks, we—we fight for a better life for all and for the next generation to do even better. And above all, when people of ill will try to poison our country with fear and anger, we offer a path that lifts everyone up. We fight for everybody’s freedoms. We are the antidote to division and despair. That is who we are.

*(Applause)*

Our members in public service, in education, in healthcare, we make a difference in people’s lives every single day.

*(Cheers and applause)*

That’s you.

Take our public schools. Students came back with such enormous needs and you’re helping them recover, and Americans know that. In a recent poll, 88 percent of parents agreed that their child’s teachers have done the best they could during these challenging times. So why do we feel under attack all the time? Why are some people blaming us for problems outside of our control, whether caused by the pandemic, poverty, bad policies, or inadequate funding? Why are our opponents going DEFCON 1—yeah—with sleazy lies about “grooming” and calling teachers pedophiles?

Why are Fox News and some GOP officials spreading these conspiracies and other hateful ideas with social media which stokes and amplifies? Because the extremists, the anti-public schools crowd, the anti-union crowd, the privatizers, the haters, they see the importance of public schooling as a unifying American value and they see that Americans value educators.

So the extremists plot to change that. We should believe them when they tell us, as Betsy DeVos’ pal Christopher Rufo did, that to achieve their goal of universal vouchers, they need to be “ruthless and brutal,” and they need to “operate from a premise of universal public school distrust.” You see it; he’s tweeted it.

As our country becomes more diverse, these fear mongers prey on racial and economic anxieties. They stir up resentment. They create and exacerbate racial and ethnic tribalism. They’re promoting despicable conspiracy theories like the “great replacement theory,” while misrepresenting legitimate academic fields like critical race theory.

This is not conservatism; it’s extremism. Radical MAGA forces are dividing Americans from each other, spreading lies and hate, and breaking democratic norms to enrich themselves and grab and maintain power.

*(Applause)*

So, how do we uphold decency? How do we bridge these divides? How do we knit the rich tapestry of our country back together? It starts by rebuilding the essential

foundations for a better life for all, essentials like safety. Just as safety has been our north star to reopen schools and society during the pandemic, safety must now be our north star to keep our communities and our schools safe from gun violence.

Obviously, we must confront the toxic combination of hate and guns, not by arming teachers, but by getting weapons of war off our streets and out of our schools.

*(Cheers and applause)*

Schools must be places where students are known and supported with access to counselors and mental health professionals; where everyone feels safe no matter their race, religion, gender, gender identity, ability, or disability.

That's why we fight for another essential, sustainable community schools, which help children and families get the healthcare, food assistance, and other essentials they need in one place. Community schools are hubs that sustain communities. They help rebuild and deepen relationships within and beyond the school, and then make it possible for teachers to teach and for kids just to be kids.

And let's make sure that kids have ample recess and play in the school day.

*(Applause)*

Music, arts, sports, student government, robotics, clubs, that's what creates joy. And frankly—and some of you have heard me say this—joy is essential for all of us.

*(Applause)*

And if you've ever heard my wife preach, you'd hear her say, "Joy is an act of spiritual resistance."

*(Applause)*

The AFT and our affiliates currently support more than 700 community schools nationwide, from Deer River, Minnesota to Rome, New York, from Boston to Los Angeles. And we have an ambitious goal, to expand our union's reach to 2500 community schools over the next five years.

*(Applause)*

And because of our advocacy and the work of champions like Speaker Nancy Pelosi and Appropriations Chair Rosa DeLauro, federal funding for community schools just doubled.

*(Applause)*

Another essential is the knowledge and skills necessary to thrive in today's world. That means a strong foundation in reading, math, and science and practical life skills and critical thinking. That's why today the AFT is launching our What Our Kids and Communities Need campaign.

So while these extremist politicians are trying to drive a wedge between parents and teachers by banning books, censoring curriculum, and politicizing public education, we're focused on investing in public schools and the essential knowledge and skills that our students need.

*(Applause)*

We're focused on accelerating learning, not just catching up. And we're fighting for the conditions that students

need, like state-of-the-art buildings with good ventilation, lower class sizes, and mental health resources.

And if any politician is listening to this today, if you truly want to help kids thrive, you need to invest in this, too.

*(Applause)*

Take reading. Reading not only affects all other academic achievement; it affects and it's essential for well-being. It's key to unlocking assignments in school and passions in life.

Through our Reading Opens the World campaign, the AFT, as many of you know, are giving out 1 million books to children and school staffs in communities across America, along with tips to promote literacy and a love of reading.

And the reason I know many of you know is because to-date, you have distributed more than 612,000 books in events hosted by 127 AFT locals and counting, by the way, in 20 states, the District of Columbia and Puerto Rico.

*(Applause)*

And if you've been part of these reading initiatives, you've seen kids and their parents bubble with excitement and joy as they pick out books to take home.

So, if during this convention, we get requests that surpass 1 million books, we're going find the funds to give another million books next school year.

*(Applause)*

And while I'm on the topic of books and reading, can we show some love to the superheroes of the stacks, our librarians?

*(Applause)*

Now, we're working on another essential: career and technical education.

*(Applause)*

From cyber security to culinary arts, aviation, auto and transit tech, healthcare and green jobs, high-quality CTE programs can equip young people with the knowledge and skills they need for all these careers, and they make a lot of money in all these careers.

*(Applause)*

Nearly all the young people in CTE programs today graduate from high school and many of them go to college. Why not have these broad choices for all of our youth? We need pathways, yes, of course, to affordable, accessible college, but we also need pathways to careers. And if Germany can make internships and apprenticeships fundamental parts of their education system, why can't we?

*(Applause)*

And that's why we're envisioning a new career and tech ed center in New Lexington, a rural community in southeast Ohio.

Now, of course, parents and educators must be partners. We don't hope that happens; we make it happen, like in Los Angeles where Reclaim Our Schools LA, —I heard UTLA—

*(Applause)*



—which is a coalition of parents and UTLA and others, won millions of dollars in investments for the Black Student Achievement Plan and to dramatically expand community schools.

Yay, UTLA.

*(Applause)*

Then in Chicago, where parents supported CTU strikes for the schools children deserve.

*(Applause)*

In Florida and Texas where families and educators are joining forces to fight attacks on LGBTQ children.

I just heard them.

*(Applause)*

And in New York City, where parents and the UFT have joined forces to lower class size.

*(Applause)*

My home local always has a bet as to how many times I will mention them in a speech.

And here in Boston—you just heard it—BTU and the Boston Ed Justice Alliance have won school funding, they stopped the state's threatened district takeover, you had the mayor here, and they have a brand-new contract.

Thank you, BTU.

*(Cheers and applause)*

We're deepening this work through AFT's Powerful Partnerships Institute, which supports family and community engagement, and this year we're giving out 20 grants to AFT locals totaling 1.5 million to further this work.

Now, of course, the people who do all of this work are essential. But a recent Gallop poll found that K-12 professionals are the most burned-out workers in America, and college educators come in second.

Teachers and school staff have been struggling with the lack of respect, inadequate resources, sub-par compensation, and endless paperwork, and then came COVID. Before the pandemic, nearly 300,000 teachers left the profession each year—two-thirds before retirement age.

COVID, culture wars, gun violence, and other strains have made teachers' already tough job even harder, driving many people out of the classroom. We have a crisis in the profession that makes all other professions possible.

Our union is not just a decrying the problem; we are finding solutions.

Earlier this year, the AFT created our Teacher and School Staff Shortage Task Force. Yes, we have a teacher shortage. Why? Because we have a shortage of respect for educators. We have a shortage of professional working conditions that allow teachers and other school staff to do their best for students and we have a shortage of pay—

*(Applause)*

—for what is arguably the most important job in the world. No wonder teacher job dissatisfaction is up 34 points since the start of the pandemic.

The teacher shortage is the direct result of the shortage of conditions, respect, and pay, and we're not going to fix the one without fixing the others.

Educators want what students need, but we need the time, the tools, and the trust to do our jobs.

So there are four key areas that need to change: Climate, culture, conditions, and compensation.

I don't know about you, but I just love those billionaires who talk about the virtues of markets but are stunningly silent when it comes to making educator salaries competitive.

*(Applause)*

So we'll take up the task force recommendations during this convention and I'm honored that the two chairs of the task force, Carl Williams and Michael Mulgrew, will be presenting that work.

*(Applause)*

Likewise, the AFT Healthcare Staffing Shortage Task Force is addressing the crisis in healthcare. Working conditions have deteriorated in many healthcare settings for years, if not decades. Violence against healthcare workers is a growing problem that is exacerbated by inadequate staffing, and the strain from the pandemic has created even more burnout, morale distress, and impossible working conditions—just ask any nurse.

This crisis threatens the safety of patients, the stability of the American healthcare system, and the physical, emotional, and mental well-being of healthcare providers. Nearly a third of bedside professionals are contemplating leaving the profession. That number jumps to nearly a half for ICU nurses. And if that doesn't get officials to act, this terrible fact should. Some healthcare workers are twice as likely to die by suicide than the general public.

So this week, you will also consider the resolution put forth by this task particular force. It calls for, obviously, pay increases, but addresses staffing rates and safe patient limits, violence in healthcare workplaces, and a ban on mandatory overtime.

*(Applause)*

Now, we know that some staffing shortages are by design. No doubt some of you remember that anti-tax crusader, Grover Norquist, who said he didn't want to abolish government; he just wanted it to be so small he could drown it in a bathtub.

And now rather than use the American Rescue plan as it was intended to fund essential public services, some politicians are doing just the opposite, which is why our public employees are fighting so hard to fund our future.

So this leads me—I know, where is PEF? That's their campaign.

*(Cheering and applause)*

This leads me to another essential, the fact that everybody needs a raise. And while the latest jobs report

and the fact that gas prices are going down are hopeful signs, higher prices hurt, at the pump, grocery stores, and pretty much everywhere. Inflation is gripping the world.

COVID has shuttered factories, wreaked havoc on supply trains and made transporting goods much costlier.

And then there's the oil gangsters like Vladimir Putin and the price gouging oil companies who literally have us over a barrel. The top five oil companies in the United States reaped profits of \$35 billion in the first quarter of 2022. That's 300 percent higher than the year before. You wonder who is exploiting this crisis?

Higher prices hurt even more because the federal minimum wage has been just \$7.25 since 2009. And so many workers, including many of our adjunct professors, food service workers and bus drivers are not even able to afford life's basic necessities.

Higher prices hurt because the Republicans in Congress keep blocking efforts to lower the cost of prescription drugs and they hurt because the private equity firms are scooping up real estate, causing the price of rent and homes to skyrocket.

And higher prices hurt because employers keep beating back unionization drives, leaving a lot of Americans feeling powerless.

There is power in a union. Two-thirds of Americans support unions.

*(Applause)*

The highest level since 1965, and nearly half of non-union workers said that if they could join a union in their workplace, they would. And young workers are even more enthusiastic about unions. And Joe Biden is the most pro-union American president ever.

*(Applause)*

But today, Americans are 11 times more likely to have an Amazon Prime membership than to have a union card.

This is the moment for our movement.

Unions built the middle class in America, and we can rebuild it through the transformative power of collective bargaining.

*(Applause)*

The essence of unionism is simple yet powerful. Together, we can accomplish things that would be impossible alone. That's why we're supporting workers at Amazon and Starbucks who want a union, and it's why working people are joining the AFT, —70 new units since our last convention two years ago—people who work in charter schools, and libraries, and higher education.

*(Applause)*

It's why AFT and the AAUP just came together in an historic affiliation and there is unprecedented interest in new organizing and healthcare, including amongst physicians.

So look out at this room—or at least I'm looking out at

you. I see a union that despite everything that has been thrown at us, we remain 1.7 million members strong.

*(Applause)*

I see a union and I see people who when the Supreme Court tried to destroy us in the Janus decision, we said, "Hell, no, and AFT, yes."

I see the people in this hall who are building the fastest-growing union in healthcare and higher education, and I see even more than that. I see a union using our power as a force for good, for our members, our families, and our communities, to create a more just and equitable society and now more than ever to defend our democracy.

*(Applause)*

Let's remember what democracy is—and I'm sorry, once a social studies teacher, always a social studies teacher.

*(Applause)*

Democracy is government of the people, by the people, and for the people. It's the rule of the majority. It's power vested in the people and exercised by them through free and fair elections and the peaceful transfer of power.

*(Applause)*

But—and I say this with great fear and sorrow—we may have seen our last free and fair election. Anti-democracy forces worked overtime in advance of the 2020 election to limit voting rights, purging eligible people from voting rolls, limiting who could vote by mail, reducing ballot drop-off locations, and closing polling places, so that many voters had to wait hours to cast their ballots.

And despite all these obstacles, the American people came out in record numbers in 2020, during a pandemic no less, to vote.

President Biden received the most votes ever cast for a U.S. presidential candidate, winning by more than 7 million votes.

*(Applause)*

But instead of celebrating this participation in democracy, anti-democracy forces attacked it. Okay. That was par for the course for Donald Trump. He attacked the free press. He lied pathologically.

He winked at white nationalists and home-grown hate movements. He threatened to imprison his political opponents, and he openly invited foreign interference in our elections.

*(Laughter)*

But then you see the picture with Rudy next to him.

*(Laughter)*

But then Trump engaged in the Big Lie that the 2020 presidential election was stolen from him.

Remember when he engaged in the birtherism lie? This was the new Big Lie, even though he knew there was no evidence then or now to support that lie. And it's shocking the lengths to which Trump and his allies went to keep power at all costs.

He badgered election officials to find him votes. He leaned on the Justice Department to investigate baseless election fraud claims. He hatched a plot to send Vice President Pence fraudulent electors.

And when none of that worked, on January 6, he sought to lead an armed mob to the United States Capitol to prevent the peaceful transfer of power.

Our democracy held, but it is in danger.

Thanks to the Big Lie, seven of ten Republicans think the 2020 presidential election was stolen. And according to a poll released in June, more than one quarter of U.S. residents feel it might soon be necessary to take up arms against the government.

And these same enemies of democracy who cast on the integrity of the 2020 presidential election are now laying the ground work to interfere with vote counting and manipulate the outcome of future elections.

I know we all read the polls that say inflation and rising prices are the most important issues for voters this November. And, obviously, we need to elect leaders who will work to make the economy work for everybody.

But look at the plan released by Senator Rick Scott, the chair of the National Republican Senatorial Committee.

*(Booing)*

Just listen to this. If they win the Senate, they want to sunset every federal law every five years. What do you think that means for civil rights, for Medicare, for Social Security?

So, friends, our democracy is on the line. Our economic security is on the line and so are our freedoms.

I started today talking about the decisions handed out by the extremist-majority of the Supreme Court, including the three that Donald Trump appointed. They're legislating from the bench. They are overturning long-standing legal precedence and they are eviscerating rights.

If this is not a ten-alarm fire, I don't know what is.

*(Applause)*

We got one shot at changing this. We must vote in November as if our lives depend on it, because they do.

*(Applause)*

You held our institutions together during the pandemic: Our healthcare systems, our public schools, our colleges, our public services. Now, we need to hold our democracy together. Elections matter. If we turn the keys back to Mitch McConnell and MAGA movement, the consequences will be catastrophic.

*(Applause)*

And elections matter at the state and local levels, too. Remember Scott Walker?

*(Booing)*

I guess you do. His first act as governor was to strip collective bargaining for state employees in Wisconsin. Illinois Governor J.B. Pritzker restored bargaining rights for Chicago's teachers.

*(Applause)*

Remember Chris Christie?

*(Booing)*

As governor of New Jersey, he jeopardized public workers' pensions, while current governor, Phil Murphy, has ensured their solvency.

*(Applause)*

Out in California, Governor Gavin Newsom funded healthcare for part-time college faculty.

*(Applause)*

And in New Mexico, Governor Michelle Lujan Grisham launched a moonshot for public education.

*(Applause)*

And look at the difference elections make in school board races and budgets, like this year when 99 percent of the school budgets in New York state were approved.

*(Applause)*

That's not a typo—99 percent. And huge majorities of pro-public education candidates won their school board races in Montana, New Hampshire, Wisconsin, and New York.

*(Applause)*

So no wonder Florida Governor Ron DeSantis is trying to buy school board seats.

*(Booing)*

I guess our feelings about him are known. Trying to buy school board seats, promising a quarter of a million dollars to any school board candidate who takes his loyalty oath.

So, we know what to do. Organize, mobilize, just like we did after *Janus*, just like we do in contract campaigns, just like we did in the 2020 elections.

Look, I know we are tired. I know we're exhausted, but if we don't do it, it ain't going to happen.

Remember, we're here for a reason.

We have to knock on doors, we have to talk to and listen to people. We have to organize and mobilize around the issues that keep people up at night. We have to elect allies who share our goals. And what happens if we don't?

Walter Reuther, the legendary president of the UAW, he often reminded people that what the labor movement wins at the bargaining table can be taken away at the ballot box.

*(Applause)*

I don't know how to say this any more plainly—everything is at risk. Our freedoms, our democracy, our basic economic safety net.

How do we turn our aspirations into action? How do we make life better for people? We vote. We march—and we vote. We mourn—and we vote. We donate—and we vote. We make good trouble—and we vote.

So what do we have to do this November?

... *The delegates responded, "Vote!"*

Say it again.

... *The delegates responded, "Vote!"*

Say it a third time.

... *The delegates responded, "Vote!"*

So thank you.

I talked a lot about the essentials for a better life for all of us. And I want to conclude with what I believe to be the most essential of all, and that's acknowledging the humanity of all people, not just the people we're comfortable with.

*(Applause)*

Now, everyone has been vulnerable in their lives. And as a gay teenager, that feeling of vulnerability rarely left me. And when I realized who I was, I realized I didn't just feel vulnerable, but I was vulnerable. And I felt completely terrifyingly alone.

We've all felt vulnerable in some ways, especially during this challenging time. But for some people, vulnerability is a constant. The mom whose heart races every time her Black son goes out at night. The family that fears any knock at the door could be immigration agents coming to separate them. People who have lost their job or who work multiple jobs and still never have enough. People who are immunocompromised for whom the great unmasking brings fear, not freedom.

So maybe my vulnerability makes it easier for me to see the humanity of the gay teacher in Kentucky who left the profession he loves because of who he loves. And maybe it's easier for me to relate to the trans kids who some people hate just because they are being who they are.

I know change can be uncomfortable, but we've all been vulnerable. It's a terrible feeling. And I hope that no one would want anyone else to feel that just for being who they are. We all want to be seen. I'm asking us to see each other.

We're in a race between hope and fear, between decency and cruelty, between the survival of democracy and the rise of autocracy. And that is why we must act. As the author and activist Grace Paley said, "The only recognizable feature of hope is action."

And we act every time we encourage someone to vote. We act every time we stand up for what our students need. We act when we all stand together so that none of us feel alone. We act when we step up for working people and the right to a union. And we act when we defend the very survival of American democracy.

*(Applause)*

We've been through a lot. So this summer, recharge, relax, reconnect, and then act. This is a moment to stand up and be counted, to live our convictions, to engage, not withdraw. No matter how tired, no matter how frustrated we are, we cannot be bystanders.

Remember Esther. We've been put here for such a time as this. We are here for a reason: To heal, to help, to teach, to vote, and get out the vote, to fight for justice and dignity for our children and our country, for our democracy and our freedoms, and that way we will achieve a better life for all.

Thank you very much, AFT.

*(Standing ovation)*

*(At 11:54 a.m., the Convention recessed, to reconvene at 9:00 a.m., Friday, July 15, 2022.)*

# Friday, July 15, 2022

The Convention was called to order at 9:33 a.m., President Weingarten presiding.

## *Morning General Session*

### **MARTIN J. WALSH**

U.S. SECRETARY OF LABOR

PRESIDENT WEINGARTEN: So, you know, I want you to think back for a minute that the last time we had an in-person convention was 2018, and you remember who the president was, right?

*(Laughter)*

But his Secretary of Labor was a fellow by the name of Alex Acosta and you remember there was a case, *Janus*, and there were lots of things that were done at the Labor Department. In fact, many of us actually pulled back various different issues that we had raised with the Labor Department because we knew what would happen to those issues.

You're going to see countless examples over the next few days of why elections matter and one of those examples is the person I'm about to introduce.

Now, this city is his home. He served as the 54th mayor of this city before being appointed as Secretary of Labor by President Biden.

Now, Secretary Marty Walsh is from labor. He was in the building trades. He got elected to the city council and then elected as mayor and elected in the state legislature.

And he has taken that work, the work of being in labor, the work of being a local leader in every way I'm talking about, and has recharged and reenergized the Labor Department, prioritized retirement security, pension protection, workforce development, the support of collective bargaining, protecting immigrant rights, creating family-sustaining jobs that help grow a middle class where people have a right to a union.

That is what it means when you have a Secretary of Labor who sees this work through the eyes of labor.

Let me introduce our friend, U.S. Secretary of Labor, Marty Walsh.

*(Standing ovation)*

SECRETARY WALSH: Thank you, everybody. Welcome to Boston. It's awesome to be here.

To Randi, I was backstage with Senator Warren and Liz Shuler and we were watching Randi go through the process of how to go through the resolutions and we all said, "God,

she's such a teacher, talking to teachers." So, Randi, you're awesome, so thank you very much.

I want to thank Randi for your friendship, for your leadership, for your partnership, and quite honestly, for all that you do for working people, for educators in this country. I want to thank you for that.

I want to thank the national officers, the vice presidents, the state leaders, the local leaders of this great union, all of you here today.

I know that Randi, I heard her say earlier how many new delegates—I'm assuming there's a lot—thank you for being involved in the democratic process. Thank you for being involved in your union process because you don't make your union stronger if you sit on the sidelines. You make your union stronger by sitting right in the middle and being here, so thank you very much.

*(Applause)*

Beth Kontos, thank you for your leadership in Massachusetts. Give a shout-out over here.

*(Applause)*

This is the union of leaders at every single level. By the way, how amazing is it to have the First Lady, Dr. Jill Biden, coming here to address your conference today?

*(Cheers and applause)*

It's amazing to have a lifelong educator in the White House. It does make a difference.

I was in a meeting the other day with the First Lady talking about the Cancer Moonshot, the compassion, the love that she has, and the dedication she has for her students as well and educators in America, so thank you very much. It's amazing to see her.

It's a true honor for me to be here today to welcome thousands of incredible educators from all across the country to—as Randi said—my hometown. But I would remiss if I didn't give a bid shout-out to my friend, my dear friend, and all of my dear friends, President Jessica Tang, and all my friends at the BTU.

Where are you, BTU? There you are.

*(Cheers and applause)*

Congratulations on your contract. We have been through a lot together and I've seen firsthand how the BTU and all of the AFT members fight for the students in their

schools and the success of your students, not just in good negotiating, in contracts, but everything that happens.

We work together in this city of Boston and many of you work together in your cities across America on issues that are affecting our young people. So when the global pandemic hit here in Boston, we kept working.

We saw educators and school staff step up in amazing ways for our students. That's what members of this union continue to do all across our country in the face of tremendous challenge.

Whether you teach a class, or staff a school, or drive a bus, or feed students, whether you're working in early childhood education, K-12, a community college, an HVCU or any university, whether you work in healthcare or in state or local government, I want to acknowledge, truly acknowledge what you have been through these last two and a half years.

*(Applause)*

You should clap for yourself, and your members, and your friends, and your colleagues all across this country.

You have not only helped students learn in person again. You have helped bring together people in our community and that's certainly not easy. You're helping them manage grief and trauma during and from the pandemic. You're helping them process the terror of gun violence in schools in too many communities, and you're doing all of this as you deal with your own grief and your own trauma.

You're doing this in the face of, in many places, short staffing levels, and you're doing this in the face of vicious attacks on your curriculum, on your profession, even those who love you and who are know you, we're hearing people out there pushing us.

The attacks on teachers in the United States of America are wrong and we must fight them back whenever they appear.

*(Cheers and applause)*

I just want to tell a quick story. As Randi said, I was mayor of Boston for seven years. And when I was mayor of Boston, I visited every school in the city of Boston over those seven years and many of those schools more than one time.

Before I left as mayor when I got appointed by the president of the United States of America, you're trying to figure out how do you wind down the last few days of the administration. It was difficult because it was really emotional for me.

Because everywhere I went, I cried because I loved being the mayor of Boston, I loved my team. But I went to schools, I went to schools for the last 30 days, I went to every school, every single day, and it was kind of in the pandemic, so we didn't have full schools. We kind of had some kids in schools and I saw teachers there and I wanted to thank them.

And I realized all of the things in my life that I've had

in my life, it just came flashing back. The very last school I went to as mayor of the city of Boston was the Edward Everett. And that's the very school that when I started my education I walked into as a kindergartner.

It wasn't by design; it was by accident because I was supposed to go to school the next day and we had to cancel it. I often think about my first day of walking into the school, the Edward Everett, and the beginning of a foundation that I got in my life that brought me to the role of becoming Secretary of Labor.

It's the teachers that impacted my life; it's the people that came into my life. As mayor of the city of Boston, I saw that firsthand. Many of the teachers right here in this row, I've known them personally. I've seen them in the classroom. I know who they represent. I know all the folks they do.

Teachers, you continue to guide our young people and care for them with compassion in the United States. You help them move, and more than any other time, you helped them move forward. You give everything you have and more.

You are a role model in the impacts that you have had on your students. I want you to think about this for a minute. Every teacher in America, just by impacting one student, I want to say thank you for that.

And I want to say something else. I want to say to you this is why unions are important to our democracy. Unions support teachers and teachers support unions and unions move our country forward. That's why your union is so important to our democracy right now.

*(Applause)*

You stand together in solidarity, united. You fight for each other, for your schools and for your students and for America. You fight for education. You fight for truth. You fight for equity, and freedom, and justice, which is the heart of our democracy.

And this administration stands with you in that fight. President Biden has directed over \$120 million to our nation's schools through the American Rescue Plan. His infrastructure law is directing billions of dollars more to electrify our nation's school buses, to replace lead pipes in 400,000 schools and childcare centers across the United States of America, to bring affordable high-speed Internet to homes and communities all across America.

We know that when the pandemic hit, we had to send our kids home in this city of Boston with hotspots because their families didn't have Internet. This bill will connect families and young people to Internet all across this country.

*(Cheers and applause)*

I want to thank Randi and the AFT members for mobilizing and supporting these historic investments. You know the different that they will make.

In the Department of Labor, which I am in charge

of, we also know the educators' working conditions are the students' learning conditions. We are in focus on empowering all workers, all teachers, morning, noon, and night. That means advocating for the childcare and paid leave that every working family needs and deserves in the United States of America.

*(Applause)*

It means fair wages. It means good benefits. It means a secure retirement. It means freedom from the workplace violence discrimination and racism.

It means job training programs in partners with professionals, union educators to create pathways into the middle class. It means equity for workers of color, women, workers with disabilities, LGBTQ+ workers.

In everything that we do, we can't leave anyone behind. It means supporting every worker's right to organize and join the union, if they want to join the union. They should be able to join the union without interference from a company, from a government, from anyone.

*(Cheers and applause)*

I am standing here today for a lot of reasons. I told you about the Edward Everett, one reason, but I'm standing here today really because the union opened the doors to my immigrant family, to my parents.

As President Biden says, he always says that the middle class built America and he says unions build the middle class. We can't forget that.

We are now, the President and all of us together collectively—

*(Cheers and applause)*

—are now rebuilding that middle class and that opportunity must be for everyone, no matter your race or gender or where you live or what ZIP code you're in or what industry you work in or you want to work in.

That's why this administration strongly supports Public Sector Freedom to Negotiate Act for public employees, which means unions would be able to be created all across the country in right-to-work states.

Right-to-work states—it's kind of an ironic statement, right-to-work, because it does everything but right to work. It discourages you to work, but, whatever, we'll win that fight in the long run.

We also support the PRO Act for the private sector employees.

*(Cheers and applause)*

In this country, we—and quite honestly, in some of our states and in some of our cities, we need to strengthen our labor laws and protect the rights to organize.

But we're not waiting for someone else to act. We are backing workers right now. A year ago, President Biden established the first-ever government wide task force and work organizing. Vice President Harris is the chair and I'm the vice chair. We've worked across the government to take down barriers to organizing and collective bargaining, both

in the public and private sectors.

And as a wave of organizing sweeps this nation, we are using this bully pulpit to speak out in support of the right to organize. We are making it clear that the workers—it's a worker's choice and the worker's choice alone to decide whether or not to form a union.

And the Department of Labor, we're looking to see what we can do. We're getting to launch a Know Your Rights campaign. We're setting up the first ever online worker organizing resource center. It's a one-stop shop on how to form a union that any worker can access.

*(Applause)*

Together, we have the opportunity to write the next chapter in the history of the labor movement.

I am grateful to Randi and the entire AFT staff for leading the way.

I want to congratulate members of the AAUP for voting to join the AFT—you're probably here—and build a strong national higher educational faculty union.

*(Cheers and applause)*

I want to congratulate the faculty at Pasadena ArtCenter College of Design for joining the California Federation of Teachers.

I want to congratulate the staff at the Community Health Centers of Burlington for joining the AFT of Vermont.

I can go on and on because this union knows how to organize, your leadership knows how to organize, and we need to continue to stand with you to continue to organize all across our country.

*(Applause)*

This administration, this administration in Washington will always support you because you have the most pro-labor president of our history, and you have a labor secretary who carries a union book in his pocket.

The progress that we have made proves that leadership matters, elections matter, voting and speaking out matters. And you know as well as anyone, there is so much more work to be done.

You must keep fighting for the right to organize. You must keep fighting for living wages, for healthcare, for childcare, for paid family leave, for the rights of women, people of color, the LGBTQ+ community and all Americans.

So this is not a time to be discouraged or back down. This is a time for solidarity. This is time for us to stand up and to fight and to move forward.

I have fought side by side with your members of this union for a long time and I know that when we stand together, we win together. When we work together, we win. When we fight together, we win.

And I want end with this—I was supposed to do this big rah-rah thing at the end and I kind of screwed up the whole speech right now—but.

*(Laughter)*

I'm going off the cuff.

I've been in Washington for the last 15 months.

President Biden was able to pass the American Rescue Plan and to get vaccines out there and do a lot of things and 9 million people have gone back to work.

When you're talking to people out in the community, they're going to talk about inflation. They're going to talk about everything that's wrong with what's going on in our country.

The President inherited a situation that we didn't have a plan to get us through a pandemic.

*(Applause)*

This administration came in and the first 100 days passed landmark legislation. We've got 9 million people back to work, unemployment is low. We have an infrastructure law, the largest in the history of our country, where we're going to be doing investments all across America.

We're making sure written into those laws, that there's equity, that women and people of color have a chance to get into the building trades in places they haven't been able to do it in the past.

We're working—the First Lady's here today to talk to you teachers to talk about how important it is, how important it is for you to continue to move forward and fight.

This isn't a time, brothers and sisters, to lay down and say let's pray this goes away. This is a time for all of us to stand up. The older members in this room, we stand on your shoulders. The retirees, we stand on your shoulders. We have an obligation as union members to stand on their shoulders, continue to fight, continue to move this union forward, continue to move this country forward because the unions are the only chance for the middle class, and we need to make sure we pull everyone up with us.

I want to say God bless you, God bless the labor movement, and God bless the United States of America.

*(Standing ovation)*

BTU!

*(Cheers and applause)*

## **SEN. ELIZABETH WARREN**

UNITED STATES SENATE

(D) MASSACHUSETTS

PRESIDENT WEINGARTEN: Now, look, the person I'm about to introduce, she is my shero. I'm not going to start singing, but when times are tough, when I need someone not only to cheer me up but to actually analyze what the heck is going on in this world, when I need someone as a thought partner, this is the person I go to.

But I just don't go to her. Anytime I have a conversation with our next speaker, I have to study up before the conversation, because she's not only a relentless advocate; she is really, really, really smart, and she asks really, really,

really tough questions.

She is the senior senator from this great commonwealth—

*(Cheers and applause)*

— and one of the loudest and clearest voices in Washington for people. And she is a great explainer. She can go—I've watched her—go to a town hall in Oklahoma and wow a crowd just like she does at an AFT conference, just like she does in the Commonwealth of Massachusetts. That's because in her soul she understands how to build an economy that works for working folks. She understands that the wealthy have to pay their fair share. She understands we've got to protect access to reproductive healthcare. She understands that early childhood education needs to be free, and we need to deal with childcare.

She understands—I could go on and on. But she understands what student debt does to our young people and has been the champion of canceling student debt, particularly up to \$50,000, to change wealth in America, particularly for people who are vulnerable, particularly for our Black and Brown kids who we said, "Go to college," but now we burden with student debt.

And the person I'm talking about is Senator Elizabeth Warren.

*(Standing ovation)*

SENATOR WARREN: Wow! Hello, AFT, and welcome to Boston.

So I love being here with my favorite teacher, one of the toughest fighters for all educators, your President Randi Weingarten.

*(Applause)*

I just want to say firsthand, when there is a righteous fight that needs to be fought, there is no one I'd rather partner up with than Randi.

*(Applause)*

I am also really happy to see Beth Kontos here, who is the president of AFT Massachusetts.

*(Applause)*

And Jessica Tang, the president of the Boston Teachers Union, also here today.

*(Applause)*

You know, all I can say is here in Massachusetts, tough women get it done.

*(Cheers and applause)*

True. And speaking of tough women, I am glad that our First Lady, Dr. Jill Biden, will be with us today. Yes.

*(Applause)*

No one understands more just how important teachers are and how much we need them to build a better future for all Americans. We are really lucky to have an educator as our First Lady. So let's give her a round of applause.

*(Applause)*

So I want to start today with a huge, loud, over-the-top



thank you to every educator who is here. Thank you. Thank you. Thank you.

*(Applause)*

Now, teaching was hard before the pandemic, but you knew that. I actually still have not met a teacher who tells me that she got into this line of work for the beach vacations or for the lucrative stock options.

*(Laughter)*

Anyone here make that mistake and thought there would be more stock options by now? Yeah.

Well, teaching has always been tough. Over the past few years you have confronted historic challenges that have made your jobs even tougher. But you have all gone above and beyond as teachers always do. You moved to remote teaching. You moved to hybrid teaching. You moved back into classroom teaching. You adjusted your teaching to support students who were experiencing significant instructional loss. You dealt with increased mental health needs. You kept going. And you never lost sight of your objective, preparing your students for life.

So one more time, from the bottom of my heart, and from the hearts of millions of other Americans, thank you.

*(Applause)*

So thank you is a good place to start, but I want to say a whole lot more than thank you. First, I want Congress to take some responsibility for all you deal with.

*(Cheers and applause)*

I get it. COVID was something that we couldn't avoid. It was bad, and we all just had to learn to cope as best we could. But there are other terrible events where America's lawmakers have failed you. As a nation, we are still mourning the 19 students and two teachers killed at an elementary school in Uvalde, Texas.

Everyone in this room has read the stories. Everyone in this room has had to think through active shooter drillings or when to alert authorities about heightened security risks. These shootings are not completely unforeseen events. They are not isolated acts of evil.

And when Congress is unable to pass laws for universal background checks or to ban assault weapons and high-capacity magazines, then Congress has failed you and every student you work so hard to protect.

*(Cheers and applause)*

We passed critically important gun safety legislation last month. I'm glad we did, but so much more is needed. We must pass common-sense gun safety laws, and if we need to get rid of the filibuster to get it done, I'm all in.

*(Cheers and applause)*

But there's more. It's not just the threats of violence you face every day. It's the conditions under which you work because lawmakers across this country have fallen down on their jobs. You deserve to teach in schools with adequate resources and where safety measures are in place to help you do your jobs.

*(Cheers and applause)*

You deserve to be paid a liveable wage for the crucial work that you do.

*(Cheers and applause)*

You deserve to be empowered and trusted to teach the truth.

*(Cheers and applause)*

Empowered and trusted to push back against cultures of misinformation and to ensure that all students—all students—feel welcome.

*(Cheers and applause)*

In the richest nation on earth, teachers deserve better.

*(Cheers and applause)*

Now, from an early age, I knew that teachers were special. When I was in second grade at Woodrow Wilson Elementary School in Norman, Oklahoma, my teacher, Mrs. Lee, gathered me up for a hug one day and whispered in my ear that I could be a teacher, a schoolteacher just like her.

Mrs. Lee changed my life, and from that day forward, I lined up my dollies and taught school.

*(Laughter)*

Although, I do have to say while Sammy, Susie and Terry Lee were all pretty good students, those storybook dolls were just empty-headed. Man.

*(Laughter)*

My daddy was a janitor, but thanks to Mrs. Lee, I was on a path to college and a real career, and I will forever be in her debt.

I just want to pause for a minute on this story. Like I said, my daddy was a janitor, my mom worked a minimum wage job at Sears, but I had the chance to live my dream because America invested in kids like me.

I went to a great public university that cost—are you ready—\$50 a semester. Yeah. A price I could pay for on a part-time waitressing job. And ultimately, I got to be a teacher, a law school professor and a United States Senator because higher education opened a million doors for me.

*(Cheers and applause)*

I am grateful down to my toes, but the path I walked is closed today. Today college costs thousands, even tens of thousands of dollars. And instead of investing taxpayer dollars to bring down those costs, state governments reduced their financial support and the federal government told everyone just borrow the money you need to cover the rising costs of going to school.

That has left millions of teachers and many others drowning in student loan debt. I want to do the numbers here. Nearly half, about 45 percent of America's teachers take out student loans so they can get the education and the credentials they need to teach.

The average debt of these teachers is nearly \$56,000 and it's even higher for Black teachers who are more likely to borrow money to go to school and end up with higher loan balances.

You can see the change over time; you can see how our government stopped investing in higher education and began shifting the cost of college onto working families.

About 27 percent of teachers who are older than 61 had to borrow money to make it through school. Today, 65 percent of teachers 35 and under had to take out loans to make it to be teachers.

As student loan debt began to stack up, Congress responded with a promise, a promise that educators and millions of other Americans who dedicated themselves to public service could pay for ten years and then get their debts cancelled.

But the program was run by greedy loan servicers while the Department of Education just looked the other way. Before the Biden administration, about 233,000 people applied for public service loan forgiveness. Of those 230,000 people who applied, fewer than 6,000 were approved.

Math teachers, help us out here.

That means—you got it—less than three percent of the public servants that applied to have their loans forgiven under the PSLF program actually got the relief they were promised. More than ninety-seven percent were denied.

And, by the way, this is why math education is so important.

*(Cheers and applause)*

You can keep track when Betsy DeVos is cheating you.

*(Cheers and applause)*

Now the good news—Betsy DeVos is gone.

*(Cheers and applause)*

And your president, Randi Weingarten, has led the charge. Yes. And now the Biden administration is fixing these programs for teachers and for other borrowers. We're still on the front end, but so far the Biden administration has approved more than \$8 billion in cancellation for nearly 145,000 public servants under PSLF.

That's real change.

*(Applause)*

A big round of applause for Randi and everybody who worked on this.

*(Applause)*

And I'm all in favor of this relief, but it's not enough. We need more help and we need it now.

Educators understand better than anyone that investing in schools from pre-K to post-graduate is good for the student and good for the country.

Better-educated workers, better-educated inventors and entrepreneurs, better-educated everyone, makes us both a wealthier country and one with more opportunity, not just for those at the top, but for everyone.

*(Applause)*

I want you to consider just one example, just one example. Following World War II, a grateful nation said to returning GIs that college and technical training would

be free. More than 2 million veterans went to college or graduate school and nearly 6 million used the GI bill to pursue vocational training and became construction workers, electricians, mechanics, and other careers that helped build America's middle class.

The result was that millions of people were better educated and they helped fuel an economic boom that lasted for decades.

And here's the deal. It was a bargain. Every dollar that was spent on educating our veterans generated \$7 in economic growth—a 7-to-1 payoff.

*(Cheers and applause)*

That's what investing in education is all about.

But, today, we're upside down on that. Students are trying get an education, but the debt they take on is not only holding them back; it's holding back the entire economy. These students have trouble buying homes, starting businesses, some even decide against marriage and families.

So the next time that someone tells you that America just can't afford to cancel student loan debt, you look them straight in the eye and tell them that America can't afford not to cancel student loan debt.

*(Applause)*

And that's why fixing the higher ed system is such an urgent need right now. It's going to take investing in our students to make college more affordable for everyone who goes to college in the future. I'm all for that.

But we need to deal with the mess we're in right now. And that is why the first step to overhauling the system starts with cancelling student loan debt.

*(Cheers and applause)*

Mr. President, our educators, and our firefighters, and everyone who is struggling with a mountain of student loan debt, it is time to cancel \$50,000 of student loan debt.

*(Applause)*

And let's be clear who would be helped by this. It's not a bunch of kids from fancy schools. In fact, 99.7 percent of people with federal loans did not go to an Ivy League school.

One statistic that knocks my socks off is that only two percent of Harvard undergrads borrow for federal loans. And why? Because the school and many of the parents can afford to pay for these students' education.

But do you know how many undergrads at UMass Boston need—this school just down the road—need to borrow to attend school? Fifty-seven percent. And students in other places are struggling even more.

In Connecticut, 80 percent of undergrads leave school with loans. In New Hampshire, 81 percent of students take out loans. In Maine, a whopping 90 percent of students have to borrow to go to school.

These are middle class and working class kids who did everything right. They tried to improve their lives through

education and now they are struggling to pay off thousands and thousands of dollars in debt.

In fact, the picture is even worse than I have described it. Only 58 percent of the people with student loan debt actually have a college diploma. Some of the others were working on a certificate program to become an HVAC technician, or a vet tech, or a teacher's aide. Others tried college, but life happened: Pregnancy, working three jobs, family emergency.

And now they earn at a high school level while student loan debt crushes them.

Educators understand that education is about opportunity, but those opportunities can be very different depending on your starting point.

In general, Black students have less family wealth so they borrow more money to go to school, borrow more money while they're in school, and have a harder time paying it off when they get out.

I'm going to give just one stat—I know I've given you given lots of stats, but you're teachers. You're smart. You'll listen to this.

I want to give just one more stat about this that to me just says it all. Twenty years after folks get out of college, twenty years later, the typical White borrower still owes 6 percent of what they originally borrowed. Twenty years of making payments and you still owe six percent, but at least the end is in sight.

The typical Black borrower owes 95 percent. It must feel like this debt will last forever. Black women in particular shoulder a disproportionate amount of the student debt burden, holding 47 percent more debt than White men and 27 percent more than White women. Indeed, Black women hold more student loan debt than any other group in America.

This is why student loan debt cancellation is a racial justice issue and a gender justice issue.

*(Cheers and applause)*

In fact, next time we're talking about all the things we need to do for women, keep in mind, that women, who compose about 70 percent of public school educators, owe more than two-thirds of all of the student loan debt outstanding, so it just gives you an idea.

Look, I know that's a lot of numbers, but the point is they all add up to the same thing. We need student loan debt relief and we need it now.

*(Cheers and applause)*

This is a fight and teachers are fighters. Look at all you did in 2020: You organized, you knocked on doors, you made calls, you held signs, you showed up to elect President Biden, and to help the Democrats take back congress.

*(Applause)*

You did this. And you reminded all of America that elections matter. You made real progress. You got rid of Betsy DeVos.

*(Cheers and applause)*

You and your president got public service loan forgiveness back on track and you even helped us get through some gun safety reforms, but we don't stop now.

We've got to continue raising our voices for educators and for students and that means organizing and showing up to vote this November.

*(Applause)*

We can't back down. We won't back down on the issues that matter. We are staying in the fight for gun reform.

*(Applause)*

We are staying in the fight for abortion rights.

*(Cheers and applause)*

We are staying in the fight for universal childcare.

*(Cheers and applause)*

We are staying in the fight for adequate funding for pre-K through 12.

*(Cheers and applause)*

We are staying in the fight for our technical schools, and our colleges, and our graduate schools, and we are staying in the fight to cancel student loan debt.

*(Cheers and applause)*

I believe in us and I believe in what we do together because as I learned from Mrs. Lee in second grade, teachers change lives.

*(Standing ovation)*

Thank you for all you do.

It is an honor to fight alongside you.

Thank you. Thank you.

## **ELIZABETH SHULER**

PRESIDENT, AFL-CIO

EXECUTIVE VICE PRESIDENT DeJESUS: Good morning, brothers and sisters and manos y manas.

I am so excited and so thrilled to be introducing our next speaker because I don't think I will ever get tired of saying this—the first woman who became president of the AFL-CIO.

Doesn't that sound great?

*(Applause)*

So joining us this morning is President Liz Shuler, who has officially—who was officially elected into a first full term as AFL-CIO president last month in Philadelphia.

So she now heads 57 unions—and check this out—12 and a half million members.

Did you hear me? Twelve and a half million members of the largest labor federation in the country.

Liz knows deep down what we at the AFT believe, that labor unions can be the single-most powerful vehicle for progress in our society, and that our values are the building blocks of the pathway to a better life for all of us.

As our president, Randi Weingarten said, when she seconded Liz' nomination, "She's a bridge builder, a

consensus seeker, and a unifier. She knows there is power in listening as well as power in doing.”

I want to tell you a little story that she doesn’t know I’m going to talk about, so this a little pequeño cuento about her and that’s like a little tale.

She was with us last month at the 30th anniversary celebration of the Asian Pacific American Labor Alliance. At one point, we were meeting in the AFL-CIO headquarters in the Samuel Gompers room and Liz was speaking.

Gompers, as you know, was the founding president of the American Federation of Labor. You may not know that he was also a key supporter of the Chinese Exclusion Act in 1882.

Liz did an amazing, brave thing. She said that the labor movement has to recognize its own dark past, and that we were going to start by renaming the Samuel Gompers Room. This was an incredible moment for everyone in the audience as being the majority was all Asian participants. When we all sat there, we all got goosebumps. What bravery and what courage that took.

So that’s another reason I know we can count on Liz to be the bold, visionary and innovative leader this movement needs. And I am thrilled to welcome mi hermana, my friend, AFL-CIO President Liz Shuler to the stage. Come on down.

*(Standing ovation)*

ELIZABETH SHULER: Wow, wow! Good morning, AFT. Woo!

It’s not an easy task to follow Senator Warren and our Labor Secretary Marty Walsh who had you all on your feet.

But I want to say thank you, Evelyn, for that kind introduction and wanted to acknowledge all the officers, who I think have almost left the stage, but starting with Randi, who is absolutely unstoppable.

*(Applause)*

She is my friend. I count on her as a partner. And I just want to say this woman is indefatigable—is that the word? This is a crowd of educators, right? She works 24/7, which I’m sure you already know. She is passionate, and something rare that I think in a labor leader at the national level—she sits at the AFL-CIO table, and she truly cares about the entirety of the labor movement. Not just AFT, but the entire labor movement.

*(Applause)*

And she is a visionary leader who is not afraid to take risks and try new things, and that’s what I love most about Randi.

I also want to recognize Fed and Evelyn. I know they’re in earshot, but they have been incredible champions for members on the front lines over the last two and a half years and have also played incredibly pivotal roles within our federation.

And I’m just honored to be here with you. What is it,

“Reclaiming Our Future”? That’s what we’re going to do. And it’s such a perfect theme because that’s what AFT does.

Whether you’re nurses and health professionals who help heal us and get us on the path to recovery.

*(Applause)*

Or you’re educators and paraprofessionals who shape us as students and as people.

*(Applause)*

You go above and beyond to create new possibilities for all of us every single day. And we’re so grateful.

And that’s what my teachers did for me. I’m public school proud.

*(Cheers and applause)*

That’s right. Mrs. Wilson, my high school English teacher, forced me to see new possibilities for myself. There was a girl in my class, my grade, named Lisa Plank. And for those of you who remember the movie “Election,” anybody seen that movie with Reese Witherspoon? Lisa Plank was the Tracey Flick of Gladstone High School.

All right. She had been president of everything since first grade. And she was running for president of our high school unopposed. And I was talking to Mrs. Wilson about it one day and I was, like, “Somebody should at least run against her.” And Mrs. Wilson said, “Why not you?” And I said, “Well, I’ve never run for anything in my life.” But Mrs. Wilson did not accept that answer.

And she said, “You can do this.” And so she used her off time to help me put together a campaign. I don’t know if that’s acceptable, you know, for a teacher to do that, but she did. She became my coach, my motivator. And with her help, I took on Lisa Plank, and I won.

*(Cheers and applause)*

But it all worked out, because Lisa Plank became an elementary school teacher. How about that?

But Mrs. Wilson’s question, “Why not you,” has stuck with me to this day. Because there is no telling what we can do if we are willing to take risks and try new things.

*(Applause)*

That’s why we need to keep supporting the people who are rising up and organizing in new places. It’s all around us. Workers organizing at breweries and coffee shops and REI and Apple stores and stadiums and hospitals and universities and museums.

*(Applause)*

And even in the cannabis industry, right? I just met with them.

*(Laughter)*

You can’t help but snicker a little bit, right?

And even on Capitol Hill. It’s why we need to keep innovating and trying new approaches like we did during the union election at the Amazon warehouse in Bessemer, Alabama.

*(Applause)*

That’s right. I think we had almost 20 unions come

together, their central labor councils, our state federations. We put more than a hundred organizers on the ground together in Bessemer, Alabama. That kind of collaboration had never happened before. And we came so close in a right-to-work state. And they're still on the ground organizing in Bessemer, Alabama.

*(Applause)*

That's right. We want to see that kind of collaboration as the model for organizing across our entire federation.

There are more than 12 million of us in 57 unions in every state, in every ZIP code, in all industries. Think about what we could do if we harnessed all that power and used it to take on whole companies or whole industries together. Think about that.

That's right. And that's the idea behind our newly created Center for Transformational Organizing, the CTO. This is where we're going to convert the energy of this moment into real union growth. We're going to come together. We're going to develop these movement-wide ambitions because this is the moment. Imagine what we could do if we could take on Amazon, for example, together. Together.

*(Applause)*

And I was just talking to Chris Smalls behind the stage and we were talking about this, right? And you're going to hear from him. But imagine what we could win for working people if we took on a company like that together where Jeff Bezos—remember Jeff Bezos?

*(Booing)*

He earned in seven seconds what an Amazon worker earned in a year. That is not right. That is not fair. And that's a company that has money to pay workers more and treat them better, right? And we're going to make sure they do.

*(Applause)*

There is so much opportunity for organizing. And if you take one thing away from this today, it's got to be all about organizing. We have 93 percent of the private sector and 66 percent of the public sector workers that are not yet in unions, right? And if you look at the industries that are growing, the emerging areas of the economy, they're mostly non-union. It's terrifying to think about, right? As the industries grow and there are less unions, what's that future going to look like?

Think about tech, big tech and clean energy, two of the most dominant growing industries. We should be charting the course to make sure that those are good union jobs.

*(Applause)*

We should build that future. We need to be in those labs and at those tables creating the next generation of technology, because workers are the ones who understand their industries better than anyone.

And that's what Randi is talking about, getting with career and technical education, being on the front lines of that future of work, because that's how we make sure that

working people benefit from the wealth that technology creates. Not just CEOs who want to use it to get rich and exploit workers.

*(Applause)*

So whether it's new technology or the climate crisis, the labor movement can use our power to shape a high-road, high-wage strategy.

So let's talk about the renewable energy industry. Most of those jobs are low wage and non-union.

So we saw the potential to change that. So the AFL-CIO worked with our global union partners in Denmark to build a partnership with the offshore wind company Ørsted. In Denmark, of course, they do all their work union. But then when they get to the U.S., not so much.

So we used our leverage to negotiate a project labor agreement covering construction on wind farms all up and down the East Coast so that those construction jobs will be good union jobs.

*(Applause)*

And we're going to make sure that communities of color who have been disproportionately harmed by pollution are part of the solutions. Because we know there's no racial justice without the economic justice that those high-road jobs will provide.

*(Applause)*

So, we're going to keep pushing. We're going to keep going to new places, keep trying new things, and lifting up new voices. We're going to show the next generation of organizers that we are the place to make change. We, the labor movement. And that's how we're going to meet our goal of organizing a million new members over the next ten years.

*(Applause)*

And we're going to build an organizing strategy that makes our movement more dynamic, more inclusive, more diverse, with more women, people of color, young people, and put gender equity and racial equity and economic equity front and center.

*(Applause)*

That's how we build a better future for everyone to work in and live in.

Because I don't know about you, this moment, our future, it feels pretty precarious right now, and I know Randi talked about this in her keynote. We face so many challenges as a country. Some days it feels like as individuals we have no way to respond.

But none of us have to respond alone because our unions are there to lift us up, to lift our country up when we need them, like AFT members have done through the pandemic. And that's why even as public trust in institutions, whether it's Congress or organized religion, it's cratering. People are not trusting in institutions, but there's one institution they still trust: Unions.

*(Applause)*

They trust us. And we need to make the most of that trust. We may be the only institution out there that can get through to people and break through the noise and penetrate those echo chambers on Facebook and cable news. And that's what's leaving us more polarized than ever. So if we don't step up, who will?

And with all the misinformation out there, disinformation, we have a responsibility to lead in this election and every election moving forward. We are the only ones that can reach real workers, right, in actual workplaces throughout the country. And it's about face-to-face conversations. It's the only way we break through.

So, our state federations, AFL-CIO state feds as we call them, local labor bodies, local unions, give us the reach and the infrastructure that no one else has. And Randi has been such a leader in these efforts on our national Executive Council, she's leading our State and Local Labor Councils Committee and community partnerships.

So, there you go. She's been helping us roll out our Labor 2022 plans in the battleground states, because she sees the importance, the muscle that we can flex as the labor movement. And we're taking a page out of AFT's playbook and we're taking an organizing approach to politics.

*(Applause)*

We're going to talk to our members face to face. We're going to listen to them and the issues that they care about and then and only then do we connect them to the candidates who share those values.

This is year-round work, folks. There are no off years. We have to keep the conversation going—you know this—keep building our relationships, keep building our political power, and our ability to create a fairer, more just country for everyone.

*(Applause)*

I know some of you sitting out there a little skeptical, right—there's a lot of skepticism that in this time of polarization that any of this can be done. I get that.

A lot of people think we can't pull off a campaign like this, that we can't win. But like any good teacher, when I look out at this crowd, I see so much potential, so many possibilities.

And so here's where I channel my inner Mrs. Wilson. And I say, "Why not you?"

*(Applause)*

I know you can do this. Every single one of you can help organize more people. Every single one of you can help us elect pro-worker leaders. Every single one of you can help build a better future.

And I know you can because it's what you've always done. You don't shy away from a challenge, not when freedoms are in jeopardy, not when a pro-worker majority is on the line. So let's keep pushing.

*(Applause)*

Let's keep fighting and let's keep winning.

Thank you, AFT.

*(Standing ovation)*

Thank you. Thank you.

And I have the honor—we were speaking about Amazon—I get to introduce our next speaker who is someone who looked at the challenge of taking on one of the biggest corporations in the world and he asked his fellow workers, "Why not us?"

*(Cheers and applause)*

Chris Smalls decided that it was time the people who make Amazon work should have a say in the workplace and a say in the issues of the company.

So he started organizing. If you turned on the news in the last year or so, you might know how that turned out. And now we're going to hear all about it, so please join me in welcoming Amazon Labor Union founder, Christian Smalls.

*(Standing ovation)*

## **CHRISTIAN SMALLS**

AMAZON LABOR UNION

Is labor in the house?

*(Cheers and applause)*

I can't hear y'all.

AFT.

*(Cheers and applause)*

Is labor in the house?

*(Cheers and applause)*

Thank you all. Thank you for having me here. I love you, too.

I'm glad to share this space with a bunch of fighters and warriors in the labor movement, so thank you.

It's not a left or right thing. It's a working thing. Right?

*(Cheers and applause)*

So I want to start off before I get into some real stuff I got to talk about. I want to synchronize the room real quick, so everybody who feels up to it—you know, I know COVID is still a thing and everybody's masked up—but I want you guys to synchronize your power because I think we forget how much power we really have when we come together.

So, I want you guys to hold hands, bow your heads, have a moment of silence. We got a lot of things happen this past year: gun violence, COVID, people losing their lives. I lost a lot of co-workers at Amazon. I know you guys lost co-workers as well. We can't forget about those who are not able to be here today.

So, let's do some labor power and bow your heads, hold your hands with your partners and comrades to the left and right of you.

Now, look to the left and look to the right and say, "I got your back."

*... The delegates responded, "I got your back."*

I got your back.

.. *The delegates responded, "I got your back."*

I got your back.

.. *The delegates responded, "I got your back."*

Yeah, that's what I'm talking about.

*(Cheers and applause)*

Sometimes you got to feel it. Right?

*(Cheers and applause)*

Now, that being said, I've got some things to talk about.

Labor, there's a war going outside, right? Every day, against us.

You know on April 1, 2022, for the first time in American history, in Staten Island, New York, 8,300 workers voted to become the first union for Amazon in American history.

*(Cheers and applause)*

It's great. Historical moment, one of the best days in my life, next to my kid's birth—I tell you that right now.

Every time I watch that video of me coming out, cheering with my team, and sharing that moment, you know, I get chills in my spine because I know the sacrifice that it took to get there and the odds that we defeated to get there were unmatched, and we have a long, up-hill battle.

That moment is gone and past and the high horse that we are riding is now no longer. You know, now it's back to the basics. It's back to the grass roots. It's back to the shop floor.

And for me, I can't go back to the bus stop. But I can—I can bring the cavalry. That's right.

*(Cheers and applause)*

And what I mean by that—who was at Labor Notes in Chicago?

*(Cheers and applause)*

Make some noise if you were in Chicago.

*(Cheers and applause)*

So when I was in Chicago at Labor Notes, I gave the crowd a message that day.

For those who don't know, as we speak right now, there is a Zoom link going on social media for Amazon Labor Union, and Twitter as well, my social media.

There's a court hearing going on because Amazon objected to our election, over 25 objections.

*(Booing)*

Right? Shame on them. Right?

Now, we're talking about the trillion-dollar company Amazon, objecting to workers who voted and won by over 2,500 votes—by over 500. I'm sorry—500 votes.

*(Cheers and applause)*

And every day for the last three and a half weeks, we have been in trial. I just testified yesterday. I couldn't even be here and join you guys for the first day of the convention

because I was in the hotel room across the street testifying.

The most alarming thing that I noticed is while I'm testifying, there's less than 100 people in that room. This is a public hearing. So you see where I'm going with this.

We won on April 1. We had the support of everybody from all over the world and we still have that support. But where does that support go when all the things and all the distractions and all the things that happen in the media and our lives, our daily lives? Just like anything else, any other movement, we're divided again.

We're dwindling now on the message. We're forgetting about what happened. We're not showing up.

For the last three weeks, there's been less than 100 people in the public hearing for this case and it should be the most talked about hearing in labor right now, to be honest.

*(Cheers and applause)*

Right? So when I made the announcement in Chicago, the next day we had about 500 people join the call. It was great.

*(Applause)*

Really great. It was so good that when labor showed up, the next day Amazon tried to make a motion to make the hearing private.

*(Laughter)*

Go figure, right? They're, like, you know, complained we can't do this.

So let me tell you, this is a call of action, you know. We can have a speech—I can give a speech about all the things you heard. You just had some great speakers and presidents and prominent figures.

We know the issues. We can talk about it all day long, all day and night. Right? The problem is, what are we going to do about it?

*(Cheers and applause)*

Right?

What are we going to do about it? I didn't come to deliver a message or anything. I came to inspire and motivate, but I'm only one person. And we can't wait to reclaim the future, right? We got to seize the moment. We got to seize this moment. Right?

*(Cheers and applause)*

If we want to reclaim the future, we got to seize this moment.

*(Cheers and applause)*

And what I'm asking from everybody here is to leave here and do more.

What does that look like? I can tell you one, if the ALU, if we fail, we all fail. You understand that?

*(Applause)*

And I'll be honest, it's not up to the ALU to fix the labor movement. Got to get that out there as well, you know. A lot of people have high expectations for myself and for the Amazon Labor Union. I love you. I want the pressure—

work better when pressure's against us.

But at the same time, it's not about what are we going to do, myself. It's about what all of us is going to do together, collectively.

*(Cheers and applause)*

Because there's a war going on outside and the other side is winning. They're winning. If we don't wake up, this window of opportunity is gone and if the Amazon Labor Union doesn't get a contract, we failed; they won.

What does that look like? How can I go to any worker on the shop floor and say, "Use that process, the NLRB process, to get to an election to vote, democratically to vote in your union"?

How can I educate you all the way up to that process and then turn around and there's no end game, there's no justice for us?

We all owe it to ourselves, we owe it to the younger generation, we owe it to our children to seize this moment to reclaim the future.

We need you.

*(Applause)*

And I'm asking—I'm asking for help. I'm asking for help as a leader because even as a leader, you got to know when to lead, and you got to listen, and you got to know when to seek help.

And I'm asking the labor movement to help us claim this victory which we rightfully won on April 1.

There's a court hearing on every single day; show up if you could. You don't have to be there every day, even if for a few hours, that helps.

If you are in the New York area, there's demonstrations going on, join us. If you hear about other campaigns on, get involved.

If they need information, send it to the right person, or delegate, or union. We need every little bit of help and support collectively in order to defeat Amazon and Jeff Bezos.

*(Applause)*

And I'm excited because the future, you know, we talk about the future a lot. It's uncharted waters right now. It's murky, don't know what's going to happen. But I get up every day with the same energy and the same fight because I know what I'm fighting for. It's not for myself; it's for my children.

And when I was a kid—and I'm glad I'm in a room full of teachers—I'm going to tell you now, I was a tough student.

*(Laughter)*

And it's not your fault.

*(Laughter)*

It was me. Let me tell you—

*(Applause)*

We learned—we learned some stuff. We learned some stuff in school, but I can tell you I got bored real quick. You know, my mom would tell you I was bored, you know,

because the things they taught us, obviously, growing up is not really the real history of what we should be learning. Y'all know that, right?

*(Applause)*

So I just want to say this to all the teachers here. You know what your duty is. Please continue teaching these kids the right history, the right history.

*(Cheers and applause)*

And what I mean by the right history, please teach them labor, Black history, please.

*(Cheers and applause)*

I'm begging you as a student that didn't like school, I tell you now, I would have paid attention.

*(Standing ovation)*

Trust me, trust me. And I know I don't have that much time, so I'm just going to say this. I'm going to say this.

The ultimate power that we have as leaders and organizers and activists is to withhold our labor. Imagine, imagine if Liz Shuler told the AFL-CIO and Randi said, "You know what, teachers don't go to work today." Imagine what everybody in the country, if all the unions came together on one accord, right, and said we ain't getting—there's no gun laws, there's no women's rights.

*(Applause)*

There's no social injustice.

*(Applause)*

I could go on and go, but imagine —  
*(Standing ovation)*

—if we withheld our labor. I promise you we'll get the future that we're trying to claim, so don't forget.

Right now we got to seize this moment.

Seize this moment, and if that says withhold your labor, goddamnit, withhold your damn labor.

*(Cheers and applause)*

And I know some other organizers and activists that have been doing some great work—I'm about to introduce them—my comrades from Starbucks, you know.

*(Cheers and applause)*

Give it up for Starbucks workers.

I'm going to—before I bring them up, I got to hear some chants real quick because it's only right, you know.

I would love to do that one, but I'm going to keep it real PG-13 today.

*(Laughter)*

But like you said, you know, withholding our power, because if we don't get it?

... *The delegates responded, "Shut it down."*

And if we don't get it?

... *The delegates responded, "Shut it down."*

And if we don't get it?



... The delegates responded, "Shut it down."

If we don't get it?

... The delegates responded, "Shut it down."

One more time. If we don't get it?

... The delegates responded, "Shut it down."

Power to the people, y'all.

*(Standing ovation)*

Without further ado, I'm going to bring up Richard Bensing, Kayla Clay, and Jordi Adams from the Starbucks Workers United.

Thank you all. Power to the people, solidarity forever.

*(Cheers and applause)*

## **STARBUCKS WORKERS UNITED**

PRESIDENT WEINGARTEN: Every one of us, every one of our locals was helped by someone else to start us. The UFT was helped by IBEW and ILGWU.

You just heard Christian. AFT has given them a quarter million dollars to have an office in Staten Island.

*(Applause)*

We're giving the Starbucks folks money for their strike fund.

*(Applause)*

Starbucks, our western New York folks, helped the first Starbucks. You heard the message for workers to have unions. Our union has to help the Amazon and Starbucks unions.

*(Cheers and applause)*

We've got to be at those hearings. We have to help. Are you ready to help?

... The delegates responded, "Yes."

RICHARD BENSINGER: I'm Richard Bensing. I'm a union organizer, and the greatest honor of my four decades of organizing is working with these workers at Starbucks Workers United.

*(Applause)*

I've also seen the worst company campaign I've witnessed in four decades as well, led by Howard Schultz and Melody Hobson. They will not win. They can't turn back these workers. It's impossible to turn them back.

*(Applause)*

I want to introduce Kylah Clay, who organized the first union in the state of Massachusetts and one of the first outside of Buffalo. And Jordie Adams who had an election yesterday and I'll let Jordie tell you what happened in her election.

JORDIE ADAMS: First, I want to thank you all so much for having us. And on behalf of Starbucks partners everywhere fighting to better our workplace, thank you for all your encouragement and support.

My name is Jordie Adams, and I've been a Starbucks partners for six years. I was going to keep you in suspense, but we won the election yesterday. So it's celebratory.

*(Cheers and applause)*

I've had the unique experience of working at five Starbucks stores in three different states. And there are systemic issues that you might have heard of: Lack of training, chronic understaffing, stagnated benefits. And these struggles aren't new and they're not unique to us at Starbucks. But the strength to stand up for ourselves, strength and support from people like you, that's new to us.

*(Applause)*

So, we partners get asked a question that I imagine a lot of you are familiar with: If things are so bad, why don't you just leave?

And our answer is probably also familiar: It's because we love what we do. But we know that we could love it more if given the opportunity to make it better. And that's why we unionized.

*(Applause)*

Now, a year ago I did not know what a union was, which is a little embarrassing because I was a history major.

*(Laughter)*

But like I just said yesterday, my store in Vernon, Connecticut, became the second unionized store in the state.

*(Cheers and applause)*

For years now, we at Starbucks have been fueling unionization. Brewing, steaming, shaking, there's really no wrong way to caffeinate.

*(Laughter)*

And throughout our unionizing campaign, your support has been overwhelming and humbling and you have helped us fight. But the road has not been easy and the battle is just beginning. Thank you.

*(Applause)*

KYLAH CLAY: Thank you, Jordie.

Hi, everyone. My name is Kylah Clay, and I'm a proud union barista at 1304 Commonwealth Avenue, the first union Starbucks in Massachusetts.

*(Cheers and applause)*

My store's journey officially began in December. And since then I have witnessed firsthand what happens when you threaten to weaken the power of a corporation.

It should come as no surprise when I say that Starbucks has declared war against its own workers. And Howard Schultz, their commander in chief, will stop at absolutely no lengths to prevent workers from exercising their right to unionize.

We are witnessing one of the most aggressive anti-union campaigns in labor history. A mass exodus of hardworking passionate workers fired simply for organizing their stores. Relentless store closures aimed to destroy newly won unions under the guise of safety concerns. Baseless challenges to rightfully won elections and the weaponization of abortion rights and gender affirming healthcare benefits.

On August 1st, Starbucks workers throughout America will be granted a series of new benefits that our union has advocated for since day one. But Schultz refuses to bargain with union stores so we, too, can enjoy those benefits. Instead, he is punishing my fellow co-workers for organizing their stores and securing a voice in their company.

Howard Schultz, our CEO, has made it clear that if you vote to unionize, you will suffer the consequences.

*(Cheers and applause)*

Starbucks has absolutely no regard for our rights. They believe that they are above the law and that they can fire worker organizers, threaten our benefits, and shut down union stores without any repercussions. Every day Starbucks commits another egregious act of warfare against its workers.

But we are going to win this war.

*(Cheers and applause)*

And in so many ways we already have, because in the past seven months we went from zero unionized Starbucks stores in America to over 190 in over 30 states.

*(Applause)*

Together we have successfully energized, organized, and mobilized thousands of baristas nationwide. Right now we are in a pivotal moment in the labor movement. And it is the combined efforts of generations, both young and old, who must lead the way. We can no longer wait for our elected officials to make the changes we so desperately need.

As educators, support staff, and healthcare providers, you are just as much a part of the fight as any Starbucks barista, and together we hold the future in our hands. Together we will win a future that benefits all workers and not just the wealthy elite like Howard Schultz.

*(Applause)*

You all have this power to inspire and nurture thousands of future organizers who will reclaim our future.

On behalf of my co-workers, I want to leave with one ask. Please sign our “No Contract, No Coffee!” pledge to support your local Starbucks stores. Adopt a store. Support them. Order a “Union YES” drink, and tell Howard Schultz to cut the crap.

*(Cheers and applause)*

Thank you so much, everyone.

*(Applause)*

PRESIDENT WEINGARTEN: Okay. Let’s hear it for Starbucks workers and for Amazon workers, and for every unorganized worker that wants a union. Let’s hear it, AFT.  
*(Cheers and applause)*

## **DR. JILL BIDEN**

FIRST LADY OF THE UNITED STATES

PRESIDENT WEINGARTEN: See, I know we’re going to have a conversation with Evy and Fed because I get all the great things to do today.

One of the greatest pleasures of my life is to actually reintroduce, because she is no stranger to us, but to reintroduce Dr. Biden to all of us today.

Now, she is the First Lady of the United States of America.

*(Cheers and applause)*

And I know we all went through extra security this morning because we have to make sure that the President, the First Lady, the Vice President, we have to keep them safe.

*(Applause)*

So, I hope this week already you all feel seen, and you see the importance that so many people have and see in all of us and the remarkable work you’ve done and our other members have done, educators, healthcare professionals, public employees, to pull this country together, to do what we had to do on the front lines despite all the incredible obstacles.

And so I hope you do feel that value. And I hope when we leave here on Sunday, you get recharged and ready to work to do all of the work we have to do: Seize the moment, reclaim our future. In this race between fear and hope, we are the aspiration agents. We are those who fight for the greater good.

But I have to say this. I’ve known the person I’m about to introduce for a very long time. She was, by the way, at our conventions before in Detroit when President Biden was vice president. But perhaps there’s really, in my judgment, no one more important in this administration who really sees and understands what educators do and what healthcare professionals do than the First Lady of the United States.

*(Applause)*

I’m sure many of you have heard President Biden introduce himself, especially to a room of educators, and it usually goes something like he did in the video that we had, “My name is Joe Biden and I’m Jill Biden’s husband.”

*(Laughter)*

You heard that yesterday. So he’s the president of the United States and, in my judgment, he’s doing an amazing job in adverse conditions.

*(Applause)*

And here at the AFT, we are big fans of your husband.

But can I really be honest here? We're really, really, really big fans of you.

*(Cheers and applause)*

And we've never been more proud or more honored or more grateful to have one of our own, a teacher right there in the White House.

*(Cheers and applause)*

And so to people in the world this is FLOTUS, the First Lady of the United States, but to her students at Northern Virginia Community College, she's Dr. B. And Dr. B. doesn't just talk the talk. As my kids at Clara Barton used to say, she walks the walk.

She's taught for over 30 years. She knows what it's like to grade papers over dinner; to call a student at home; to check in on a family; to see a kid's eyes light up when they recognize something in a book.

The first week of the Biden administration, the First Lady asked Becky Pringle and I to come to the White House and to do an event with her. That first day, that first week. That was a message. It was a message to you. It was a message to the world that educators matter.

In the first State of the Union address, Dr. B. asked a nurse of ours from Ohio to sit with her in the box.

*(Applause)*

When I say respect, that is who our next speaker is and does. And let me say one more thing, which is she understood, as does this White House. You saw what happened when President Trump, when Donald Trump was president, 45 percent of the schools were open in person because he didn't care about us or the kids and giving us the safety or the resources.

The first thing this administration did was to say we need safety and we need resources, and they opened up for in-person learning 99 percent of the schools in America. They care about us. They care about kids. They care about communities.

Let me introduce to all of us again the First Lady of the United States of America, Dr. Jill Biden.

*(Standing ovation)*

Oh, and excuse me. She is a member of the NEA, which we also would like you to be a member of ours. So we are bestowing onto you honorary membership in the AFT.

*(Cheers and applause)*

DR. JILL BIDEN: Thank you. Thank you. I'll take that membership.

*(Laughter)*

So good morning.

*... The delegates responded, "Good morning."*

It's wonderful to be back in Boston and with you, my fellow educators, my family.

*(Applause)*

And isn't it nice to be back in person?

Randi, you know, one of the things I love most about you is how you show up for people. When there's a problem, you find a solution. When someone's in need, you ask, "How can I help?" And it's what makes you such a powerful leader here at AFT. So thank you for your friendship.

*(Applause)*

Thank you for caring. Thank you for putting this organization first every single day.

And it's an honor to share a stage with Senator Warren and our great Secretary of Labor Marty Walsh.

*(Cheers and applause)*

And I had the chance to travel here with Senator Markey and with Congresswoman Pressley.

So, like some of you, I just got an email this week asking me to sign my contract for the next semester.

*(Laughter)*

And it made me think about—this is true. I just signed it this morning before I came here. And it made me think about the first one that I signed 38 years ago.

*(Applause)*

In looking back, it's hard to believe that anyone could be, you know, that excited to scribble their name on a line, but I was. And it felt like so much more than an employment contract. It felt like I was becoming the person I was meant to be.

*(Applause)*

So let me ask you all: Do you remember that moment when you first decided to take this path? To be a teacher, it isn't an easy job. So think about it for a minute. Why do we do this?

For me, I thought about just how much books had shaped me, how I loved falling into them and escaping or learning something new. And it broke my heart that there were so many people who really didn't know that joy. I realized that it was a gift that I could give to someone, that I could teach someone else to read.

And I bet each one of you has a similar story, a moment when you realized that you wanted to be the person to open up the world for someone else; to give the smile that helps the student find the confidence that she didn't know was inside of her; to be the one who says, hey, it's okay, we'll figure this out together.

We believe that there is something profoundly optimistic about education. To answer this call of service is in itself an act of hope, and we need that hope now more than ever.

*(Applause)*

As Randi said yesterday, teaching has become so much harder. But you don't quit. You show up to work like I do with a granola bar, because you know that someone in your class is going to be hungry. You keep your voice calm when you explain active shooter drills and how you teach your kids to stay quiet when they have to hide under their desks, even though a part of you breaks into pieces each time.

You tell your students that change is possible, even though you know that when the young women looking up at you with those hopeful eyes have lost rights that they don't even understand yet. You turn down the news on the TV telling you about people who want to stop you from doing your job, and you put your shoulders back and you just go out and focus on your students.

*(Applause)*

There is so much weight on all of you, but you carry it. Our schools are where policies become people, and educators are at the center of it all. And we're not alone. Healing is hopeful as well.

And as Joe always said, if there are any angels in Heaven, they are all nurses.

*(Applause)*

America is so grateful for the sacrifice, all the sacrifices that you have made.

You know, I'm proud of what Joe has done in these last almost two years, from historic investments to reopen our schools, to addressing the mental and academic needs of our students, to signing the bipartisan gun bill and defending women's reproductive health rights —

*(Applause)*

— to delivering on the promise of loan forgiveness for public service.

*(Applause)*

In fact, almost 150,000 public servants have already received loan forgiveness because of changes our administration has made.

*(Applause)*

The president that you elected is working every day to keep his promises. But we need partners who will join him, because we believe that AR-15s, the weapon that tore apart 19 children and two teachers in their classroom, have no place on our streets.

*(Cheers and applause)*

We believe women should be able to make their own decisions about their own bodies and pregnancies.

*(Cheers and applause)*

Ending child poverty, providing affordable childcare, and free community college are not divisive issues. They should not be red or blue.

*(Applause)*

Our government represents the will of the people, and that's why the people need to get involved: Teachers, nurses, higher education, and healthcare workers, public servants, all of us. Yes, we need to vote in races at every single level.

*(Applause)*

And we need to remember that voting is the bare minimum. We have to get involved in the local governments that decide how cities plan their budgets and protect their students. We have to stand up for justice and equity. All of us have a teacher voice for when things go off the rails, and now is the time to use it.

*(Cheers and applause)*

We have to come together as AFT always have and demand that we need to be heard. I will be there beside you every step of the way.

Now, it's going to be difficult, we know that. But we do this work because we believe that a better world is possible.

*(Applause)*

And we know that we are the ones who make the future real. Underestimate the power of this coalition at your own risk.

*(Applause)*

We will fight for the communities we care about and we will never give up, because that's who we are: Optimists, true believers, fighters. And that's what we do every day in little ways and big ones. We change the world.

*(Applause)*

So, let's get to work. Thank you. Thank you, AFT.

*(Standing ovation)*

*(At 12:36 p.m., the Convention recessed to reconvene at 2:30 p.m.)*

# Friday, July 15, 2022

The Convention was called to order at 2:51 p.m., President Weingarten presiding.

## *Afternoon General Session*

### **SEN. EDWARD MARKEY**

UNITED STATES SENATE  
(D) MASSACHUSETTS

EXECUTIVE VICE PRESIDENT DeJESUS: So, I have the privilege of introducing Senator Ed Markey. Senator Markey has served in Congress since 1976, and since 2013 as the junior senator from Massachusetts. But, Senator, I know it feels funny to be introduced as the junior senator when you've been in Congress for more than four decades, but Senator Warren just beat you to the Senate by about six months.

First as a representative and then as a senator, Ed Markey has distinguished himself as a national leader on energy, the environment, and climate change, and has authored legislation that addresses the energy, economic, and national security challenges associated with increasing carbon pollution.

In 2019, as a representative, he co-authored the landmark Waxman-Markey bill, the only comprehensive climate legislation ever to pass a chamber of Congress. It gave hope to the world that the United States was serious about addressing climate change and helped America effectively negotiate with the international community. And Senator Markey currently serves as chair of the Senate Climate Change Task Force.

We love working with Ed Markey on climate issues and we love doing town halls with him.

In the AFT, we are demanding an end to the carnage caused by gun violence, whether in schools, grocery stores, clubs, concerts, or at July 4th parades. And Senator Markey is our partner in those efforts. He supports common-sense gun control reforms, including universal background checks for all firearm sales, reinstating the ban on assault weapons, making gun trafficking a federal crime, a prohibition against high-capacity ammunition magazines, and closure of the loopholes surrounding the creation of undetectable plastic guns.

Like the AFT, Senator Markey—let's give it up.

*(Applause)*

Like the AFT, Senator Markey believes in ensuring the health and wellness of all Americans. Like us, he believes healthcare is a right, not a privilege, and has worked to ensure that all Americans, especially children, have access to affordable quality healthcare.

Here in Boston, Senator Markey has worked closely with the Boston Teachers Union, our great local, which considers the senator a very, very good friend.

Finally, I want to make sure all of you know that on January 6th, 2021, Senator Markey was fulfilling his constitutional duty to count the Electoral College vote when he was forced to shelter while an armed mob of Trump supporters ransacked the Capitol. During the siege, he tweeted, "Donald Trump is responsible for the coup that is unfolding at the Capitol," which we now understand to be even more true than we thought at the time.

*(Applause)*

It is my great pleasure to introduce a warrior for our climate, our safety, our health and wellness, our rights as union members, and our democracy.

Senator Ed Markey.

*(Applause)*

SENATOR MARKEY: Thank you, Evelyn, for that incredible introduction. Thank you for everything you do every day.

Thank you to your great President Randi Weingarten, who every day is fighting in Washington, D.C. for you; just an incredible warrior.

Fedrick Ingram, our brilliant state team of BTU President Jessica Tang, Massachusetts AFT President Beth Kontos, and Massachusetts AFT Secretary-Treasurer Brant Duncan, this is a team of educational all stars and I am honored to be with all of you here today.

It is great to be with you. You've heard from the great Elizabeth Warren, from Mayor Michelle Wu, from Marty Walsh, from our nation's First Teacher, Jill Biden. And we know that your profession is under assault across our country.

It's not just the teachers here today who are educating our youngest generation. It is the teacher assistants, the bus

drivers, the custodians, the food service workers, nurses and health professionals—

*(Applause)*

—the doctors, state and local government employees who are here that are at the heart of the educational ecosystem that is the foundation of our society and our democracy. We thank each and every one of you.

*(Applause)*

It is educators like you who are molding the next generation of leaders for our state, for our city, for our nation. It is educators who help shape America's future by sharpening young minds across our country so that these young people can make a difference in their communities. You see the potential. You touch these students' lives, and you deliver results.

That is done no better than right here in Massachusetts. We aren't just the Bay State; we are the brain state. It is because of our commonwealth teachers that we are the best educated state in the United States. It's because we recognize that education is a ladder of opportunity that allows every child to maximize their God-given abilities.

Massachusetts has the best public school system in the United States. We have the highest math and reading scores in the country. We have the lowest percentage of threatened or injured high school students by making safety a priority. And we are not satisfied in Massachusetts, because you are not satisfied every day. You want to do even better. You want to set the standard even higher for every child in our country.

We're that way because of you, because of the standards that you impose upon us. And like many unsung heroes in our society, the teachers, administrators, and other school employees of the AFT, the MTA, the Boston Public Schools, they do their work with quiet dignity with little or no recognition but with the satisfaction of knowing each and every day that you have made a difference.

And at no time was that more clear than during the pandemic. During these past two years you had to trade tablets with pencils for tablets with pixels. You put your lives on the line for the sake of your students and never wavered from your commitment.

But what did you get in return? You get attacked by anti-union forces. You get taxed at a higher rate than billionaire CEOs. You get denied resources and funding for the classroom basics. Your schools literally get attacked. It is a disgrace; it is a tragedy.

On the Boston Public Library, the inscription reads, "The commonwealth requires the education of the people as the safeguard of order and liberty."

Then why do we spend four times more on our defense budget than our education budget?

*(Applause)*

Our national security in the United States in the 21st century can only be protected by investing in education

and not annihilation. Educators of our youngest children are paid an average of just \$11 an hour, and the median salary of CEOs in the United States is 27 times higher than the median salary of preschool teachers. Who contributed more to society last year, all of the preschool teachers in our country or the CEOs? Who has made us a stronger country?

*(Applause)*

We know that our system is upside down. Our teachers, our workers, the middle class are all paying more than the very wealthy in taxes. It's unfair, it's unsustainable and it's time that we fixed it.

That's why here in Massachusetts we have a Fair Share ballot measure on the ballot, the kind of fairness that ensures a better future. Passing the Fair Share amendment will result in more than \$1 billion new revenue that can be used to fund our public schools, to make college more affordable, to make community college more accessible. We need to make sure that we pass the Fair Share amendment in November in Massachusetts to begin a revolution across this country.

We need to end the divides in our society. We need to break done the economic divide where the CEOs of the top 350 firms in the United States made 351 times more than a typical worker; where CEO pay has skyrocketed 1322 percent since 1978, but for an ordinary worker, it's only gone up 18 percent.

We have to break down the digital divide where poor students still don't have the same access to the amazing information and technologies as wealthier schools do.

We need to close the homework gap before it becomes an opportunity gap.

I authored the E-Rate program in 1996 to make sure that the kids in Chelsea, the kids in Lawrence and Boston, the kids in South Central LA, the kids in Harlem had computers on their desks.

It's now a \$60 billion program. I am very proud of that, but we have to do even better.

We saw—in 2020, we saw what happened to Black and Brown and immigrant kids. They did not have the Internet at home. That's why I worked and I was able to include \$7 billion additional dollars to help fund tablets at home, hotspots at homes to make sure kids would have it, because 12 to 17 million children in our country did not have that access.

And we also have to stop the political divide where leaders think it's okay to put corporate profits and campaign contributions ahead of our children.

We need universal pre-K to start our kids off right, and an assault weapons ban, and universal background checks to keep them safe in school. We need to spend our time protecting second graders and not the Second Amendment in our country.

*(Cheers and applause)*

And the only piece—the only piece of technology a student should get near at school is a computer and not a gun. We need to make NRA stand for Not Relevant Anymore in American politics.

*(Cheers and applause)*

We need to raise the minimum wage. We need to make sure that every American can access the right to vote. Voting is democracy in action. The easier it is, the healthier we are.

The Republicans want to deny Black and Brown people in this country access to the ballot because they know what will happen if they do vote.

And we need to ensure that everyone has reproductive freedom and the right to an abortion.

*(Cheers and applause)*

And now, here's how we can do it.

One, repeal the racist, outdated filibuster.

*(Applause)*

Two, pass the codification of *Roe vs. Wade*.

And three, expand the Supreme Court to regain the two seats stolen by Donald Trump and Mitch McConnell from the American people.

*(Cheers and applause)*

And more than ever, we need a Green New Deal to transform our economy, create millions of good-paying union jobs, and ensure environmental justice for the communities that bear the burden of our fossil fuel addiction.

Children are 21 percent of our population but 100 percent of our future, and what kind of future are we leaving them if we don't do everything we can to combat climate change?

We got some very bad news on this yesterday from Senator Joe Manchin who said unequivocally that he was not going to support any climate or clean energy tax breaks or spending in a budget reconciliation package. This is a devastating blow, especially to our young people, our young people for whom the climate crisis is a matter of life and death, our young people who have been fighting in their schools and on the streets for change and demanding action from their leaders.

AFT led on the Green New Deal. You were the first union to endorse the Green New Deal. You are standing up for this young generation saying, "We have to lead."

And to these young students, I am not giving up. I know that you are our future and I am with you. And I believe in you and I believe in the Green New Deal, and I believe in these young people.

Our energy future will not be found in the dark of a West Virginia mine but in the light of the sun, solar, and wind and batteries and offshore wind and energy efficiency and all-electric vehicles. Instead of drill baby drill, it should be plug in, baby, plug in. Let's move to the future. That's where young people want to be.

*(Applause)*

But we know the hard truth, that Donald Trump and the GOP are not going to back down. So we need to send them all a special message from Massachusetts and from the AFT across this country. We don't back down. Not now, not ever. You want a fight? We're in the fight. We're ready to go. We're ready to take you on.

*(Applause)*

And on election this year, *Roe vs. Wade* is on the ballot. Gun safety is on the ballot. Climate action is on the ballot. Voting rights is on the ballot. But we will only win if we build a movement, an intergenerational, intersectional, interconnected movement of rural and urban, young and old, Black, Brown, immigrant, native, refugee, male, female, nonbinary, trans, and, most of all, mobilized and galvanized Americans, and that movement starts with you.

My mother was my greatest teacher. She was the high school president, but her mother, my grandmother, the immigrant, my grandmother died and she left behind five daughters, including my mother. And my mother had to stay home to just take care of her younger sisters. That was the system. Girls don't go to college. They just stay home, even if they're president of the senior class.

And with that, my mother's college dreams died. And she never really talked about it. And I was the oldest boy, and my mother would get very angry with me if I did not do what my teachers told me to do.

My only deal with her was that I would do a half hour of Latin with her every day at home. And she would make sure I would learn Latin. And it was the only reason I knew that *carpe diem* was not a fancy fish sandwich.

*(Laughter)*

What she would say is, "Eddie, you're not any smarter than your grandparents. And you'll never work as hard as your father who's a milkman." My father drove a milk truck for the Hood Milk Company here in Massachusetts.

"You'll never work as hard as your father. But you're going to have opportunities because of education." When I didn't study, she would say, "Eddie, your father and I are going to donate your brain to Harvard Medical School as a completely unused human organ. You're going to study."

*(Laughter and applause)*

"You're going to get the opportunities that your grandparents and we did not get." And that's what you offer every day to the children in our country, the opportunities that were not given to them in their families in the preceding years.

When my mother got older, she got Alzheimer's. My father and I, we kept her in the living room. My father said it was an honor that she married him, and that she would never step foot in a nursing home, that he was a milkman, and she was a senior class president.

And I decided one day just to take my mother and ask her did she want to go to college. And she said, "No, no,

girls didn't go to college." And I said, "Well, ma, if you could have gone to college, what do you think you would have been?" And she leaned in and she looked left and right and she said, "Eddie, I could have been a good teacher, don't you think?"

*(Applause)*

So, generations of women, generations of immigrants, generations of families, you know, have had that little secret, that they were not given the ability to maximize their God-given abilities. That's what you do every single day. That's why you're the most important part of our country, because you give people hope. You give people a chance to believe in themselves and their family's future.

I want to tell you that I love your union. I love the fact that you're fighters. And I'm with you all the way.

*(Applause)*

We cannot agonize; we have to organize this November and win two more Senate seats in the United States, and we hold on to the House of Representatives.

Thank you all for everything that you do every single day.

*(Standing ovation)*

PRESIDENT WEINGARTEN: Two seats in the Senate, two seats. Two seats. Maintain the House, keep the governors, win back some. We can change the world.

*(Applause)*

## **DR. IRENE MULVEY**

PRESIDENT, AMERICAN ASSOCIATION  
OF UNIVERSITY PROFESSORS

PRESIDENT WEINGARTEN: Just last month the AFT and the American Association of University Professors officially joined forces—yeah, we can clap for that.

*(Applause)*

It creates a historic alliance. It's not simply that it creates a union that's the largest higher education union of probably 300,000 higher education faculty members, but it's the largest affiliation of its kind. And I would argue it is game changing for some of the arguments we just heard in those three resolutions, because it puts every unionized person in higher ed together to fight for the promise and the potential of higher ed: Accessible, affordable higher ed for our students but also higher ed that's invested in, higher ed that has academic freedom, higher ed where there's no more precarity, higher ed where the courses that are taught are more important than the stadiums that are built.

*(Applause)*

So this alliance could not happen at a more critical time. As we just heard, higher ed is currently the target of legislative attacks on academic freedom. Remember what Governor DeSantis just attempted to do in Florida.

*(Booing)*

And our Florida affiliate, look, we immediately resorted

to suing him and there was a decision on a district court level that was amazing. Normally DeSantis goes back because he owns the judges in Florida, he's appointed many of them, to fight these things. This time he withdrew.

But they're trying different ways. You see what Abbott is trying to do in Texas. Then there is the persistent under—

*(Booing)*

What?

*(Laughter)*

And then there is the persistent underfunding that we just heard about. The explosive student debt that we heard about here and that Governor—Senator Warren—I don't know if I just gave her a promotion or a demotion by calling her Governor Warren—that Senator Warren talked about so eloquently.

But this is union work to do this work, as people, again, you just said.

And so, joining forces with the AAUP is extraordinary. And I want you to meet someone who's become a very dear friend, the extraordinary leader and a brilliant mathematician, by the way.

*(Applause)*

She has been a professor at Fairfield University in Connecticut for nearly 40 years, and she's currently also the chair of the math department. At AAUP, she's working to address systemic and institutional issues.

She's helping faculty recover—she and all of AAUP are helping faculty recover from COVID. They are addressing the student debt crisis; they are addressing so many of the issues we are as well. Joining forces is incredible.

Let me introduce to you, Dr. Irene Mulvey.

*(Applause)*

DR. IRENE MULVEY: A little hot up here. Hello, AFT.

*... The delegates responded, "Hello."*

On behalf of the American Association of University Professors, and our elected leaders who are sitting in the visitors section behind No 7.

*(Cheers and applause)*

On behalf of our chapters, our state conferences, our 45,000 members, thank you for all you do.

*(Applause)*

The American Association of University Professors was founded in 1950. For the last 107 years, the AAUP has literally shaped American higher ed by developing professional standards and values for higher ed, and by organizing faculty and academic professionals, graduate students, post-docs, and anyone else engaged in higher education teaching and research.

And we do this in order to ensure higher education's contribution to the common good and because education is an essential component of democracy.



*(Applause)*

AFT, you are a mighty, mighty powerhouse, thanks to the strength and the work of your 1.7 million members. The energy that I have seen in this room and at this convention is amazing.

What a morning program, am I right? How can I follow that?

Anyways, I know the jumbotrons are great, but I wish you could see the view from up here. It's inspirational. This is what it's all about. You are what it's all about. People, members, delegates who believe in equity and opportunity for everyone: Public workers, public service, good jobs, high-quality and well-resourced healthcare, safe and welcoming high-quality childcare and public education, and higher education as a human right and a public good.

You may know that the AAUP and the AFT have had a joint organizing agreement for the last ten years or so and we've renewed it every three years.

You may know that the joint organizing we have done under those agreements has been incredibly successful, resulting in 11,000 new joint AAUP/AFT new members over the life of the partnership.

What we have seen is that the combination of AAUP's academic expertise and AFT's power is a winning combination.

I'm going to give you a quick sidebar for this non-higher ed audience.

In a nutshell, when I say AAUP's academic expertise, I mean essentially our defense of academic freedom and our promotion of shared governance. These are not just catch phrases to us.

Academic freedom means those who teach have control of what they teach and how they teach it.

*(Applause)*

There's more. Scholars can follow their research wherever it leads without interference —

*(Applause)*

—and that faculty will not be disciplined for intramural speech about the running of their institution or extramural speech that has nothing do with their area of expertise. We have been defending this for 107 years.

*(Applause)*

Shared governance means that—demands that faculty have meaningful input into the running of their institutions and decision-making authority that's respected in areas of faculty expertise. We've been fighting for this for 107 years.

So let me start again with the joint organizing—end of sidebar.

What we have seen is that the combination of AAUP's academic expertise and AFT's power and might and resources and reach is a winning combination for organizing academic workers. Our partnership has been successful beyond either organization's wildest dreams and

so we've negotiated an ongoing affiliation which will make our partnership permanent.

*(Cheers and applause)*

Yeah. Today, is a historic day in the labor movement and the academic labor movement.

Today, we will sign the affiliation agreement, celebrate this historic moment and then look forward to getting back to work.

I want to thank the AFT, and especially Randi, for initiating with us the discussions on a more permanent partnership. I want to thank the members of both negotiating teams who worked so hard over this last year or so.

Now is the time to make the affiliation permanent because the threats to higher education have never been more serious than what we face today.

Public education has been devastated by decades of disinvestment and underfunding. This has resulted in the crisis of contingency that threatens the entire profession and the explosion of student debt.

AFT has done amazing work to fight to reduce and cancel student debt. We've heard the stories at this convention and the dollar amounts—it's incredible.

The contingency crisis is ongoing. Scholars who spend years on their education and specialized trainings to become an expert in a field that they're passionate about, often times resulting in life-long debt, end up as workers in a gig economy, cobbling together courses on a part-time basis at several different schools—Freeway Flyers, we call them—scrambling to make a living, relying on public assistance to put food on the table.

It is absolutely shameful what has become of the profession. The need to fight back, and fight back harder, has never been more crucial.

*(Applause)*

Thank you.

You can't hear that much backstage, but that resolution, I'm delighted that Resolution 11 passed unanimously. It's a great start, as Randi said. If she's re-elected, she's going to get to work on it immediately. And I think that's a real opportunity to show the value of the partnership.

Legislative interference is another existential threat to higher education. Over the last year, we've seen an unprecedented number of bills introduced in state legislatures that would impose government control on what can be taught in the classroom.

Because they're being introduced at the state level, fighting back against them is like playing whack-a-mole. So, again, I hope to see the value of our affiliation on that front.

But this isn't just unfortunate legislation. These bills are an attack on democracy.

In a democracy—I don't have to tell you, but let's put it out there—in a democracy, there is no place for the

government to control what can be learned and what can be taught in a classroom.

*(Applause)*

To impose an educational gag order. And what is it they don't want college students to learn? The true, and honest, and complicated history of our country.

Why don't they want college students to learn that? In order to preserve a white supremacist society and to maintain power in that white supremacist society.

*(Cheers and applause)*

Not on our watch. It's our obligation—it is our obligation as educators, as patients, as people, as AFT, to fight back against those who would continue to prop up systemic and institutional racism at the expense of truth in education.

*(Applause)*

And make no mistake about this, higher education is under attack because those who would like to see the U.S. move to authoritarianism recognize the power of education. Authoritarian regimes control with misinformation, disinformation, and lies.

Education and truth are the ultimate threat to those who would push us towards authoritarianism and it's our job to get that education and truth out there.

*(Applause)*

In other words, the time could not be better to strengthen the labor movement and to be building a more powerful academic labor movement in higher ed. Education and activism are what's needed to save our democracy.

Education is what will move us forward toward a multi-racial, pluralistic democracy in which every person has the opportunity to thrive, where equity and justice are bedrock principles we live by, where we help the most vulnerable, where we lift up the most needy, and activism—well, that's what gets shit done.

*(Laughter)*

So organizing is hard work—you all know that as well as I do. But our affiliation agreement builds power and we will be stronger together.

This book—also on my lapel—this book is the most recent edition of AAUP policy documents and reports. We call it the Red Book.

I know Randi owns at least two Red Books, but I am going to present this to Randi to symbolize AAUP policies and standards being more deeply embraced by AFT Higher Ed and to commemorate this historic affiliation.

After that, I suggest we sign the thing and get to work.

Thank you.

*(Cheers and applause)*

## **AFT VOICES: UUP'S DOWNSTATE MEDICAL CENTER CAMPAIGN**

*... A video presentation about PEF and Fund Our Future was shown to the delegates.*

PRESIDENT WEINGARTEN: Throughout the convention we've been preparing either videos or statements and testimonials from the floor so that you see our members speaking.

And you've just heard Wayne Spence and PEF talk about the campaign to Fund our Future, but they also talked a lot about the campaign to save Downstate Hospital and Medical Center—

*(Applause)*

—and Medical College. And there were two unions that are affiliates that were very, very involved with them—three, NYSUT, of course.

But one of the NYSUT affiliates, UUP, was incredibly involved and led that campaign and I asked Fred Kowal, the president of UUP, to say a few words with this.

Thank you, Fred.

Microphone two.

VICE PRESIDENT KOWAL: Thank you very much, Madam President.

Fred Kowal, AFT Vice President, Local 219.

When I became president in 2013 at UUP, I was told by a number of individuals that Downstate was doomed, that it was going to close or would be privatized.

Indeed, we have over 13,000 members at three SUNY teaching hospitals, and they treat patients, from being x-ray technicians, to surgeons, to nurse practitioners, to respiratory therapists who were crucial during COVID.

At the same time, they are educating the next generation of desperately needed healthcare professionals.

When I heard that there was the possibility that Downstate, in the heart of the African American community and the immigrant community in central Brooklyn, could close, I turned to our national president, to Randi, to the leadership of NYSUT and to our amazing team of leaders at the Downstate UUP chapter led by Rowena Blackman-Stroud.

*(Cheers and applause)*

The campaign that was put together to save that hospital was a fight that, in fact, has never ended. As you saw in the video, as Wayne spoke about the constant cuts to the hospitals—literally, the three hospitals, these are public hospitals that received zero public funding over the past two years. They had to survive on the patient revenue they could earn.

And during COVID, the stress became incredible. In fact, if it wasn't for AFT, or NYSUT, or UUP, going out

and purchasing PPE, we would have lost hundreds and hundreds of our members who were saving lives, all of our lives, by the work that they did.

The struggle continues. We need public funding for these teaching hospitals for the healing work they do, but also for the training of the next generation of healthcare professionals who will be AFT members.

*(Cheers and applause)*

So I salute my sisters and brothers who work in the SUNY hospitals, regardless of what union they're in, because at the end of the day, we are all AFT.

Thank you, Madam President.

## **GUN SAFETY PANEL DISCUSSION**

*... A video presentation, "Enough is Enough," was shown to the delegates.*

PRESIDENT WEINGARTEN: So to my right, my immediate right, is David Hogg, who is a survivor of Marjorie Stoneman Douglas mass shooting.

*(Applause)*

He cofounded March for Our Lives and helped lead several high-profile protest marches and boycotts. He has challenged leaders, all leaders, to get over politics and get something done. He asks Americans to stand up, speak out, and work to get to a moral standard here. And he does this regardless of party affiliation.

He inspires me every day. And he texts me and he and I text virtually all the time. But his question is always: What do we do next to get something more done?

Next to David is RuQuan Brown. He began organizing to end gun violence after his stepfather and a close football teammate was shot and killed. He advises March for Our Lives and is a cofounder of Love1 and Love100, two organizations dedicated to bringing resources to communities affected by gun violence.

*(Applause)*

He is an amazing young man.

And Sarah Lerner, who is to my far right, not ideologically, is also a survivor of Marjorie Stoneman Douglas High School tragedy there in 2018. She has taught for 20 years, the past eight at Douglas. She cofounded Teachers Unify to End Gun Violence with Abbey Clements and Sari-Beth Rosenberg, and Sarah is in the audience as well.

And Teachers Unify is a grassroots movement of American educators whose mission it is to elevate stories of gun violence in schools and communities and to change the environment, change the climate, influence policies, and make communities safer. And she is just devoted to both her work as an educator and to this work.

And for those of you who don't know, Abbey is not with us today, but Abbey is a survivor of the—I almost couldn't

say it—of the mass shooting in Sandy Hook in Connecticut.

So without further ado, can I ask you first, RuQuan? Teachers and children are on the front lines of gun violence right now. To be an American is to—well, let me ask it this way.

With the last three mass shootings, Uvalde, Buffalo, Highland Park, there has been a shift, at least in what I've seen, that everyone is now believing, or everyone I know, that not only could they be touched by this but this could happen to them and that there really is a gun culture now.

Do you think it's inevitable or do you think it can change?

PANELIST RUQUAN BROWN: Well, I think that—first, thank you for having me. I'm happy to be here before teachers because, and all of the other beautiful people that pour into students because I wouldn't be here if it weren't for the people in my communities who really cared about me: Coaches, teachers, all of the other staff in our schools. So I'm really thankful. Thank you, guys. You deserve that.

*(Applause)*

I know it to be true that no sort of injustice is inevitable. But I also know it to be true that with the current fabric of this country, the injustice is inevitable. And I think that the best place to sort of change that is in our classrooms, because young people spend more time in our classrooms than we do at our homes.

It was in class that I learned what politics are. It was in class that I learned what voting is and those things. It was in class that I learned the concept of community as well. So I don't think that these things are inevitable, but I think that they do take an amount of self-sacrifice that we don't learn about in school.

I think it takes more balls from people like myself to be willing to hold Congress accountable.

*(Applause)*

And finally, and even for the people that are in our schools to hold each other and also hold Congress accountable, I think, is what it's going to take.

*(Applause)*

PRESIDENT WEINGARTEN: Thank you. And that leads me to a question for David. Because you know, the bipartisan Safer Communities Act was passed and then there was another mass shooting.

So, you're pretty eloquent on the issue of what is progress. So tell us, what's your view of the bipartisan federal Safer Communities Act? And where do we need to go from here?

PANELIST DAVID HOGG: Look, I think it's progress even if it's not as much as I would like to see. The reality is with that bill we knew if we had to have 10 Republican votes because of the filibuster, that it was going to count on

us not letting perfect be the enemy of the good, because we have to focus on saving as many lives as we can right now with the current political situation that we're given.

I think it is progress in that it's—really what we're working with here is the journey of kind of a thousand miles. This isn't even a half step—this isn't even a first step, this is a half-step but it's still progress and it's more than has been done in 30 years, me and RuQuan's entire lifetimes, the most that's been made at the federal level, and that's because teachers marched with us from AFT and so many other places across the country.

It wasn't just teachers, it was janitors, it was coaches, it was nurses, it was all these other people that helped truly make this time different. Because while it wasn't enough, there was also substantial funding in that package for mental health in our schools, billions of dollars.

*(Applause)*

What it's going to count on, though—what I need all of you to understand and everybody who is watching this at home presumably as well is that it is going to be essential that we make sure that money is spent on counselors and mental health and not incarceration of our students.

*(Cheers and applause)*

Because while understanding the way that we work to eradicate the hatred that is driving many of these things is not through mental health because people are not born hateful. People learn hatred. They learn racism. Intolerance is learned, it's not born in the first place.

We have to realize that it's going to start in our educational system and teaching our young people about love and justice. And the best thing that all of you can do in this room, now that we've passed this law, is that we also pass "over 18" at the state level to help change these things and prevent these horrible instances from happening.

But I have to know that everybody in this room shows up at your state legislature every single year with us because that's where this change is going to come from, is your state legislature. So show up there with us to help us change these laws and get our students the resources they need to succeed.

*(Applause)*

PRESIDENT WEINGARTEN: So let me ask, before I go to Sarah, let me ask both RuQuan and David this question because David made it very clear before June 11th that, in his view, it was really important this time for this time to be different, that students and educators marched together. And we have nurses here who marched with us as well.

But why don't you talk just strategically why you thought that was so important.

PANELIST HOGG: Because we can't do this on our own as students more than anything. We need the wisdom and education of people that have been in this fight long

before us and also know that they are in danger as well in their schools along with their students. Because parents shouldn't have to ask teachers how good of a shot they are, as we heard—you know, when we talked, I remember hearing that. It's crazy, right?

We have to work together in this, and we need as many people as possible. We know that the best way for us to get educated and provide the education that we need to train organizers, to train young people, to be the leaders that we have had but have had far too few of, is through our education system, and that's why it's critical we work with our teachers.

PANELIST BROWN: Yeah, and I think this is a part that is often left out. My stepfather was murdered when I was 16 years old in high school. I got a call coming home from school that my stepfather was murdered.

I had a teammate murdered when I was 15 years old in high school. The first time I lost someone to gun violence, I was five years old in Seattle, Washington. I walk the streets of my neighborhood, afraid to lose my life, y'all.

These are issues that my teachers don't necessarily experience in my neighborhoods, but they have to experience them through me as a student.

*(Applause)*

People in my neighborhood are not attacking our schools. Our neighborhoods are being attacked by very, very, very unjust legislation. My neighborhoods are being attacked by having no resources in our schools and in our homes.

*(Applause)*

And so it's important for us to be here amongst teachers and to walk with teachers and to stand with teachers and to fight with teachers because you guys need to know how to hold me when my father dies.

*(Applause)*

You guys need to know how to hold hands with each other when your students are murdered. Because in our neighborhoods, I want to emphasize in Washington, D.C. in Ward 8, in Ward 7, 6, 5, 4, 3, 2, and 1, when young people are being murdered, oftentimes teachers are not equipped to deal with that.

So that's why it's important when you hear my voice, you can think beyond what the news is telling you about deaths.

*(Applause)*

PRESIDENT WEINGARTEN: Thank you.

So I'm going to turn to Sarah. I met Sarah after—Anna Fusco and the Broward teachers are here as well, and I want to shout them out for the work that they have done. I also want to shout out the Newtown local for the work that they have done and their state affiliates, both Connecticut and Florida.

*(Applause)*

But, Sarah, I remember meeting you. I think I went probably barged into your room. Sarah is the yearbook adviser, and you took on this role of helping students emotionally, psychologically dealing with this tragedy that happened in February, doing the yearbook in May, and really pulling together all of the testimonials.

Then now you're doing Teachers Unify to End Gun Violence. So just give us two things. Give us a sense of how you did that that year and what is propelling you to form this new amazing organization.

Everybody knows March for Our Lives. What we want is for everybody to also know Teachers Unify to End Gun Violence.

*(Applause)*

PANELIST SARAH LERNER: I want to thank you for including me in this panel. I genuinely don't know how we finished the yearbook in 2018. If there are any yearbook advisers out there, you know how difficult that task can be, compounded by what we went through.

So we just had to because we knew it was our story to tell and we needed to drive the narrative. We needed to show that what happened to us didn't define us, and still doesn't define us. It's a part of who we are. But we really worked hard to honor those we lost, talk about who they were and who they wanted to be and not focus on what happened to them.

It just was a labor of love for six very long but very short weeks once school reopened after the shooting. And David was in and out of the room—never a student of mine—but was in and out of that space and saw how crazy it was.

As for Teachers Unify, we formed after the shooting at Oxford High School in Oxford, Michigan. Abbey Clements, Sari-Beth Rosenberg and I were all in a group chat and we just decided enough was enough.

What is often left out of the conversation when it comes to gun violence is the voice of the teacher.

*(Applause)*

We are the ones who help the students when they lose a parent. We are the ones who help and move forward after a school shooting. We are dealing with gun violence in our own communities. And it's so important to realize that school shootings, while they get the most media attention, are such a small percentage of the gun violence that occurs across this country.

It is gun violence in Black and Brown communities. It is gun violence against LGBTQ+ community. It's anti-Asian, antisemitic, domestic violence. Suicide is gun violence. There's so much that goes into it. And even if you as an educator have never experienced a school shooting, and I hope and pray that you never do, you are still impacted by gun violence because of where you live or where your school is located or where your students live. And

it impacts all of us intimately, tangentially, but we are all impacted by gun violence. And we knew, the three of us knew that the teacher voice, the educator voice was missing from every single conversation.

Lawmakers want to determine what we do in our classrooms. We all do code red and lockdown drills that are traumatizing to us and to our students. And these laws and policies are being made by people who have never stepped foot in a classroom. Don't ask us what we think and what we want and there's your policy.

*(Applause)*

PRESIDENT WEINGARTEN: So, as you can imagine, I have a ton of different questions for them, but I want to just—you know, we've got about five minutes left.

So I want to just ask you all. You have a group of 2,000 activists here. What do we leave them with in terms of going home on Sunday about what to do?

David already said each year we've got to be at the state bodies and really keep moving this agenda. But you, Sarah, just raised the issue about the other gun violence. RuQuan raised the issue about just what happens in a child's life when people that child is close to get murdered.

So, all three of you, I don't care who goes first, what's our call to action to this group of incredible activists?

PANELIST BROWN: I'm really excited to answer this question because I've been thinking about this, by force because of the way that I grew up, since I was five years old. And I recognize that my ability to be here and be a Harvard student and do the other things that I've done, invest in my community and be what people call an activist, is only because of people like yourselves.

It is only because my parents reminded me that I deserve life despite the things that were happening to and around me. It was only because I had teachers who were willing to invest in me beyond the eight hours we spent during the day.

*(Applause)*

It was only because I had staff in the cafeteria who were willing to serve me regardless if I could afford it or not.

And so what my call to action is for you, because I know that you care about your students getting an opportunity to grow into the people that they deserve to be, is to reach out to me so that we can work together, so that I can come to your school and bring my friends to your school to teach whoever needs to learn how to take care of young people.

I know from my experience that every educator doesn't know all the things they need to know about how to prepare young people for the world. I've been able to see as a 20-year-old young man in the world of politics, in community, in school and sports and more what it takes. I'm very, very accessible. With the Internet, my social media handle is on the screen. I'm calling you to reach

out to me so that the infrastructure that I've put together through my non-profit, Love100, so we can come and teach you guys and show you guys and guide you guys, answer your questions about how to ensure that young people, like me when I was five, can make it to this point and beyond because we all deserve life.

*(Applause)*

PRESIDENT WEINGARTEN: Thank you. David.

PANELIST HOGG: I think beyond showing up at your state legislatures every year, which if there's one message that you take away from what I need you all to do, is show up at your damn state legislatures every year and not just that, but obviously vote, obviously try to get people to run for office and things like that.

The other thing I want to leave you with is don't give up on students like me. I have dyslexia and ADD, and I had the privilege of going to some of the best public schools imaginable. It's very likely that if I did not have the privilege and a mom who has also been a teacher for over 25 years, that I would not be on this stage right now.

*(Applause)*

One of the hardest things that I ever had to do before all of this happened was learning how to read. And it was only because of my special education teachers and others who didn't give up on me because they had the resources they needed that I am here right now.

*(Applause)*

So please, please, please, please, do not—as hard as it is, and I've seen my mom, you know, she worked in Title I schools for much of her career, some of the most important work is in the communities where you will not get credit for it, where you won't have parents that show up at parent/teacher conferences, where you are helping to serve that role of raising that child. And should you have to do that? Absolutely not, but unfortunately that's the reality we face.

It's in those students, it's in those young Davids like me that real change is possible, and it comes from you. So thank you. And don't give up on your students and keep fighting for them.

*(Applause)*

PRESIDENT WEINGARTEN: Last word, Sarah.

PANELIST LERNER: Oh, boy. I guess, the biggest take-away is to speak up and use your voice. If one of us is screaming, they're not going to hear. If we're all screaming, they can't ignore us.

*(Applause)*

PRESIDENT WEINGARTEN: With that, I want to thank Sarah and David and RuQuan.

This is our future.

PANELIST HOGG: And thank you. Thank you to you all. Thank you.

*(Standing ovation)*

PRESIDENT WEINGARTEN: David just said the only place gun violence belongs is in our history books.

**DR. CLAUDIA FEGAN**  
CHIEF MEDICAL OFFICER,  
COOK COUNTY HEALTH ORGANIZATION

SECRETARY-TREASURER INGRAM:

It's now my honor to introduce to you Dr. Claudia Fegan, who is the chief medical officer of the Cook County Health organization in Chicago, an internationally recognized public health advocate who is passionate about meeting her patients where they are and helping them understand their conditions.

In her current role, Dr. Fegan provides executive oversight for the health system's medical practices and helps inform health policy initiatives, which for those of us who aren't doctors, means she's a big deal.

She sets the agenda for a major hospital system, whether it's how they care for their patients, how they interact with and serve their communities, or how they administer healthcare initiatives that affect thousands of lives, and Dr. Fegan has carried us through crises like the COVID pandemic, like the public health crisis of gun violence, and the opioid nightmare facing too many rural communities.

Without further ado, please join me in welcoming Dr. Claudia Fegan.

*(Applause)*

DR. CLAUDIA FEGAN: Thank you. I have to give a special shout-out to CTU Chicago.

*(Cheers and applause)*

School teachers—school teachers are the most important people in our society. You mold the future.

My father was a schoolteacher. He was a proud member of AFT. I will say that he was a union organizer early in life who was drawn to teach.

In the late '60s—and you all from Chicago know what I'm talking about—and throughout the '70s, he led the fight and strikes—too many strikes—to limit class size, to make sure teachers were supported in the classroom, to ensure teachers were reimbursed when they spent money on teacher's teaching aids when they had none.

It is sad to realize you're still fighting for those same things. My husband was a schoolteacher. He used to spend so much time printing articles on sports, fashion, music, and politics, to teach his high school English students how to read.

How could he teach them literature when they arrived at high school unable to read?

Yes, I know the AFT. I'm proud to be here.

*(Applause)*

I am here to tell you we're in trouble. We're in trouble. But you knew that before you went to bed last night. You know we have a Supreme Court that doesn't respect a woman's right to make medical decisions she might make in consultation with her physician.

We're in trouble.

We have a court that prioritizes gun rights over the safety of teachers and children in schools. We're in trouble.

Healthcare in this country is in trouble. We are watching the corporatization of healthcare. We are watching the privatization of Medicare. We are watching individuals lose control of the care they receive.

Seventy five percent of physicians in this country are now employed by someone other than themselves, as they were a generation ago. Now, that's not necessarily a bad thing. When you work for a system, sometimes you can offer your patients services you don't have access to in a small office.

Sometimes in a system, you can have wrap-around services like dieticians and physiatrists. You can help patients get more of the things they need, but you must be concerned about who is in charge, who is making decisions, and why are they making those decisions.

When profit starts to drive clinical decisions, instead of safety and clinical benefit, you have to be concerned.

*(Applause)*

The Trump administration started a program called DCE, Direct Contracting Entities, which allowed companies to insert middlemen between patients and the care they receive.

Now, these entities may or may not have had previous experience in healthcare delivery. Some of them were venture capitalists who were just investing in the business of healthcare.

There's a sense—not wrong—that since we spend trillions of dollars in healthcare, that there's a lot of money to be made in healthcare. They're not wrong.

Healthcare is now over a four-trillion-dollar industry in the United States.

The problem is when you allow middlemen to insert themselves in roles that can limit access to care and then you tell them they can keep 40 percent of what they don't spend on the delivery of healthcare as profit, some people might believe you won't make good decisions.

*(Laughter)*

Some people might say you're placing a strong incentive not to deliver care.

The outcry against DCEs was so loud the Biden administration was forced to act. Unfortunately, they didn't

act to end the program. They changed the name. It's now called ACO REACH. I love how the government comes up with names so they can obfuscate what they are doing.

ACO REACH stands for Accountable Care Organization Realizing Equity Access and Community Health. It's supposed to encourage healthcare providers to coordinate care to improve the care offered to people with Medicare.

The problem is people who have enrolled in traditional Medicare can be placed in this program without their consent or realizing it's happened.

Often people choose traditional Medicare to maintain control over who they see and where their care is provided. Now, if they happen to live in an area that's been targeted for the program or they are seeing a primary care provider who's employed by an entity that enrolls in ACO REACH, the patients are unknowingly placed in the program.

What we can tell about the program with this new name is it gives more lip service to equity; it requires more reporting on efforts to adhere to health equity. But the amount of payment that can be withheld for not meeting quality standards has dropped from five percent to two percent. The only way a patient can opt out of the program is to find a new primary care provider.

Now, why am I telling you about this program? I'm telling you because we're in trouble. I'm telling you because when we start putting profits ahead of patients, we all suffer.

*(Applause)*

When government starts to support corporate greed over personal freedom, we all suffer.

*(Applause)*

I'm telling you because we have to begin to look at the big picture. We have to begin to fight back. We have to fight back.

*(Applause)*

We already spend enough on healthcare in this country. We spend enough money to provide access to healthcare for every man, woman, and child living in this country.

*(Applause)*

I didn't say citizen. I said every man, woman, and child living in this country.

*(Cheers and applause)*

The main problem is we allow too many people who are not involved in the delivery of healthcare to take profit from it.

*(Applause)*

Why is that? Why do we do that?

I told you, healthcare is a four-trillion-dollar industry. There are three healthcare lobbyists for every one member of Congress.

This is about change and how we make change happen in this country. We make change happen in this country with unions.

*(Cheers and applause)*

Strong, powerful unions make change in this country and around the world.

The United States is the only industrialized country in the world that does not guarantee access to healthcare—the only one.

I told you we already spend enough on healthcare to guarantee access to everyone who lives here. We already spend enough.

We already spend enough, and yet medical illness or necessary debt is the number one cause of bankruptcy.

Why? How can that be?

We let too many people who are not involved in the delivery of healthcare take profit from it.

*(Applause)*

Profit. Look at the skyline of most big cities in this country. If you don't see a big insurance company or big pharma lining the skyline, I'll eat the paper this speech is written on.

*(Laughter and applause)*

Profit. Now, don't get me wrong, I'm not opposed to people making a profit or earning a living. I'm opposed to lining the pockets of the wealthy on the back of sick people while we deny them care they need.

*(Applause)*

There's a better way. Single payer, national health insurance is the answer, and improved Medicare for all.

*(Cheers and applause)*

We could take care of everyone. Who doesn't deserve access to care? Who?

Now listen, because this is the most important point and it is why I came here from Chicago today. No country has ever gotten to universal healthcare without the support of labor, unions, or a strong labor party.

*(Applause)*

Labor. Labor is the key.

This is my fight. This is your fight. This is our fight. We're in trouble and we have to fight back. We have to fight for the society we want.

We have to fight for a society that will take care of each other. We want healthcare that make decisions based on need, not greed.

*(Cheers and applause)*

We want a system that takes everybody in and leaves nobody out. Is that so hard?

*(Applause)*

Can you say it with me? Everybody in, nobody out.

*... The delegates respond, "Everybody in, nobody out."*

Everybody in, nobody out.

*...The delegates respond, "Everybody in, nobody out."*

One more time. Everybody in, nobody out.

*...The delegates respond, "Everybody in, nobody out."*

Thank you.

*(Standing ovation)*

## **PATIENTS OVER PROFITS PANEL DISCUSSION**

PRESIDENT WEINGARTEN: We are a union of public employees of nurses and healthcare, higher education, of pre—K through 12, and most of the time on this stage, we talk about K—12, and you see today we've been really intentional about talking about and making sure all of our members are seen. And today—

*(Applause)*

Yes. What we have here is a panel on healthcare and I'm going to introduce January Belcher, Joel Hernandez, and John Brady.

But about a decade ago—sorry, I'll take my mask off—we passed a resolution on creating a healthcare system—and you just heard from our wonderful speaker—a healthcare system that puts patients over profits.

And at the last convention, we passed a resolution about creating a healthcare system that works for all. And we all know it's broken. And, today, between our speakers, between Claudia and this panel, we really want to continue the conversation about what we need to do, particularly on the issues we're facing right now, issues like workforce sufficiency, retention, pipeline, working conditions, staffing, violence, fatigue and mental health. Healthcare workers are facing all of that.

So these three folks work every single day in healthcare, and I want to see if we can really hear from them what is going on right now.

So, January Belcher, is an RN from "The" Ohio State University—

*(Applause)*

—at the Wexner Medical Center.

Joel Hernandez is a nurse, an RN, from St. Charles Medical School in Bend, Oregon.

*(Cheers and applause)*

And I remember meeting you in Bend. And John Brady, who many of you know is an RN from AFT Connecticut and the head of our RN PPC.

*(Applause)*

So let me just ask, people are leaving the health professions in record numbers. This includes newly trained nurses who leave the profession in the first five years. It also includes so many of our PTs, OTs, respiratory therapists who also leave, and there is a huge crisis in the pipeline, too.

So how do we deal with retention?



PANELIST JANUARY BELCHER: Are you directing that to me?

PRESIDENT WEINGARTEN: I'm directing it—I'm going to start with January.

PANELIST BELCHER: All right. For retention, the first and foremost thing is the CEOs and the powers that be, leadership, need to recognize how valuable our experience is.

They need to acknowledge that you can't function without the experience and the skill set of the people that have been there forever.

Schools can teach you so much. Clinical experiences, fantastic, but the real world, textbook and bedside are two completely different things. And the things that you learn from older nurses like myself and so many others that I work with, is invaluable and some things you won't find in the textbook.

So you need to take care of the people that are there. The people that gave their blood, sweat, and tears to make that organization flow. You have to pay them. You have to pay them what they're worth. We shouldn't be living paycheck to paycheck.

*(Applause)*

None of us should. Whatever profession that you're in, you never should have to live paycheck to paycheck.

You need to give the money. You're making billions of dollars. You have the audacity to have a quarter—million dollar bonuses given to your CEOs, but yet you want to have your staff struggle. It makes no sense, so you need to reinvest that money into the proper channels.

Give us the money, give us the benefits that we deserve, make our environment safe, make the ratio safe for patients, so we can deliver excellent care.

*(Applause)*

And, honestly, if you want people to come in, there is money out there that you can, again, maybe take away some from our military that we're not using.

*(Applause)*

And put it back into grants and funds, let teachers—people that want to become educators, people that want to become nurses, go into the medical school, let them go to school for free.

*(Applause)*

There's a way to make that happen.

PRESIDENT WEINGARTEN: Like the GI bill.

PANELIST BELCHER: Like the GI bills. Attract people to our profession because these are the professions that are struggling.

PRESIDENT WEINGARTEN: Yeah.

PANELIST BELCHER: So show us the money.

PRESIDENT WEINGARTEN: I'm going to go to Joel next in terms of pipeline but, you know, in the health—every single one of our members in healthcare know the following word, "travelers." It's not the insurance company.

So why is it that travelers—which are essentially substitute nurses—why is it that they make more than the nurses that are connected to a hospital?

PANELIST BELCHER: They deserve it. Frankly, to cap one person is to cap all of us.

The problem isn't our travelers, the problem are the CEOs and the leadership because they don't want to value the people that have given their blood, sweat, and tears to that organization.

*(Applause)*

The travelers—it's the same kind of contempt where you know why we have racial disparities and all this stuff, if you pit people against each other, then it's easier to break it down and stay at the top.

*(Cheers and applause)*

The problem is never our travelers. The problem is our administration and our leadership not taking care of their business and trying to pin it on somebody else.

*(Standing ovation)*

I'm sorry, I'm sorry.

PRESIDENT WEINGARTEN: See why we wanted this panel?

Okay.

Joel, what about the pipeline? What do we do?

PANELIST JOEL HERNANDEZ: I mean, we have to invest. We have to invest in our future. And the kind of things I see all the time is these, you know, these — not derogatory or anything—these brand new baby nurses that come through.

You have, I've always been taught, you know, as you come in as a new nurse, and I remember this—it seems like yesterday, but it was 15 years ago when I was a brand new nurse. They would come to me and my instructors and my mentors would tell me, "Joel, okay, you graduated nursing school, that's great. Now you're really going start learning." Right?

And, you know, these new students are coming in and don't have the mentorship that they need, the support the need, the mental health they need.

Because our—especially these last two years, we went through shit, we went through hell. Right?

PANELIST BELCHER: Yes, we did.

PANELIST HERNANDEZ: And what happened to these students or these new nurses, the brand new baby nurses? You know, they got crushed. They had no support. They didn't have the mentorship that they needed and deserved to help them grow and they leave. I don't blame them, you know; I don't blame them.

So we need to invest in them. We need to invest in mentorship, mentors. We need to invest in education. We need to invest in the mental health of these individuals, or this is going to be the future, the future that is going to take care of me, my child, my father. They're leaving; they're not going to be there.

We just need to invest and support.

PRESIDENT WEINGARTEN: So investment and support, which means that all of us—we're going to get to this resolution on that healthcare staffing shortage and part of the pipeline issues are part of that resolution—it means all of us have to invest in our new people coming into the pipeline.

PANELIST HERNANDEZ: Absolutely.

PRESIDENT WEINGARTEN: So this leads me—I know this is just a taste of this, but John Brady, just like there's all these words, travelers, pitting travelers against community nurses, there's all these words around ratios and committees and staffing—staffing, staffing, staffing.

The human impact is not—what happened in COVID is not sustainable. Of course, we've been advocating for a violence standard and Joe Courtney, one of our heroes, has been trying to push that, as well as Senator Baldwin from Wisconsin.

But I really want to hear your perspective on two topics, staffing. What should we do? Staffing limits, ratios, both? What should we do?

And then I'm going to talk to all of you about violence and fatigue and mental health. We're going to do all of this in the next six minutes.

Staffing.

PANELIST JOHN BRADY: Thank you, Randi.

So, yeah, both and more. There's nothing wrong with committees other than the fact that they don't necessarily work.

*(Applause)*

They have a purpose. We should have staffing committees, we should have safety committees, that they do serve a purpose and they do work as far as a place to discuss things, but in most cases, they don't have teeth. We need that and we need minimum safe staffing levels, safe patient limit levels.

*(Cheers and applause)*

But I think we need one more thing and this is in the bills that's in Congress that Sherrod Brown has out. You know, you trust a nurse to titrate medicine. Titrate medicine means you're on an IV drip and you trust that nurse within certain parameters to speed up the drip or slow it down to keep you alive, to keep you sedated at the right level. You trust the nurse to do that.

Why don't we trust nurses to say—or any health professional—to say this assignment that you're giving me, because there's too many patients, because my experience level isn't in this discipline, because my experience level is I haven't been around enough years, this is not a safe assignment for my patients. I need less of an assignment.

Why is it not that the nurse can say that? That is in the Sherrod Brown bill, so that when I say X plus, that's what I mean by plus.

*(Cheers and applause)*

PRESIDENT WEINGARTEN: So the two other issues—the one other issue I want to deal with and then I want to ask all of you one very poignant question. What do we do about violence?

I think that people don't really know the violence that happens in hospitals now against nurses and healthcare professionals.

Okay. People saw what happened in Tulsa, but there's violence every single day against healthcare professionals.

PANELIST HERNANDEZ: That's always been kind of a major topic with me and kind of something—I've worked mostly emergency room and trauma, and so we see a lot of violence that comes through.

I've been involved in one active shooter. I've been tased trying to help a police officer that was get choked out by another inmate at the hospital in the emergency room.

You know, my wife recently was in the emergency room admitting a patient, and a psychiatric patient somehow got into the ER with a gun and discharged it, hit the oxygen tank and thank God, it did not blow up. She was ten feet away, still traumatized. Right?

We get assaulted by these patients and the administration comes down and tells us, "What could you have done different, Joel?"

*(Laughter)*

PANELIST BELCHER: Yes. Yes. Yes.

PANELIST HERNANDEZ: "What could you have done different? I mean, you really should have tried to figure that out with that patient." And excuse my language, "Are you goddamn kidding me?" It's insulting.

*(Applause)*

Like there's no accountability for these administrators and hospitals. They're less concerned about my safety than

the damn Press Ganey score that that patient might have, you know? It's horrible.

And so what do we do? I mean, we need laws that say that assaulting a healthcare worker is a felony?

*(Applause)*

In my opinion, you know, why are we constantly getting assaulted and us getting reprimanded by our administrators that we should have done something different?

PRESIDENT WEINGARTEN: And this is, we get two more senators in the Senate, and we keep the House, this violence prevention standard in OSHA we will get enacted in the next two years.

*(Applause)*

So let me ask this. There's a lot of stress in healthcare. All three of you are engaged in healthcare every day when you're not here. So what do you do to deal with fatigue and burnout, each of you? What do you do?

And yes, thank you for thanking them.

PANELIST BELCHER: For me, I do weekly chiropractic visits because my back is trashed from moving 300—plus—pound patients without equipment—put that in there—and massages. Luckily my particular institution, our insurance pays for a certain portion of that.

I like to be at home. COVID, when it hit and we had to stay home, that was right up my alley. I am an introvert by nature, not an extrovert. But I'm okay with being at home.

I have an amazing family and a supportive family. My sister is a teacher. My brother-in-law is a teacher. My mom is a retired police officer.

*(Applause)*

So they get it. I get them. But I love my family. I love being at home.

You have to pour back into yourself so you can pour back out to others.

*(Applause)*

If we don't take care of ourselves—and I don't care what profession you're in, anything where you're dealing with the public, you have to pour back into yourself. You are nothing, you can do nothing for anyone else if you can't take care of yourself.

*(Applause)*

You have to love yourself. You have to get your mind right, get your body right. You have to take care of you in order to be able to take care of somebody else.

So whatever it is that you like—I do not recommend drinking all the time. Do not do that all the time.

*(Laughter)*

Wine is great, but that being a part of my profession, I do not want to have to get a transplant.

I mean, really find something that's positive, that's uplifting that pours back into you. If you have a book, go

to your favorite coffee shop, get your favorite coffee. Go to Starbucks and get those union drinks.

*(Applause)*

Sit on your back patio. Go for a walk. It's something else to like clear your mind in a beautiful setting. Go for a walk. Do something for you and not take your kids or your help mate or significant other. No, leave them behind. Do it for yourself. And then pour back.

PRESIDENT WEINGARTEN: Joel and then John.

PANELIST HERNANDEZ: How do I cope? I'm going to be honest. I don't have time to cope. I don't have time to cope. I see my colleagues going through the same thing. The issues I'm facing, the constant being understaffed, the constant beratement by the administration, too. "You need this education. You need to do better. You need to do this better for this patient. We're wasting money there."

So I guess the way I cope is I try to fight for them and figure out what I could do to make their job a little easier.

*(Applause)*

I don't want sympathy or anything like that. I mean, I don't have time because I feel like—

PRESIDENT WEINGARTEN: Action is the recognizable feature of hope.

PANELIST HERNANDEZ: Absolutely.

PANELIST BRADY: Well, you know I'm not at the bedside anymore. I draw a lot of energy from my members. The people, these young people like this and the people in our locals and I reach out to them and stay connected with them and draw energy off of them and the community groups we're working with.

When we have those small wins and we push back against those big healthcare corporations and when we get some wins against them, that gives me a lot of good feelings and energy.

*(Applause)*

PRESIDENT WEINGARTEN: Like we're going to do against Hartford Health.

PANELIST BRADY: Like we did—I know we're running late. Like we did just the other week against Hartford Health—

PRESIDENT WEINGARTEN: Exactly.

PANELIST BRADY:—when after two years of fighting to save labor and delivery at Windham Hospital, the state stood with us and against Hartford Health.

*(Applause)*

PRESIDENT WEINGARTEN: Exactly right. And I see the Connecticut folks standing up.

So look, these two panels were just a taste of who you are and who the communities you represent and serve are.

So I just want to say thank you. January, thank you. Joel, thank you. John, thank you.

Our nurses and healthcare professionals, they need our support. We need them and they need our support.

*(Standing ovation)*

*(At 5:52 p.m., Friday, July 15, 2022, the Convention was recess, to reconvene at 9:30 a.m., Saturday, July 16, 2022.)*

# Saturday, July 16, 2022

The Convention was called to order at 9:38 a.m., President Weingarten presiding.

## Morning General Session

### MAURA HEALEY

ATTORNEY GENERAL  
STATE OF MASSACHUSETTS

DELEGATE BETH KONTOS, Local 8019: So, I'm going to introduce to you somebody who I think is going to bring us the needed change in Massachusetts that we have been looking for.

*(Cheers and applause)*

Some optimism for the future. It was Massachusetts' own Tip O'Neill that said all politics is local.

If I've learned anything in the past three days, it's that so much of our work happens city by city, town by town and it's all relationship building, right? We know that.

It's relationships with our neighbors, certainly our members, and our students, and our patients, and our patrons if we work in a library, and with their families and other community members.

We continue those relationships in the state legislatures and the state capitals where the decisions and, quite frankly, the funding that we so desperately need—that's where it happens.

So, in this midterm election year, we certainly have a lot of work to do, which is why I am so excited to welcome the current attorney general—and we certainly hope the next governor of Massachusetts—the fantastic Mara Healey, who was just endorsed this week by AFT Massachusetts, so let me just—

*(Cheers and applause)*

Give it to her. She deserves it.

Attorney General Healey, truly a woman of, by, and for the people. She's the people's lawyer.

Since taking office in 2015, she has helped tackle some of the most important issues we are facing in Massachusetts, including prescription drug costs, right? We know that that's just horrible. Workplace rights and student loan debt.

Raise your hand if you went to a debt clinic or you're getting some stuff, some of our debt forgiven, right? We know that we heard yesterday how many millions of dollars we're working, right? It's happening.

Maura's been working on it here in Massachusetts and helping us sort this through. Okay.

Under her leadership, her office has helped roll out major policy initiatives, specifically the Earned Sick Time law and domestic workers bill of rights.

As governor, Maura has committed to investing in the academic supports, wrap-around services, and mental health resources our students need. Maura is the public school champion Massachusetts needs right now and AFT Massachusetts is thrilled to endorse her as our next governor.

So please help me welcome the next governor of Massachusetts, Attorney General Maura Healey.

*(Standing ovation)*

MAURA HEALEY: Well, good morning. It's dark in here, so I'm looking out at all of you, so I can't see all of you, but I can certainly feel a great, great vibe and I just want to say to my dear friend, Beth Kontos, thank you so much for that introduction. More importantly, thank you for your incredible leadership here in the Commonwealth of Massachusetts and a special shout out to all of our AFT members right here in Massachusetts for the work you do day in and day out. Thank you, Beth and team.

*(Cheers and applause)*

So my name is Maura Healey. I've been the attorney general here for the last seven years and, yes, I am running to be governor, and one of the things I announced this week is I want to be the education governor —

*(Cheers and applause)*

—and that is why I am so honored to receive the endorsement of the American Federation of Teachers, a union, an organization, a movement that represents so much.

And that is no better reflected than in the leadership of your leader, Randi Weingarten. Randi, welcome to Boston.

*(Applause)*

I read your president's remarks the other day and once, again, was struck by how right on she is, how right on she is about the message, about where this country is at, about what we need to do as we move forward. And she a

tremendous friend and tremendous partner to all of us.

Your comment, Randi, about the need to work on knitting the rich tapestry of our country together by rebuilding essential functions could not be more right.

I just want to say as a matter of provincial pride here, I think there's no better way to rebuild and reclaim our future than right here in Boston, Massachusetts, so, welcome.

*(Applause)*

I'll just expand on that for a minute. Okay. So some of you know this, but we, here in Massachusetts, are proud that we are home to the first public school in the country, the first public library in the country. We are home to universal healthcare and so many of you are working so hard and have throughout your careers in each of those efforts, so it is in your visit here today that we particularly honor all of you and are so pleased that you chose to be here.

I'll tell you something else something about Boston. Not too far from here, we pride ourselves in being the birthplace of the Revolution. It's where this country was essentially. And I know the Commonwealth of Virginia and some other places may take issue with that.

But I mention that, I mention that for whatever Justice Alito—and there's little justice in that—whatever Justice Alito had to say about our nation's traditions, we know something about our nation's traditions here in Massachusetts.

It was John Adams that wrote the constitution that became the precursor to the United States Constitution, so when I look at the *Bruen* decision on guns last week, and I look at the *Dobbs* decision on abortion, I find them to be personally offensive as a lawyer and somebody who believes and understands deeply what our constitution is about, deeply what our freedoms are about, and deeply what we need to do collectively across this country to make sure we reclaim, and, rebuild and restore the promise of this country.

And AFT members around this country, you are going to help do that.

*(Standing ovation)*

Sitting in the back, I was struck, listening to the resolutions, and testimony, and the stories from Beth, Edna and others, the stories of such hardship and pain, the impact and experiences this pandemic has had on all of you.

I just want to offer my thanks for your incredible resilience, your strength. And in that, through all the devastation and heart ache, we now have a lesson in resilience and hope, and let that be an affirmation to restore what we need to do in the time ahead.

Certainly, the pandemic exacerbated and exposed to the many, the many disparities and injustices that have existed for so long, but we will use that experience as we go

forward to rebuild and make a new future.

Now, a little bit about how I come to this. I never grew up wanting to be a politician. I grew up just over the border in Seacoast, New Hampshire. I'm the oldest of five. I remember growing up, my mom—two things happened when I was ten years old and my parents split up.

My mom sold her wedding ring and used it to pave half a basketball court out behind our old farmhouse and she sent us all out there to play. Later, I became professional basketball player after playing in college. I credit my mom for giving me that experience.

As you can see, I'm obviously a point guard—that's all you can be at 5'4".

*(Laughter)*

But the thing, the thing that's relevant is that if you're a point guard, the whole name of the game is the assist. That's the statistic that you care about. And that's how I see governing, that's how I see partnership, and that's how I see movement building and true transformation.

*(Applause)*

Also point guards can't be afraid to drive the lane and take on bigger, more powerful interests. And I know that collectively, we are not afraid in this time or ever to do just that.

*(Applause)*

The second thing my mom did, I remember, she went back, she trained as a nurse. Her mother was a nurse. I come from a long line of nurses. I was a sad disappointment because I was afraid of blood early on and I became a lawyer, but she put herself back to work. I remember listening to her pull out of the gravel driveway as she'd go down the street early in the morning to take care of a patient, only to return to get us breakfast, get us off to school and then she'd go to work as a school nurse.

My mom is still school nursing to this day at age 79.

*(Cheers and applause)*

Both my mom and my stepdad, who was head of our local teachers union in New Hampshire, are proud union members. That's the household that I grew up in, that's the vibe that I experienced and that is why I'm so committed to supporting the work of all of you.

I tell you what we don't need—I know we're going to talk and you're going to talk about the vision. You're going to talking about the vision for education and healthcare in this country. I'll tell what we don't need.

We don't need politicians who are going to weaponize and exploit fears and vulnerabilities. We don't need politicians who are going to ban books, or demonize our LGBTQ kids, or attack our immigrant communities—

*(Applause)*

—or engage in campaigns fueled by misinformation, disinformation, all for their crass, political gain. That's what we don't need.

What we do need all across this country are people who support good wages, strong benefits treating people with dignity and respect, truly showing their appreciation for the value of the incredible work that you do across so many realms with the kinds of support that you need.

Your students, your patients, their families deserve to be supported, you deserve to be invested in, and you deserve to experience all the joys that come with the profession that you have chosen to pursue.

School budgets need to be funded, school buildings, updating our facilities, making sure that we have the best equipment in place, making sure that our schools have the resources they need so their students can grow and thrive, making sure that we address the teacher crisis and the healthcare crisis and the educator crises that exists in country.

We understand so much was asked of you, too much was asked of you and too many have left and we understand that. But I'll tell you, education is foundational. Education is foundational. Healthcare is foundational. And absent those two things, we cannot go forward and grow and have successful community, and state, and country. That's why these investments need to be made.

I'll also say that I am a huge proponent of addressing all the things that so many of you, whether you're in a healthcare setting or a hospital or school, are visited with every single day, all the things that did not get invested in out there: Housing, food security, transportation, jobs, a criminal justice system that for far too long has engaged in the perpetuation of structural racism.

You inherit all of that as people come through your doors.

The community schools that are out there providing wonderful supports to families and communities, that's where it's at. We need to do more to support those services and to support those things so that you're not having to carry that burden as you've been carrying it all alone.

The other thing I'll say is mental health. You know, I don't know a family that at some point isn't going to need access to mental health or behavioral health services. I was the attorney general that sued and went after the Sachler family and Purdue for devastating families and lives and communities all across the state.

*(Applause)*

We brought back a half a billion dollars to Massachusetts that's just going to go to treatment and recovery. And it's forced me to really look at what's happening with behavioral health. Anxiety, depression, suicidality among students and also our educators only exacerbated during this time. We need to as a country invest in mental health resources. And I will be somebody who champions that.

*(Applause)*

And finally, as I know I've run over the clock here, I do want to say something. It is about freedom and democracy. I want to give a special shout out to those of you who are working hard in states where you have governors and secretaries of state, and school committees, and attorneys general who are looking to take us backwards. Thank you for being in the fight. Thank you for doing everything you can to stand strong. And we are with you and people across this country are with you.

*(Applause)*

We are not going to let that happen. So as people test our institutions, as they try to corrode our norms, as they try to make our democracy even more fragile, I know that collectively together we stand.

We know what freedom is about. We know what enlightenment is about. We know what democracy is about. We know what it is that truly makes this country great. And AFT, I will always stand with you.

I hope you leave here fueled by the spirit of revolution, fueled by the spirit of the work we can do, reflective and appreciating our history, all that we've accomplished.

*(Applause)*

That's what we're going to do. That's how we're going to build forward. We've always been about hope. We've always been about getting things done, and there's no greater group to get out there and get after it.

Thank you, all of you. Enjoy and have a wonderful rest of the day.

*(Standing ovation)*

## **AFT VOICES: UTLA AND COMMUNITY SCHOOLS**

DELEGATE JULIE VAN WINKLE, Local 1021: Hi. My name is Julie Van Winkle. I am from UTLA, United Teachers Los Angeles, AFT Local 1021 and I'm the secondary vice president for UTLA.

As a leader of UTLA, the second largest teachers union in the country with 34 community schools, I've been energized and excited to see community schools come up so much during this AFT Convention.

I was one of the writers of our 2019 contract that included language about community schools. And as a writer of our current bargaining package, which is called Beyond Recovery, you can check it out at [vision.UTLA.net](http://vision.UTLA.net), this contract goes even further to expand and strengthen community schools in LA.

I want to give a short elevator pitch about what community schools are for those of you who may not know. In LA and in other cities across the country, community schools are the solution put forward by community members and unions for genuine school improvement and reform.

When a school becomes a community school, parents, community leaders, students, and school staff do a deep needs and access assessment to make a plan that is based—sorry, I’m a little nervous—that is based on that assessment. And the assessment takes a whole school year.

For that reason, each community school plan is unique. And it involves partnerships with different organizations and initiatives.

All of our community schools have a full-time community schools coordinator who’s a UTLA member and whose full-time job is to build and maintain these partnerships and to engage parents and communities in school-based decisions and plans.

In LA, we had to go on strike in the rain, which isn’t too common for us, to win community schools. We’re making great progress, but we’ve only just begun. UTLA wants to expand community schools and to ensure their funding for the years and decades to come.

We heard on Thursday from Jessica Tang, the president of BTU, and Michelle Wu, the mayor of Boston, about how important it is for stakeholders of schools, the parents, teachers, community, those closest to the schools, that they have real say in what goes on in the schools.

Community schools have been proven to do this in a way that empowers students, parents, communities, and educators. So I urge all of you to support community school initiatives across the country. Thank you.

*(Applause)*

## **SHERYL LEE RALPH**

ACTRESS, *ABBOTT ELEMENTARY*

SECRETARY-TREASURER INGRAM: And now we have a very, very cool surprise. Fresh off of her Emmy nomination, the show’s seventh, we have a video message from *Abbott Elementary*’s favorite veteran kindergarten teacher, Sheryl Lee Ralph, a/k/a Barbara Howard.

*(Applause)*

Anybody seen the show, *Abbott Elementary*?

*(Cheers and applause)*

So if you’ve seen this show, then you know Barbara Howard has seen it all in her 20 years teaching in Philadelphia’s public schools.

*(Applause)*

Shout out to PFT.

*(Applause)*

Sheryl, who comes from a family of educators, has a very special message for the AFT. Let’s take a look.

*... Sheryl Lee Ralph addressed the delegate via video as follows:*

SHERYL LEE RALPH: Hello, AFT. Yes, I am Sheryl Lee Ralph. And words cannot express to you how very sorry

I am that I cannot be there with you today, because you know I had every intention of being right there with you. But we’re now filming your new favorite TV show. I’m sure you’ve heard of it, *Abbott Elementary*. Oh, yes. Uh-huh.

Now, you know on screen I play veteran elementary schoolteacher, the incomparable woman of God, Mrs. Barbara Howard. And every episode, Mrs. Howard and her work family, and they’re a good one, a work family of dedicated teachers, navigate the highs and the lows of teaching in an underfunded Philadelphia public school. Uh-huh.

And every week we just come up with enough money for things like rugs in our classroom, uh-huh. Trying to start a community garden, pleading with our principal and the district for more money. We do all of those things and teach, too.

Some of you right here in the room, I think you know a little bit about our struggles, don’t you? Uh-huh. I know you do.

I come from a family of educators and, as I sit here today, I owe a debt of gratitude to all of the dedicated teachers who inspired me. They inspired me to read, to write, to sing, to act, to paint, to care about the world around me and to do something about it. They did all of that for me. And I know how hard teachers work and I know the true heroes that all of you are, moving the hearts and the minds of the next generations of leaders, artists, maybe even the writer/creator/star of your future favorite TV show. No, your real favorite TV show.

*(Laughter)*

I don’t speak just for myself, but for the entire cast of *Abbott Elementary* when I say we appreciate you, we support you, and we honor you.

Thank you, AFT. Thank you. Keep doing what you do.

And to the rest of AFT, the nurses, the healthcare workers, the professional healthcare workers, public employees, professors, and more, we thank you, too. We thank you for your service. And we are happy to be of service to all of you.

So stay safe. Stay healthy. Stay happy. And have a great convention. I’ll see you next time.

*(Applause)*

## **NATHAN MONELL**

EXECUTIVE DIRECTOR,  
NATIONAL PARENT TEACHERS ASSOCIATION

PRESIDENT WEINGARTEN: And we spent a bunch of time in the last couple of days talking about our partnerships and our community partnerships. And we know we can’t move things in America without having these partnerships. We can’t—each of us individually can’t do it all alone and even as a union movement, we can’t do it alone and, certainly, as an AFT, we can’t do it alone.



One of the partners—and we just heard from UTLA talking about sustainable community schools and talking about the partnerships with community organizations and with parent organizations, we've heard this all week long in terms of this worker.

So I want to introduce someone who I have now worked with for not a long time, but very intensely, particularly through COVID, and that is the executive director of the National Parent Teachers Association, America's and oldest and largest volunteer child advocacy association.

Now, you heard in some of these videos that Houston town hall we had where we tried to be, where we tried to really put it to the National Rifle Association about what was really needed, and you heard Anita King, who was the president of the PTA, talking at that town hall about what we needed.

The PTA has 22,000 local units and nearly 3.5 million members who engaged on all the issues and public policy around our children's success. And that day and one of the members here—it was Melinda Pearson who told me this.

Anita put out before we did that morning the announcement of our Houston roundtable and how students, parents, and teachers were coming together to take on gun violence in schools, take on gun violence on our streets.

In some ways that's what Nathan's leadership had been as well. The mission of the PTA is to make sure schools are places where parents want to send their kids, where educators want work, and where kids are engaged and thrive.

They are intentional, they are affirming, they want our schools to be safe learning environments and they want it for educators as well as for their own students and, frankly, as a father to two teenage boys, Kira and Gonzalo, he knows this on a day-to-day basis. Parent and teacher collaboration is something that we have talked about for years and you see how people like the current governor of Virginia, the current governor of Florida—you notice I say current—

*(Booing)*

Yeah, are attempting to weaponize. They understand how important it is just like we do and so they are trying to weaponize and undermine it.

We know that the majority of parents around the country understand and are grateful to our members. We know and you know this, that they think that our members did the best they could under the circumstances given COVID.

But we need to increase the ties in the intentional ways that we have just heard throughout this hall in the last few days—and this is part of the reason we're doing these new parental partnership grants.

And while the partnership between AFT and PTA has been long, as I said before, it has become much closer during the pandemic. We are closing collaborating

to support kids' mental health needs. We are closely collaborating on supporting the science of learning, on reading. We are closely collaborating on the things we need to do to help everyone, particularly our kids, thrive.

So I'm really honored that Nathan is with us today and will speak to us right now.

Thank you, Nathan Monell.

*(Applause)*

NATHAN MONELL: Thank you, Randi, for that kind introduction and thank you for the invitation to speak to all of you today, our honored and revered healthcare professionals and teachers. We're so proud to be a part of all the work that you do.

We found immense value in the relationship between PTA and AFT as we have addressed multiple challenges and successes together.

Randi, the PTA President, Anna King, and I have shared the lead on many education discussions and your senior leadership, like Marla, are reliable thought partners—and by the way, good friends and colleagues. They're good thought partners as we address the myriad of issues that demand our attention.

You all know that the last two years of the pandemic have impacted our students, our schools, you as teachers, and families. We've dealt with school openings and closings, with masks, with safety for you, our teachers, remote learning, feeding our students, loss of family members to COVID, social isolation, caring for the mental health of our students and families, making sure all of our students had access to broadband, and encouraging our leaders to follow science. And there was lots more.

But the pandemic did not happen in isolation. It happened simultaneously with cultural divides.

There was the backlash to the racial reckoning our country seemed to be embracing after the death of George Floyd and others. There was backwards motion on the support for LGBTQ students and faculty.

There were strategic attacks on public education intended to drive away funds from our public schools. There were threats and violence directed at teachers, administrators, and school boards.

There was the banning of books and the whitewashing of history. And school shootings. School shootings and community violence took our breath away, reignited fear within us about our loss of control. It brought tears to our eyes, and it stirred up our anger at the inability to get to meaningful change. Each one of those topics could be a speech all by itself.

Some of you PTA know better than others. What does PTA look like nationally? As Randi mentioned, we have 24,000 PTAs across the country, 55 percent of those are Title I schools. Of the 13.7 students we serve, 57 percent of those are students of color and our three and a half million

members that Randi mentioned are all committed to advocate for every child with their one voice.

Why? Because they know for their child to succeed, the child next to them needs to succeed. The classroom needs to succeed together, and the district, state, and national policies that drive culture and education impact all of our students together.

We believe that the well-being of our students is inextricably linked to their academic performance.

My experiences and your lived experience has taught us the full truth of what U.N. awardee, Sharad Sagar, once said. “The day I realized I could speak well, I decided I would not speak for myself anymore.”

We speak for students like Misty Stenslie.

Misty Stenslie’s life and childhood was full of misery, family members who neglected and abused her, always staying one step ahead of the law, always moving when folks would start to catch on to what was going on.

Eventually she was hospitalized for severe sexual abuse. After she entered foster care, she was never adopted. She died at 42.

She was a wise and wonderful mentor to me, a woman who taught me so much, but she had this one comment I will never forget. “As soon as I learned the meaning of the word precious in second grade, I always wanted to be that to someone.”

No matter the challenges of the moment, we all know that parents and teachers need to work to address the needs of our students like Misty.

So when rhetoric started that parent’s voices needed to be heard, our actively-engaged members advocating for every aspect of public education wondered, “What do you mean you want the parent voice to be heard?”

Are there only particular parent voices we should hear? Did they only want to hear from parents who did not like the way schools managed the pandemic?

You see some of those parents organically expressed their personal frustration and even anger, that school decisions and practices did not match their personal wishes, but outsiders took advantage of that unrest and false narratives began to emerge.

In many communities, the louder voices, the harsher voices, and those divisive voices did not represent the broad majority of parents. Why?

Because the majority of parents, and perhaps the majority of you, don’t want to fight, don’t want to be in constant, elevated convict, and so the majority sometimes sat by and watched the voices of others create the day.

In not hearing their own ideas raised, some grew silent, but that is not a luxury we can afford.

This fall as we return to our schools, all of us have to step back into the gap. As others try to divide our schools, try to demonize our education leaders, try to create narratives

uninformed by the reality of the public school classroom experience, try to alter our textbooks, our history lessons and the contents of our libraries, try to marginalize the other in us, our race, our gender, our ethnicity, our sexual orientation or our gender identity, we must step up and say no.

*(Applause)*

And they say our teachers and our students must attend and work in communities of schools where there is daily gun violence in the schools and around the schools and where rampant hate speech abounds. They ask too much.

Against such a dark scenario is there hope for us, for our students, for you, our beloved teachers, and for our schools? There is always hope, but only if we act together to change the narrative and the reality.

You must be familiar with that quote from John Lewis, “Never be afraid to make some noise and get in good trouble.”

I like that, but did you ever see the preface to what he said before that? “Do not get lost in a sea of despair. Be hopeful, be optimistic. Our struggle is not the struggle of a day, a week, a month, or even a year. It is the struggle of a lifetime.”

At PTA, we talk to enough parents to know that we are in the mainstream. We fight for what most parents want. Yes, there are those on the far right and those on the far left who do not like our representation of the very broad middle.

One critical group said that PTA was part of the education establishment. What do they mean by that? Well, if they mean that we work closely with teachers, principals, school boards, and superintendents nationally and locally to make sure our priorities are being addressed, then guilty.

If they mean we have the ear of the White House, the administration, and members of Congress on all issues relevant to child education and well-being, then, yes, we’re guilty.

We are in the schools every day, is that what they mean? That we participate in every forum offered parents to advance education and well-being. If that’s it, then we’re guilty.

We choose to meaningfully engage constructively with our partners in education. We are not flame throwers. Yes, guilty.

PTA repeatedly hears my thoughts on this. Any time people try to pit teachers against students, we know we are in a political battle like a mother and father who never totally agree—or in my house, two fathers—we always work together to support the best for our children.

And, yes, parents disagree and sometimes parents and teachers disagree, but our polling of parents find that parents think it’s essential for families and teachers to work closely together, 89 percent.

*(Applause)*

They think it is essential for 84—sorry, say that again.

Eighty four percent of them think it's essential that we trust each other to help address the pandemic's impact on learning.

Critics throwing disdain at our educators is not the answer. We want to collaborate with educators and parents who can identify our very real challenges, but who have workable, evidence-based solutions, not a rhetorical tweet that may get votes come election day.

*(Applause)*

In our survey, 68 percent of parents reported they worry some or a lot about having politicians who are not educators making decisions about what happens in the classroom.

*(Applause)*

When we advocate for public schools, we are speaking for parents. And your polls and our polls and all the others are clear. Let's look at a few of those.

Seventy two percent of parents say their school provides excellent or good-quality education.

Seventy eight percent endorse the quality and performance of their teachers.

Seventy eight percent of parents express satisfaction with the way their schools handled the pandemic.

When it comes to issues like sex education, 71 percent of voters say that teachers in their local schools are either discussing issues related to sex and sexuality the right amount, or not enough.

And voters don't like book banning either. Sixty seven percent of voters oppose efforts to remove books from school libraries.

Our research this summer with Learning Heroes tells some similar stories. Of parents polled, 88 percent support teaching social skills, cooperation, perseverance, and empathy. What do you know that as? Socioemotional learning.

Seventy one percent believe we should teach the role that race has played in history.

Sixty seven percent believe that we should teach the unequal treatment of different races or ethnicities.

And only 14 percent don't want sex ed taught in schools. Only a third don't want any teaching regarding transgender and nonbinary identities. And only 28 percent would ban all teaching of sexual orientations in our school.

But you may be sitting there saying, "That doesn't sound like my district." Then it's our job to make sure the broad voice of this broad group of parents who support public education are heard.

Look, no parent holds all the wisdom, neither does any one teacher, about how to educate all of our children. The goal is to collaborate with all parents and all educators to find as much common ground as we can to further advance the educational strength of our country.

So, how do we be reasonable, unbending advocates

in this argumentative and divided world? First, refuse to allow others to divide and conquer. Martin Luther King said it this way, "Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be."

Second, control the narrative. Don't allow others to label your opinions. Don't engage on the terms they want to use like CRT or grooming. Find the simple words that express what you feel and you know to be true, such as every kid and family needs to be welcomed in our school. Or there is no factual history of the United States without fully embracing our successes and our failures.

*(Applause)*

Use your words. Use your truth and simple terms.

Third, engage everyone, not just who you agree with. Nothing reduces misunderstanding and misinformation like listening to understand. If you, as is so tempting to do this, if you live in a bubble with only the people you agree with, you cannot grow and you cannot influence the world view of others.

One writer put it this way: "I had to unlearn binary thinking which kept me in a place where I could only put people in good or bad baskets." Don't demonize others; don't mimic the behavior that you abhor in others.

Fourth, surround yourself with a positive, empowered team of leaders who are willing to enter the fray as your partners. Look around you and remember what caused you to come together.

AFT is what kids and communities need, may be such an example, calling on all of us to uphold decency and democracy while joining together to build a better life for all.

I look forward to hearing about this new effort to invest in public schools and communities.

Seventeen years ago I adopted my two kids. They were siblings, just six months and two and a half years old when they came into our lives. And I joined a special club, the club of parenthood. And because of those two amazing kids, who are now 17 and 19, I will never be the same. The title of papa is the honorific I most identify with.

*(Applause)*

Remember your own why.

And lastly, join us. We would love if every member of AFT was a member of their local PTA because there's power in numbers. If the things I've been talking about today are things you believe in, we need your voice with ours.

For 125 years we've been standing shoulder to shoulder with educators advocating for the best educational and well-being outcomes for all of our children.

And hey, I know, some parents can be challenging.

*(Laughter)*

I've just been told that. I'm not sure.

*(Laughter)*

But some teachers might be, too.

*(Laughter and applause)*

But I want you to remember the families and students who rely on you to partner with them to embrace a better future. We've seen this kind of dedication from parents from all walks of life.

Hector Garza from Texas was raised by one such dad. Hector's parents emigrated from Mexico into the Rio Grande Valley of Texas. His dad left home at 4 a.m. each morning for his construction job. His mother worked at the Haggar Clothing Factory.

At night Hector's dad would come home and help Hector with math, Hector's most difficult subject. As Hector matured, one night it occurred to him there's no way his father could know algebra with his limited sixth grade education.

He asked his dad how he was able to assist him with these math concepts. His father replied, "Son, every night after you go to bed, I stay up for two more hours to study so that I'm always just one chapter ahead of you." Yeah.

*(Applause)*

I checked in on Hector, who finished his political science and economics degree. He interned in a law department and he's now a prosecutor.

*(Applause)*

He also credits his mother who's provided so much emotional and financial support during these times when these first-generation college students are so tired and want to give up.

That's the kind of commitment of a parent that you all know and feel. Many of you are parents out there yourselves, and it matches a level of commitment you have for your students.

As we return to schools this fall, are you ready to re-engage? Can our students and families know they can count on you?

If they can, please repeat after me, "You can count on me."

*...The delegates replied, "You can count on me."*

Thank you very much.

*(Standing ovation)*

PRESIDENT WEINGARTEN: Wait. As Nathan leaves, can we say that again?

You can count on us. You can count on us.

*(Applause)*

## **AFT VOICES: SCRANTON FEDERATION OF TEACHERS**

DELEGATE ROSEMARY BOLAND, Local 1147: Good morning, American Federation of Teachers. We bring you greetings from the Scranton Federation of Teachers, Local 1147.

*(Applause)*

My name is Rosemary Boland and, as my members say at every school board meeting, I am a proud member of the SFT. And I would like to address this body this morning.

Most importantly, I will ask President Randi Weingarten, my colleague, my confidante, my counselor, and, most importantly, my friend, a term I do not take lightly, to please stand for a minute so I can do this publicly and politely.

I want to thank President Weingarten on behalf of my entire union in Scranton, Pennsylvania, for the gift of your friendship, the gift of your counselling. And I will never not be able to help you when you call my name.

You have been the strength we needed in Scranton when we had a challenging strike. Our school board is not about education all the time, but it is a lot of the time about not paying attention to the needs of children.

That's what we do, the American Federation of Teachers. We've always done that.

We had recently a 12-day strike in Scranton. All of you from the West Coast to the East Coast supported us with your letters, your emails, and yes, your monetary contributions to our Strike Fund.

PRESIDENT WEINGARTEN: And the pizza.

*(Laughter)*

DELEGATE BOLAND: Lots of pizza.

One of the things that we found out—we're always finding things out as teachers and paraprofessionals—we found out that our school board wasn't as smart as they think they are.

*(Laughter and applause)*

I know you're surprised.

So, here's the story. One night our school board met. We were there, the union was there. We have nice red shirts. And the school board decided, because we were going on strike, that they were going to cut our healthcare.

Our school district solicitor told them they had to do that. So that's one of these big lies you hear about. And I'm used to listening to liars. I've been hearing them my whole life.

So, this is a gift that goes to my memory banks forever because it immediately turned the entire Scranton community against that school board.

*(Cheers and applause)*

Scranton is our hometown. We've lived here, we work in Scranton, and we're committed to being part of that community.

So, we have so many friends in the AFT, AFT staffers, and Randi sent them in to us in Scranton to lend a hand. Many of these folks are in this room right now. I love them dearly. I completely feel that they are part of me and my local.

I couldn't have done this without their help, the help of these folks helping us organize our community, helping us with town halls, helping us with books to give to our children, community events to prepare our families for going back to school. And they are forever in my heart, and I am forever in their debt. They are truly, truly the most important people in our local's history because they care about us as much as we care about them.

You say the name Jack Yoon, people are rolling on the floor. If you say Stephanie Ly, they're rolling on the floor. If you say Megan—and I wish Megan were here today, but unfortunately, she's ill, but she's now an adopted Scrantonian.

Kyle, where is Kyle Arnone? He's another friend.

So we want you to know how valuable this is to us.

Our strike ended on the 12th day. We sat at a negotiating table, and Randi knows because she was there sitting with us. We didn't think we were going to get this thing done. But guess what? Yes, we did. We got it done. Thanks to all of you in this room, we got it done.

*(Applause)*

And if anybody tells you there's no power in being a union person, they should leave. We are so strong. And I'm going to say this one time for all of you. You need to answer this question for me.

Do you know what time it is?

*...The delegates responded, "Union time."*

PRESIDENT WEINGARTEN: Yes.

DELEGATE BOLAND: Oh, no, that's not good enough. What time is it?

*...The delegates responded, "Union time!"*

DELEGATE BOLAND: Again, what time is it?

*...The delegates responded, "Union time!"*

DELEGATE BOLAND: And don't you ever forget it.  
*(Applause)*

PRESIDENT WEINGARTEN: Thank you, Rosemary. And our staff loves all of the Scranton folks that they spent day in and day out with for those not just 12 days but several weeks beforehand. Thank you, Ro.

I think there's someone on mike 3, too. Thank you.

## **AFT VOICES: MINNEAPOLIS FEDERATION OF TEACHERS**

DELEGATE GRETA CALLAHAN, Local 59: Good morning, delegates. My name is Greta Callahan, and I am the president of the Minneapolis Federation of Teachers, Local 59.

*(Cheers and applause)*

DELEGATE MARCIA HOWARD, Local 59: And I'm Marcia Howard, the newly elected first vice president of MFT 59, coming straight from Minneapolis and George Floyd Square.

*(Cheers and applause)*

DELEGATE CALLAHAN: We want to start off by thanking all of you and Randi for lifting up striking workers right now. It's not happening enough and it's happening here. Thank you, Randi.

*(Applause)*

In late February of this year, our local of almost 5,000 educators took a strike authorization vote with 98 percent voting yes.

*(Applause)*

It was the first time in 52 years that we had done that. And so when our bosses and the naysayers came in and said, "Haven't we been through enough? What about the kids?" We said—

DELEGATE HOWARD: Exactly!

DELEGATE CALLAHAN: They said, "But what about the kids?" We said—

*... The delegates responded, "Exactly!"*

DELEGATE CALLAHAN: So we took to the streets, and we held the line for three weeks.

*(Cheers and applause)*

Our number one priority collectively was a living wage for education support professionals.

*(Applause)*

Our hourly workers are mostly Black women. Hourly workers were our number one priority. And not only did we win that, but we also won groundbreaking language around supporting and retaining educators of color. We won more mental health supports. We got class size caps in the f'ing contract.

*(Applause)*

And the highest raise teachers have seen in over 22 years.

*(Cheers and applause)*

Thank you. Thank you.

And my favorite part, during our strike, the head of

HR, one of our worst school board members, and our evil superintendent resigned.

*(Cheers and applause)*

DELEGATE HOWARD: And they asked us how we did it. We are from Minneapolis, and I'm telling you right now, we've been in the streets for the last two years.

*(Applause)*

We've been out there marching for Black lives. And this time we had to march for our colleagues, for our communities, and for our calling. Because this strike is a labor action in a labor movement. We are laborers. We are educators. We are healthcare providers. We are a union.

*(Cheers and applause)*

You better stand up. Stand up! We are union! We are union! We are a union!

*(Applause)*

And let me tell you, AFT did not play when it came to George Floyd Square. That woman, Randi, brought her little butt all the way to 38th and Chicago, but then she did one better. She brought staffers. Regena came and sat beside me. We sat under gunfire. Week after week she sent Fed, she sent Megan, she sent Bob Morgenstern. Y'all, 38th—he was on 38th with me.

*(Laughter)*

When I tell you they stood with me in solidarity—and I was not teaching the day my student filmed the death of George Floyd. I've been at that square. They stood with me anyway. They stood with me anyway, y'all.

And I'm telling you right now, the fight that we're fighting at GFS is part and parcel of the fight we fought when we went on strike, because Black Lives Matter and public education is the last bastion of meritocrasizing institutions in the United States. And they're coming for it, y'all.

*(Cheers and applause)*

They are coming for y'all. They are coming for it. You going to hear people tell you about yourself as educators.

*(Cheers and applause)*

They going to say read the room, this is not the time to be talking about this. I'm telling you; they are coming for public education.

Privatization, commercialization, the capitalization of some that should have been free and accessible to all of our kids. They are coming for it.

*(Cheers and applause)*

But not on my watch. We stand. We are a union. You better stand for our union.

*(Standing ovation)*

Stand for this calling. You have to. You have no choice.

If Minnesota falls, we all fall. We all fall, so you need to stand.

And if Scranton falls, we fall. Wherever you're from, understand what you're standing for. It is for the heart of

the education of the American citizen.

Y'all, I'm not playing with y'all. It is that serious. It is the same fight. It's the same fight, y'all.

My comrades in the square just figured out that I'm not there right now. I'm not sure what's going to happen until they get me back on a flight, back to George Floyd Square.

I'm telling you, they are coming for this.

But when public education is under attack, what do we do?

... *The delegates responded, "Stand up, fight back."*

When public education is under attack, what do we do?

... *The delegates responded, "Stand up, fight back."*

What do we do?

... *The delegates responded, "Stand up, fight back."*

What do we do?

... *The delegates responded, "Stand up, fight back."*

You better do it.

Thank you, Randi, thank you, AFT. Come back to the square.

*(Cheers and applause)*

## **PARENT PARTNERSHIP INITIATIVE**

PRESIDENT WEINGARTEN: I'm so, like, mesmerized right now. So what we have right now is Jonathan and Suleika and Mohammed and I wanted to—sorry, I just got so mesmerized by this.

We are going deep these days in lots of different things. And you just heard from Nathan, you heard from some of the strikes that we've done, you also just heard UTLA and some of the outcomes of strikes in terms of community schools.

These fights—and I said this in the speech—it feels like an eternity ago—but we don't just hope this happens. We make this happen.

This doesn't just happen by magic, and it doesn't just happen by wishing. It happens because of real community partnerships.

And I'm glad that Nathan was here talking about and raising deep objection to what governors like Youngkin and DeSantis and others are doing to try and weaponize that anxiety that all of us have about the last few years and trying to pit parents and teachers against each other.

There are no two sides of this issue. We're parents, we're educators, we're caregivers, we're school staff, even administrators. We're working together to support kids.

And what we want to try to do now is we want to try to talk a little bit more about what this campaign, how we deepen this work in places that are not yet doing it as intentionally as the places you've heard already.

We're trying to deepen this work and we're trying to create these kind of models. So we've asked Jonathan and our colleagues up here, Suleika and Mohammed, to really talk about what that work looks like. And Mohammed is a student activist. Suleika, for those of you from Boston Justice, you know Suleika.

*(Cheers and applause)*

She just got an award at the Bayard Rustin lunch yesterday.

We want them to talk about what this work looks like and as part of the campaign, What Kids Need campaign, the What Communities Need campaign that you heard me announce on Thursday, you heard Nathan refer to today. We're launching this new powerful partnership institute—I wouldn't be able to say that five times fast—which will support AFT affiliates that are building strong union, parent, and community engagement programs in our classrooms and our communities.

And look, we know that to build this capacity, we need sustainable funding. We need to seed internal and external organizing work. We need to provide differentiated training.

Don't you hate the training that starts with the same training all the time?

And we know we need to meet our affiliates' need in terms of this work. And so we're trying to do all of this and we're doing it with about 20 grants to AFT locals, totally—it's in the budget already—to about \$1.5 million to strengthen this muscle, to build relationships to engage and organize with parents, and students, and community.

We know we all want it and we know it's not easy and we want to build the muscle to do it because our communities need it and as you just heard from Marcia, it's up to us. They are coming for us. We see it. Believe them when they tell us that they do not want public education.

Because they know if they get public education, then they get democracy. Believe them when they tell us this.

And so without further ado, now let me introduce Jonathan and our colleagues.

*(Applause)*

JONATHAN RODRIGUES: Hello. My name is Jonathan Rodrigues. I work in our Human Rights Department. I wanted to tell you a little bit more about our Powerful Partnerships Institute.

We build powerful partnerships to sustain and build the schools, the campuses, the hospitals, the communities we deserve. And this is not new work, right?

This is an expansion, a double down of this work, but this is not new work. I want to shout out the great work

happening in Connecticut that just this week won in Windham, American Federation of Teachers, the WUSH coalition that folks built, won from the state regulators saying, you cannot close down a maternity ward in your hospital. You have to open it and they did that with community support, with our members fighting back together with patients, right?

*(Applause)*

In the higher ed perspective, CUNY Rising and PSC, fighting back with students for a CUNY New Deal, PEF with Fund Our Future.

I want to shout out our Houston folks that, unfortunately, couldn't be here last minute, but this fighting back around teaching the truth around gun violence. You saw a beautiful video around that yesterday. And in just a second, introducing the two wonderful, wonderful folks behind me.

This work, like I said, is taking our work to the next level. I won't take too much more time. I want to invite folks to visit us at the Powerful Partnerships Institute table. Some of you all have seen us already.

Access our tool kit, regardless of the grants, at [aftelearning.org/parentengagement](https://aftelearning.org/parentengagement)—[aftelearning.org/parentengagement](https://aftelearning.org/parentengagement). There will be the tool kit; there will be where you can access to find the application, access the next steps.

But this work is work that we do every single day, building with our parents, our community, and we need to take it to the next level because we see so many forces trying to divide us.

We know that is not truth as we just learned, and we know that we can build the internal and external organizing to beat back any challenges that come our way.

Let me introduce Suleika Soto. She's a wonderful parent activist in the Boston Education Justice Alliance, a partner, a friend. I want to invite her to just speak a few words on how we fight here in Boston around that.

And following her, we have Mohammed Muntakim, who organizes with the Michigan Education Justice Coalition and 482Forward, a wonderful organizing on campus as a student organizer and what they've won working together with your locals.

Thank you.

Suleika.

*(Cheers and applause)*

SULEIKA SOTO: Hello, hello. Good afternoon, everyone—or good morning, right, I think it's still morning.

My name is Suleika Soto and I'm a parent organizer for the Boston Education Justice Alliance.

*(Applause)*

Thank you.

In my role, I work with parents to encourage them and uplift them to raise their voice, to partner with educators,

students, and other community members and other parents to try to fight together for, you know, a more democratic, for better-quality schools for our students.

The most recent fight that I want to sit here and testify about was the fight that we won against state intervention of the Boston public schools most recently.

*(Cheers and applause)*

I would say in the eve of closing down for the pandemic, the Department of Elementary and Secondary Education here in Massachusetts gave the Boston public schools a really bad review, saying that, you know, we weren't doing what we had to do to support our students.

But we as parents, educators, and community voices know that that's not the truth, right? They wanted to take control of our schools. There has never been any evidence that state control, especially from our Department of Elementary and Secondary Education, has helped any school district improve.

We know that the solution to improve in the quality of education for our students lies with us, right? The families, the educators, the communities, and the students.

*(Applause)*

They did the review and, you know, teachers have been working very, very hard during this pandemic to educate the students, to figure out how to do it remotely, how to do it hybrid, how do it, you know, in person.

It was really, really tough trying to navigate the system. And then after two years, they decided that we had not made enough improvement, despite the pandemic—although we did—so we had to work very, very closely as a community.

We came together as AFT. There was a lot of AFT members, the Boston Teachers Union, Boston Education Justice Alliance and tons of other community voices with the students of the Boston Student Advisory Council.

We started to meet weekly. What are we going to do about the state intervention? We met on a weekly basis and we planned to go and uplift our voices.

They do not try to make it easy for us. They told their meetings were on a Tuesday morning at 8:30 in the morning, when students and teachers are in the classrooms, when parents are at work, but we showed them we would be up at that meeting every single month until they decided that that's not what they were going to do, that that was not the right solution.

So for the last meeting—I'll end here—the last meeting they thought that we figured that they were probably going to take a vote. They were going to have the meeting in Wellesley, which is about 45 minutes away from Boston. So we decided that we were going up to Wellesley, right?

They already made it hard, but as students, teachers, educators, we were all there and we said, let's go to Wellesley, let's show them what we can do.

So when they found out in Wellesley that they had two busloads of Bostonians, right, coming over to Wellesley to protest the state intervention, they switched it up on us.

They did it the day before. They moved it here to Boston. The capacity for the room was only 25 people—we had two busloads of folks—right—ready to go. But then we had to do what we had to do.

The BTU and the folks that had booked the buses quickly, we quickly pivoted to have the rally in Boston where they were going to be. They did not want to let us in. Again, it was a 25-person capacity, but we crowded the room; we crowded the hallways. We were outside. These were students, these were parents, these were families, these were educators, and we showed them what we had.

The next meeting we were going to do it all over again. We were ready. You know, they had to—we were trying to make sure that this does not happen. I mean, top-down control does not work. We want more democracy, not bureaucracy.

We know, again, that the solutions come from us, right? We have the solutions.

So when we went, they finally decided to hash out an agreement with the mayor, one day before their last meeting, which was the day when school ended.

The last day of school, they decided that they were not going to declare us underperforming and they were not going to take over our schools. So, yeah, so we won, but we still showed up at the meeting, right?

*(Applause)*

Yes, thank you for agreement, but we still want you to know as the Department of Elementary Schools, we were all up there. Jessica was up there, I was up there as a parent, the mayor. We really, really showed them what powerful partnerships can do.

And we did, you know, we did all of that and they did not take over our schools. And I just wanted to show you, like, parents, teachers, students partnerships show them what we can do, right?

United we stand, divided we fall. So I just would encourage everyone to really try to engage us as parents. Let's work together to make sure that we get the quality of education that our students deserve.

Thank you.

*(Applause)*

MOHAMMED MUNTAKIM: As-salamu alaykum. In other words, may peace upon you.

My name is Mohammed Muntakim. I'm coming to you from the greatest city in America, the city of resilience and hustle. I'm a community organizer with 482Forward in the city of Detroit where we work on—

*(Cheers and applause)*

—where we focus on education justice.



I'm here to just share a quick story of how collective community helped make a big win for Detroit public schools.

I'm a former product of Detroit Public Schools Community District, and as high schoolers in 2018, we launched a campaign to get our school district to observe the Muslim holidays of Eid.

*(Applause)*

And as we progressed, we realized that our efforts were not acknowledged without the support of community. So we went to the ground, collecting community support in forms of different aspects of holding community town halls, collecting petitions, engaging in sessions where we invited folks from both our teachers federation and then also the school district.

And once we got support from our collective communities, a big component of that was our Detroit Federation of Teachers, where we went into space—

*(Applause)*

—where we educated our teachers about our community, we shared our collective commitment to be more inclusive and accepting.

Once we got that support, we were able to get that win. After three years of organizing with Detroit Federation of Teachers and other community partners, this past year, Detroit public school community district observed the Eid holidays in their school calendar for the very first time.

*(Cheers and applause)*

And that work continues.

On behalf of 482Forward and our partners at Michigan Education Justice Coalition, we want to say that work continues of making education more accessible and equitable in our state.

We have a very great upcoming initiatives that we're working on currently, beating DeVos and the voucher campaign, working across the state with school board elections, and, most importantly, creating a collective base of students, teachers, and parents to build for future campaigns.

So I just want to come on here, acknowledge AFT for their support and their commitment to engaging students and parents in conversations like these and I look forward to working together to help build Detroit, the city of Detroit and the state of Michigan, make education a bit more accessible, a bit more just, and a bit more equitable.

Thank you.

*(Cheers and applause)*

## **SINDY BENAVIDES**

CHIEF EXECUTIVE OFFICER

LEAGUE OF UNITED LATIN AMERICAN CITIZENS

EXECUTIVE VICE PRESIDENT DeJESUS: Good morning. So as we heard and we've heard most of the morning, today we spoke a lot about parent and community partnerships and how important they are to meeting the needs of our students, our patients, and the communities we serve.

As a union, we make it a point to partner with individuals and organizations who share our values because together we can accomplish so much more than we could alone.

In our community work, one of our great partners is the League of United Latin American Citizens, referred to LULAC, the oldest Hispanic civil rights organization in the country, which works to build the economic and political power of the Hispanic population, and advocate for civil rights, housing, and education.

And here's a bit of LULAC history that I bet most of you don't know.

Seven years before the Supreme Court declared school segregation unconstitutional in *Brown vs. Board of Education*, in 1954, a California federal court ruled that it was unconstitutional for an Orange County school district to send Latino children to Mexican schools, separate from their White classmates. This was in 1947 and LULAC brought the lawsuit and today—

*(Applause)*

That's right. And, today, I am proud to introduce LULAC's Chief Executive Officer, mi hermana, Sindy Benavides.

Sindy is a true powerhouse and had an incredible career in community mobilization and Democratic politics. She is a Honduran American immigrant who has experienced the American dream and now devotes her career to public service, ensuring that countless young people, women and immigrants have the same opportunity.

She's going to share her thoughts on the importance of public education and how important it is that we be partners in the fight for democracy, justice, and opportunity, and improving the lives of our students, their families, and their communities.

Please welcome, Sindy Benavides, mi hermana.

*(Applause)*

SINDY BENAVIDES: Sí, se puede, AFT!

... *The delegates responded, "Sí, se puede!"*

Sí, se puede, AFT!

... *The delegates responded, " Sí, se puede!"*  
Sí, se puede!

... *The delegates responded, " Sí, se puede!"*  
Sí, se puede!

... *The delegates responded, " Sí, se puede!"*

Sí, se puede.

... *The delegates responded, " Sí, se puede!"*

Sí, se puede!

... *The delegates responded, " Sí, se puede!"*

Buenas tardes, AFT.

... *The delegates responded, "Buenas tardes!"*

I bring greetings from the League of United Latin American Citizens, LULAC, as its youngest and only female CEO in LULAC's nearly 93-year history.

*(Cheers and applause)*

And as an immigrant who was brought to the U.S. undocumented, and a proud life-long public school alumna, I know first-hand what it is to break barriers and create new paths of opportunities that lead to lasting change.

My public school education was my launching pad and had it not been for the many caring role model educators in my life, including Ms. Lupe Silva Prouse, who served as the parent liaison at T.C. Williams High School, and my professors at Virginia State University, I would not be here before you today.

So, I salute AFT for opening doors for both teachers and higher education educators, administrative staff, nurses and health professionals, and all AFT public employees and students to overcome the systematic challenges of the status quo.

You are forging a new, more equal and equitable paradigm in America in the field of public learning.

I also want to thank Dr. Jill Biden, who is a life-long educator, an ally of LULAC and the Latino community.

Can we take a moment to give her a round of applause?

*(Applause)*

Dr. Biden, gracias por ser una gran amiga de nuestra comunidad.

It is my sincere honor and privilege to share this moment with such a distinguished group that together forms the backbone, indeed the brain trust, that first opens, then uplifts and empowers the learning curiosity and academic potential of millions of children across the United States and Puerto Rico.

You see, AFT and LULAC share many of the same values

about learning. Our constitution, our LULAC constitution commands that as members and that as an organization who are ever to be ever vigilant and always be the sentinels that cry out and issue the warning when we see barriers that threaten equitable access to public education for Latinos and all young people of color.

*(Applause)*

And to give you a brief historical timeline of LULAC's actions across the arc of more than nine decades, allow me to highlight a few milestones of our work.

In 1933, LULAC formed a committee in San Antonio, Texas, which led to the formation of La Liga Pro-Defensa Escolar, and later known as the School Improvement League that fought for better schools and more equitable education.

In 1945, LULAC successfully sued to integrate the Orange County, California school system.

In 1946, LULAC filed the *Mendez vs. Westminster* lawsuit, which ended 100 years of segregation in California's public schools and became a precedent for *Brown vs. Board of Education*.

*(Applause)*

In 1948, LULAC attorneys filed the *Delgado vs. Bastrop Independent School District* lawsuit which ended the segregation of Mexican American children in Texas.

In 1957, LULAC Council 60 in Houston, Texas, piloted the "Little School of the 400" project, a preschool program dedicated to teaching 400 basic English words to Spanish-speaking preschool children. President Lyndon B. Johnson used this model to create Headstart, a program still in existence today. America, you are welcome!

*(Applause)*

And the list goes on.

Today we continue to advance and defend. In fact, we are fighting a real threat to public education that violates the very democratic fabric of our country. And that is a threat made by Texas Governor Abbott to revisit the landmark 1982 U.S. Supreme Court decision *Tyler vs. Doe*, which struck down a Texas law that denied state funding to educate noncitizens.

You see, this decision established that all children, regardless of immigration status, have a constitutional right to a free public K-12 education.

*(Applause)*

And after the Supreme Court term we just had, and we all witnessed, I think it is safe to say that anything is possible. Our kids are under threat by our own government. And to politicians like Governor Abbott, we say put our children first, not your own political ambition. Put our children first.

*(Applause)*

Investing in our students today is a down payment for the future. And for the record, Latinos in America are not going anywhere.

*(Cheers and applause)*

In fact, by 2050, nearly one in three Americans will be of Latino ancestry.

*(Applause)*

As I like to say, *aqui estamos y no nos vamos.*

*(Applause)*

All across our nation, in the decades since these landmark achievements, LULAC has locked arms with AFT in championing the role of our public schools. Time and again, LULAC volunteer members are the community leaders who have spoken and continue to do so before school district, county and state boards of education. Our LULAC members are the heart of our organization.

I mentioned at the outset that I know firsthand what it is to break barriers. You see, my own life is an example of this truth. My story begins in Honduras, where I was born, and then was brought to the United States at the tender age of one. I still tremble and cry when I reflect on my mother's courage and her will to give us a better life, and thank God that she did.

You see, my mom taught me that a parent's love cannot be measured and that she was willing to sacrifice her own nursing career to come to America to clean houses because she wanted her children to succeed.

I am grateful for my grandmother who taught me my only definer is my Heavenly designer. Let me repeat that because nothing can shake you if you know that your only definer is your Heavenly designer.

*(Applause)*

And no matter what comes your way, what Red Sea you have to cross or what valley you have to walk, remember you were beautifully and wonderfully made with purpose for such a time as this.

*(Applause)*

As I reflect on my life, I think of my mom's strength, her valor, her unshakeable faith in the promise of America that allowed me to be enrolled in the greatest public education system in the world, one that welcomes all of our children.

And yet we know many children feel like they don't belong. This is why LULAC is working hard to ensure that content is created for us and by us. As I like to say, nothing about us without us. *Nada denosotros sin nosotros!*

I also wanted to talk about our DREAMers. Did you know that more than 30 states still charge undocumented out-of-state tuition fees even if the student is a longtime resident of a state. Most states restrict financial aid to citizen and permanent residents. There are nearly 100,000 undocumented students who graduate from U.S. high schools each year, and yet Congress still fails to pass the federal DREAM Act.

The House has done its job thanks to Congresswoman Lucille Roybal-Allard from California. The Senate must do its job and pass the bill.

*(Applause)*

And can we talk about college student debt for a minute? LULAC joined more than 125 organizations calling on President Biden to fix the broken student loan system and deliver promised student debt relief. We are still waiting.

It is unconscionable that the wealthiest nation does not do more for the very people who will invigorate the workplace and move the country to higher achievements. Our investment in our people today is a down payment for our future.

*(Applause)*

I am forever grateful to educators and staff, just like you, who are shaping the mind and very soul of a young woman who would one day become leader of the country's oldest and largest civil rights organization for our 60-million-plus Latinos.

I'm also very grateful to AFT, to President Randi Weingarten, a friend and ally of LULAC, and to Executive Vice President Evelyn DeJesus and all her work with LULAC over the years, including our recent collaboration together in citizenship clinics in Florida and AFT's 10,000 book donation to kids in San Juan, Puerto Rico, as part of AFT's Reading Opens the World literacy campaign.

I would also like to thank Fedrick Ingram for his stewardship and acknowledge Cesar Moreno Perez for staying rooted in developing leaders around you.

*(Applause)*

Lastly, Adriana, thank you for all that you do every single day. You are a mighty force.

At a time when mental health is a crisis in our country, and there are so many battles in every single direction we turn, you, our society's educators and leaders, are a testament to the strength and determination to ensure that the promise of America is for everyone.

And I thank you because as we walk through the valley, we must reclaim our future with every word, every action, and every vote. Representation matters. Your vote matters. Who we elect matters. Running for office matters. Public schools matter. And defending our democracy matters.

*(Applause)*

LULAC says to each of you, every educator and leader, member across our nation and Puerto Rico, *gracias.* Thank you. We value you. We're grateful to you. And we stand with you. *Estamos con ustedes.*

Every day you risk your life to educate our daughters and sons and nonbinary children, whether it was the coronavirus or because of the gun violence epidemic. And let me be clear, LULAC does not believe that the way to make schools safe is by arming teachers.

*(Applause)*

More guns in school are not the solution to the active shooting epidemic in this country. Like so many of you, my heart still aches for the senseless gun violence across our nation, including the recent massacre at Robb Elementary School in Uvalde.

As I conclude, may we one day look back and see as my mother and my abuelita saw, the long, dusty and dangerous road that led us to the beginning of a better future, brighter, and more promising, and filled with the hope that in this country public education is not a privilege of a few; it is the right of all—each and every child—for somewhere among them were we.

Thank you, every single one of you, for your sacrifice, your love, your compassion, and your faith to serve without knowing that the seeds you plant in the mind of students are yielding a great harvest.

*(Applause)*

It is called America. It is called freedom. It is called our school. It is called our community. It is called us.

*(Applause)*

Muchas gracias, and may God bless. ¡Que dios los bendiga!

*(Standing ovation)*

*(At 12:39 p.m. the Convention recessed,  
to reconvene at 2:00 p.m..)*

# Saturday, July 16, 2022

The Convention was called to order at 2:09 p.m., President Weingarten presiding.

## *Afternoon General Session*

### **REP. AYANNA PRESSLEY**

U.S. HOUSE OF REPRESENTATIVES  
(D) MASSACHUSETTS

PRESIDENT WEINGARTEN: So, this is the only Congresswoman—we've had senators, we've had first ladies, but this is the only Congress person not running for another job other than Congress that we have had at this convention. We are having Val Demings, but she is running for Senate.

And you've noticed, we did have the two senators from the United States, Senator from Massachusetts, we did have the Massachusetts gubernatorial candidate, Maura Healey, who was fantastic this morning.

But for those of you who are not from Massachusetts, this is a very, very special person who is rocking the U.S. House of Representatives.

*(Cheers and applause)*

I don't want to make this too hard for her, put the high standards there, but she is an amazing representative of the people, for the people, and by the people—Representative Ayanna Pressley.

*(Cheers and applause)*

AYANNA PRESSLEY: Oh, my goodness, lots to live up to there.

Thank you.

I never tire of calling you Madam President. Thank you, Randi, so much.

You know if a little bit of what Randi just offered there is true, I want to give credit where credit is due. Certainly, outside of my mother—may she rest in peace and power—and my father, my broader village who have been role models, I have to credit our nation builders.

That's you.

It is because of educators, it is because of teachers that in the moments that I felt small, I was made big; when I felt invisible, that I felt seen; when I felt voiceless, that I was heard; when I felt denied agency, that I was empowered.

So if any of the very kind and humbling things that Randi said about me are true, it is a testament and a credit to each and every one of you.

Consider me the product of your sacrifice and your investment and you have that enduring legacy all around the nation.

I never had the opportunity to ask President Obama directly why we called our educators nation builders, but I assume it is because you pour into our babies so they can ultimately go on to build up our world.

There could be no more important calling in the world, and so for that, I thank you.

*(Applause)*

It is good to be home; it is good to be in the Massachusetts' 7th; it is good to be in the city of Boston, and to be hosting all of you.

Now, of course, throughout the course of this conference, you have come together to build communities, to share your successes and your struggles and to organize. It is my hope today that you leave this hall with that of which you have given to millions of children in your role as nation builders, that you leave here today with your heart a little fuller, your spirit a bit brighter than you walked in, and sharper clarity about the role that you play in this world.

It is my hope that you will leave this hall feeling affirmed, valued, respected, and loved.

These past few years have been deeply painful. We have found ourselves bearing the burden and navigating multiple crises. We have had to pick up the pieces of lives disrupted. It's been said that the best gift that you can give a child is a stable adult.

And while the homes of our babies have been destabilized and their parents and caregivers in turn, collateral damage in the midst of these layered crises, you have been that stabilizing force. You have been that continuity. You have been that healer. You have been the counselor. You have picked up the pieces of lives disrupted.

At times it seems our grief is caught in our throat, and, yet, through it all, you have remained dedicated to your profession and holding our communities together.

Now I'm here to affirm, to celebrate, to recognize your labor. But I'm also here because I give a damn about your lives.

*(Cheers and applause)*

You are more than your job title and your labor and too often the self-sacrifice that has become such a large part of your role is held up and glorified while your humanity is cast aside.

So let me state this plainly. What I want for you, nation builders, is that for you to know that you deserve to show up fully and live a life defined by your joy and not your trouble, that you deserve fair union wages, safety, and dignity, and you deserve to thrive—

*(Applause)*

—not just to survive.

Now, I was introduced as the congresswoman, a title I proudly hold, but the title that truly tells you the most about me is more than anything. I am my mother's child—may she rest in peace and power.

My mother was a super voter, is a very engaged community and movement builder, and she told me that there was a difference in life between your job and your work.

Your job—and she held down many as a single mom—was how you paid the bills. But your work, our work with a capital W, is about the upliftment and the advancement of community. I feel at home here at AFT because I know that you share that deep commitment to that work with a capital W.

Your job and your workplaces, you, on the front lines of every struggle in our society, especially now as we are fighting for our fundamental human rights. Indeed, you are at the intersection of the civil rights struggle.

Now, I know there are some that would lead you to believe that the civil rights struggle is one in snapshots of history and what's behind us, black-and-white images, that Martin marched, and John crossed a bridge, and Rosa sat, and there was full emancipation and liberation.

But we are still in the civil rights struggle.

*(Applause)*

And each of you sit at the intersection of that struggle, doing your job and doing that work with a capital W, to uplift and advance community.

What happens within the walls of our schools is indicative of what happens to our democracy. Daily we must decide if we will go in the direction of democracy, truth seeking, and justice, or if we will bear complicit witness to a nation in decline, where bombastic authoritarians consolidate power and undermine the will of the people.

*(Applause)*

And while we may grow weary, we will never grow cynical, not when we think of those who have come before us, not when we think about those who stand in front of us because we don't have the luxury.

As you know, because you have stood in the gap time and time again when institutions and government has failed and fallen short, we don't have the luxury of apathy or cynicism because people are depending on you.

So, when in the face of these layered crises at a decisive moment in the arc of our democracy, you press on. You press on for more and you press on for better because lives are on the line. I promise you this: As you press for what you deserve, I will never minimize your experience. I will never offer you unjust false binary choices or tell you that your issues need to wait. I will move with the same urgency, boldness, and deep commitment to advance solutions and policies which meet the moment just as you have time and time again.

*(Applause)*

You have not told our babies to wait; you just dug deep and did what needed to be done, to show up for our babies and so I can't in good conscious tell you to wait.

*(Applause)*

Far too often those on the front lines and the most vulnerable have been told that their demands should be put on hold for a more opportune moment, but you and I are not fighting for scraps. We're fighting for freedom.

*(Applause)*

Because that's what education affords us. Freedom. It's supposed to be the equalizer in this meritocracy of a society, unburden you. What could be more important than that?

You are nation builders, you are liberators, you are healers, and it is for that reason that I will never relegate the issues you raise to the bottom of a laundry list or tell you that on top of your daily sacrifices and contributions that you need to work harder and vote more.

True enough?

*(Applause)*

Your vote is sacred and your vote is powerful, but you don't need me to tell you that. You are on the front lines of our struggle to preserve and strengthen our democracy daily. And since we are with educators and some of you may be history teachers—

*(Cheers and applause)*

Let me in this moment make sure that history gets it right and the role that you have played in these unprecedented times is not a race or relegated to a footnote.

*(Applause)*

You are in the practice of deep democracy, one lesson plan, one day at a time. You have built classrooms where your students are safe to be themselves and safe to ask for help.

*(Applause)*

You seek to be guides and not guards.

*(Applause)*

You have stared down school boards bent on tearing books out of your classroom that are salve for your students as they navigate the world.

*(Applause)*

Come on, AFT, do you know who you are? You are nation builders, you are liberators, you are healers, you are defenders of this democracy with every lesson plan, with every day. I'm going to need for history to get this one right.

*(Cheers and applause)*

I'm going need for history to get one right.

*(Standing ovation)*

You have fought for the bodily autonomy and human rights of our children. You have taken on cruel and hastily crafted state laws that aim to sow fear and division. You have practiced barricading doors and hushing little voices to keep our babies safe in the face of violence that is both unthinkable and common place.

And what do you ask for in return? Not much.

And that what you do ask for is certainly not seeking to appeal to the benevolence and good will of anyone in the position of power. You're simply demanding that which you deserve.

*(Applause)*

This is ultimately about reciprocity, accountability, justice.

You simply want laws that keep you safe and build on a promise of an inclusive democracy where everyone has a right to an education and every person can live and thrive. Centering your voices and acting on your demands is not a nice-to-have. It is a must-do, and an act of preserving your democracy.

I've always maintained that the people closest to the pain should be the closest to the power, driving and informing the policy making. Who is closer to the pain more than you?

*(Cheers and applause)*

Who is closer to the pain?

Your visceral concerns and your pressure for accountability and change are valid and I will never stop fighting for you and alongside you because you have seen it all and you have done it all.

Not because your job description required it, but because the moment did, and you have done it over and over again.

*(Cheers and applause)*

AFT, do you know who you are? You are nation builders, you are liberators, you are healers, you are heroes. You are defenders of our democracy. You are the reason our nation withstood the systemic attacks on our democracy lobbied by the former occupant of the White House.

It is you. You are the reason that lives were saved during this pandemic as you fought for common-sense public health measures. You are the reason—and, Randi, you know I can be on this stage and say this—that we are closer than ever to cancelling student debt.

*(Cheers and applause)*

That's right. You all are teachers; you know the power of the pen.

Cancel that student debt, Mr. President. Today would be a great day to pick up that pen.

*(Cheers and applause)*

Cancelling student debt would provide long overdue

relief to families across our nation. Cancelling student debt will keep more educators in the classroom. Cancelling student debt would change lives. Cancelling student debt, given the whispered conversations I've had with educators feeling shame, burdened by this debt, some even contemplating suicide. Canceling student debt will save lives.

*(Applause)*

As I close, I just want you all to walk away from today with one message in your heart—well, if there is only one you that you remember—you deserve a life free from fear, where you are defined by potential and possibility, defined by your joys and not your traumas, where you are able to live and thrive.

I'm deeply grateful for the role that you've played in my own life. I'm deeply grateful for the role that you play in our community and our democracy, and I truly believe that together we can overcome the challenges we face and work towards shaping a beautiful, compassionate, inclusive future, but only if—if we center the voices of those in this room, our best days are yet to come.

Thank you, AFT. We love you.

*(Standing ovation)*

### **REV. DR. OTIS MOSS III**

SENIOR PASTOR

TRINITY UNITED CHURCH OF CHRIST

SECRETARY-TREASURER INGRAM: Good afternoon, AFT. I'm so honored to introduce Reverend Dr. Otis Moss III, a minister, civil rights leader, writer, speaker, and film maker. He is senior pastor of Trinity United Church of Christ in Chicago, Illinois—

*(Applause)*

—an activist, engaged congregation on the south side of Chicago that emerged from the civil rights movement.

Dr. Moss is part of a new generation of ministers who preach that love and justice are inseparable parts of the gospel. His work spotlights mass incarceration, environmental justice, and economic inequality as deeply moral issues.

He has civil rights advocacy in his DNA. His father, Reverend Otis Moss, Jr., is a renowned pastor, theologian, and civil rights leader and was a close friend and adviser to the Reverend Dr. Martin Luther King, Jr.

In fact, what first drew me to Dr. Moss' work is an amazing short film about the roots of his family's civil rights legacy. It's called "Otis' Dream." It tells the true story of Otis Moss, Sr., Reverend Dr. Moss' grandfather who was a World War I veteran and widowed father of five, and a sharecropper in rural Georgia, and his attempt to vote in the fall of 1946.

The film features Reverend Dr. Moss III, his father, and his son Elijah, three generations living in a country where

the right to vote is still under attack. I dare you to watch this film without getting tears in your eyes.

As part of his extensive community engagement work, Reverend Dr. Moss also led the team that came up with the “My Life Matters” curriculum which includes the viral video, “Get Home Safely: Ten Rules of Survival for Black Americans When They Are Stopped by the Police.”

Reverend Dr. Moss’ vital and courageous work exemplifies what in the labor movement we all understand. We cannot move justice forward unless we connect deeply with our communities and work in union with them.

First, we’ll watch the film and then we will hear from the Reverend Dr. Moss.

*(Applause)*

... *The film, “Otis’ Dream,” was shown to the delegates.*

*(Standing ovation)*

REV. DR. OTIS MOSS III: Thank you. Thank you. On behalf of my grandfather, I say thank you. On behalf of my father, I say thank you. On behalf of my family, I say thank you. To this American Federation of Teachers, I say thank you. To our president, President Randi Weingarten, we thank you for your leadership. To Rabbi Sharon, to Tear Jones who is the master logistical wizard of this group—

*(Applause)*

—we thank you.

To the secretary for the introduction, we thank you.

I want to just take a few moments. I’m so grateful that you were able to show this film. And I hope that you can use it in any of the institutions where you work. It is free. It was designed specifically to educating a new generation about the struggle to vote.

*(Applause)*

And I would be remiss if I did not give a major shout out to the Chicago Teachers Union. We are so proud of you.

*(Applause)*

We love you and the work that you are doing.

“Reclaiming Our Future.” You are the stewards of democracy, the midwives of dreams, the holders of a future yet to be born. I greet this federation, this cadre of educators, this collective of first responders, our repairers of the breach who hold Tikkuin Olam in one hand and Ubuntu in the other. For you all have a great calling as educators as first responders.

Democracy is held not in the hands of those who consider themselves to be venture capitalists and lobbyists. But democracy is held in the hands of mothers and teachers and artists, prophets, first responders, and poets.

And you hold special tools that have been crafted by God; tools the Internet cannot corrupt, social media cannot stop, and disinformation cannot exile from our civic consciousness.

What is this tool you speak of? The unyielding belief in the human spirit, the power of empathy and compassion, and moral imagination that believes that every single child has the ability not only to learn but also to thrive.

*(Applause)*

The belief in human dignity that as a person takes their last breath in an ICU, to believe that they should be comfortable and should have dignity in the process.

*(Applause)*

You are the forgers of a moral imagination for this democracy. And there have been people before us who understood this power that you stand, you stand on their shoulders. Like a gentleman by the name of Frederick Douglass. Frederick Douglass, who when he received one book from someone who was leaning toward abolition, he memorized that entire book, learned the letters and the pronunciation and the sounds and used to keep a piece of bread in his back pocket so that when he was walking along the Bay of Baltimore, when he would encounter his Irish friends, he would say, “Give me a spelling lesson and I’ll give you a piece of bread.”

The power of this idea, this idea of democracy, we stand on the shoulders of people such as Jo Ann Robinson. Many people don’t know her unless you are from Alabama, a place known as Montgomery. We love to talk about Dr. King and about Ralph Abernathy and Rosa Parks. Yes, she sat on the bus.

But the real organizer of what was known as the bus boycott was a sister by the name of Jo Ann Robinson; a sister who was part of the women’s political council, an organizer who worked at a historically Black college known as Alabama State University.

And after Rosa Parks was arrested, all the men were arguing trying to figure out what are they going to do next. Jo Ann Robinson came into the meeting and pulled Rosa Parks aside and said, “I know what to do. Let the men argue. I’m going to go over to Alabama State and we are going to make some fliers on mimeograph machine.” 35,000 and made in nine hours, placed them on the doorstep of every Black person that woke up in the morning and said there’s a boycott, and the brothers said, “I guess we need to join.”

*(Laughter and applause)*

The power of organizing in order to reshape the democracy. And here we are in Boston, the space where people lift up the name of Horris Mann, Horris Mann who understood about common education. And I do not in any way throw any shade at Horris Mann, but if we are to understand the fullness of education you need to make your way down to a space in South Carolina, Charleston to be specific, about a person, a person by the name of Robert Smalls. Robert Smalls, along with his wife, they decided that they were going to be free in this enslaved society.

So they hatched a plan with eleven other enslaved



Africans to do something that had never been done before. They decided to steal a confederate warship. The amazing thing about racism is racism is arrogant and ignorant at the same time.

*(Laughter and applause)*

They would allow Black people to clean the ship. They'd allow Black people to fix the ship. They'd allow Black people to drive the ship. They didn't think anybody Black could ever be the captain of the ship.

So Robert Smalls and his wife decided one night when the captain decided to get drunk, as he always did, and go out into the city to some particular brothel, they brought their families on board along with eleven other Africans and said we're rolling up out of here.

*(Laughter)*

They put on, it was Robert Smalls who put on a confederate outfit. It was still dark. They could see the silhouette of a man, but they didn't know he was a Black man. As they made their way to the harbor because Robert Smalls had a photographic memory, had been memorizing all of the confederate codes. When they got to that harbor, all of the sudden Robert Smalls went like this and did all the things and the harbor master said, "Go ahead with your bad self," and they sailed on out of the harbor.

*(Laughter and applause)*

The story was not over then. Because the union forces put a blockade on the harbor. They said that any Confederate ship that was to come out of Charleston Harbor, it was to be fired upon immediately.

And as to the plan to the ship that Robert Smalls and his wife had liberated—this thing is better than Oceans 8, 9, 10, 11, I'm telling you.

*(Laughter)*

As it was coming closer to the Union ship, they were about to fire upon that ship, they did not know what to do. And a fog had swept into the Charleston Harbor and they could not see the ship clearly. And it was Robert Small's wife said, "Find me a white sheet. Let's run it up a pole and, hopefully, they'll be able to see the white sheet flying."

They couldn't see it because of the fog. As they aimed their guns, they said one, two, and as if on cue, all of the sudden the sun came out and burned off the fog, they saw the flag and they said hold your fire.

They stepped on board the ship, looking for some White people. Didn't find anybody White, and Robert Smalls, with his child, Robert Junior, in hand, lifting him up to the sky, he says "I believe we have some ammunition on this ship that Lincoln can use in this battle."

*(Applause)*

The story doesn't stop there, y'all. It gets gooder.

He goes north and he joins the Union army, becomes the first officer in the history of the United States to be a person of African descent.

He then goes back south and buys the house where he was a slave. You got to be a bad brother to buy the space where you were be enslaved.

But he had so much compassion, he allowed the mistress to live on the property—not in the big house, the little house out back—I want to make that clear.

But it was not enough. He said that these are former enslaved Africans who had now been freed as a result of the Emancipation Proclamation, need education.

So he formed schools, what we would now call early childhood development, some of the first for Black children. But it still was not enough.

He decided that he was going to run for Congress. He ran for Congress and won and then passed a law, a law that would make it compulsory education from K through 12 for everybody, for every free person in America, that we have a public school system, not just because of Horace Mann, but a brother down in South Carolina and his wife by the name of Robert Smalls.

They were defenders of democracy. You stand on their shoulders.

*(Applause)*

We stand on their shoulders.

It seems as if in this moment in America in the words of the Black church tradition, we would say it seems to be midnight in America right now.

It seems as if the sun has set and darkness has come upon the land.

But I'm here to let you know with all of the changes that have happened in this nation, that now a court seems to have a Confederate or antebellum framework in terms of how they even look at legislation.

The fact that voter suppression is still rampant in our nation and the attack upon education and upon educators seem to be continual. You can't even talk about Black history nowadays, otherwise someone will say that it's destructive and not patriotic.

The true patriot is one who wants education for everybody.

*(Applause)*

The true patriot is the one who simply wants to teach the truth of American history. Slavery and abolition, the women's suffrage movement, and the labor movement, the civil rights movement.

This is democracy.

*(Standing ovation)*

And I know that it seems as if it is midnight in America, but President Weingarten, I have some good news for everybody here. The bad news is, it's midnight.

The good news is, it's midnight.

Somebody missed their shout.

The bad news, it's midnight.

The good news, it's midnight.

You're still missing it, so let me help you out.

Nighttime is all the way up to 11:59, but as soon as you move into midnight, it means that a new day has come, but the sun has yet to rise.

*(Standing ovation)*

The bad news is that it is midnight, but the good news is it's midnight, but I know that morning is coming in America.

If I may borrow a remix from Martin Luther King, Jr., I know morning is coming because Carlisle is right, that no lie can last forever.

Morning is coming because William Cullen Bryant is right when he says truth crushed to the earth shall rise again. Morning is coming because James Russell Lowell is right that truth forever on the scaffold, wrong forever on the throne, yet the scaffold sways the future.

Our morning is coming because there's a word that says you shall reap when you sow.

Morning is coming in these yet to be United States of America.

In these yet to be United States, I can see a time when the sun shall rise, where people of different backgrounds and faiths shall stand together.

Whether you are Black or White, Muslim or Methodist, Asian or atheist, Latino or Lutheran, progressive or Pentecostal, Hindu or humanist, Jew or Gentile, Queer or Quaker, agnostic or Anglican, Sikh or sanctified, Baptist or Buddhist, ghetto or country, red-necked or reformed, urban or suburban, whether you graduated magna cum laude or just thank you, Lord, urban or suburban.

We shall be able to sing in the words of that great South Central poet by the name of Kendrick Lamar, "We gon' be alright. We gon' be alright."

Let us reclaim our democracy.

*(Standing ovation)*

## **OLGA CHABAIUK**

VICE PRESIDENT

TRADE UNION OF EDUCATION AND SCIENCE  
WORKERS OF UKRAINE

PRESIDENT WEINGARTEN: Okay. The afternoon is going to be the crying session, so some in here, unfortunately—the president of the Polish Teachers Union had to leave a little early, so I'm about to bring up—and those of you were at the Rustin Luncheon, you had seen her before.

I'm about to bring up Olga Chabaniuk. Olga, come on up with me.

*(Applause)*

And I'm asking Susan Hopgood, from EI, the president of EI to come up with us as well since the Trade Union of Education and Science Workers of Ukraine is a member of the Education International. So if Susan's in the house—I

know she's in the house—come on up with us, Susan.

Look, as we speak there are 14 American teachers from our union who have traveled to Poland and they are working in summer camps with Ukrainian refugees, teaching them English and helping them.

We have been asked by various different organizations and all of the humanitarian aid that many of you so generously supported have gone to help Ukrainian refugees who have escaped Ukraine during this war, this brutal war, but we're also helping those who have stayed in Ukraine.

Earlier this year, at the invitation of Slawomir Broniarz, the president of the Polish Teachers Union, which is the largest teaching union in Europe, I travelled to Poland to visit with educators and students and refugees displaced by the war in Ukraine.

There, I visited schools and met with several Ukrainian teachers and then later on, met with Olga, who has been in Berlin, who those of you, as I said, were at the Rustin luncheon have already met.

Both Slawomir and Olga, and so many of the other Ukrainian leaders who happened to be able to get out for the AFL Convention, have shown great courage, remarkable humanity.

There are people—I said this yesterday at the luncheon—there are people in this congregation, let me call it—people in our convention, who know from war, who understand war.

But if you don't know from war, you don't know what it's like when there's a bombing in your apartment building and the person next to you dies. You don't know what it's like when there's a bombing in a hospital and children die.

Senseless, terrible, brutal acts of violence simply because one country, in this case, Russia, and its maniacal leader, has a vision of wanting to go back to the great Russian oligarchy. That's what the Ukrainian war is about.

Now, as members of the EI—and this is part of the reason I wanted Susan here with us—in 2014, the headquarters of the Ukrainian unions had been bombed at the same time as Ukrainian patriots were trying to get rid of a Russian oligarch who had been placed in the head, who had been placed as the head of the Ukrainian government, and they were successful. It was called the Orange Revolution.

And Susan's predecessor and I, and Slawomir and others went to Ukraine at that time and we met with Olga and we met with the other Ukrainian leaders and so we have had a relationship with these very courageous trade unionists for several years.

We went to Babi Yar—which has now been destroyed by the Russians—the dedication of a monument that was dedicated to the thousands of Jews who were killed in the Holocaust. And what Olga is going to talk about for a moment and we with have resolution on the Ukraine later

on, is also the incredible work that Ukrainian teachers have been doing for kids who have been displaced—millions of kids who have been displaced.

So it's a humanitarian crisis, it's a democracy crisis. It's a crisis of fighting for self-determination, it's a David versus Goliath crisis—whatever words you want to use.

But teachers every day in February, March, and April, teachers would get on Zoom with kids wherever they were in either the country or the world and teachers wherever they were, Ukrainian teachers, and they would connect with their kids every single day on Zoom, just to try to create that connection.

That's what the teachers of the trade Union of Education and Science Workers of Ukraine did.

And the last thing I'll say before I introduce Olga is I don't forget one of the students who we saw in a Polish school, in a Warsaw school, he got up with perfect English, stood like this, a teenage boy, and he looked at me and he said—and this was in early April.

He said, "Please tell American students that I had, last month, I had what they have. Please make them understand that that was my life."

Kids, their parents, they don't want war. They don't want Russia to starve the world by not letting grain out of Ukraine. No one wants gas prices going up the gazoo because of what Putin has done, but at the end of the day, it's teachers like those who Olga represents who even in this war are trying to make sure the kids are okay.

Olga.

*(Applause)*

OLGA CHABAIUK: Dear, Randi, dear colleagues, dear our native people, dear our big family. I am Olga Chabaniuk. I am vice president of the Trade Union of the Teachers Education of Ukraine. It's a great honor for me to be here today.

Today, when a full scale war continues on the territory of Ukraine for the 143rd day. It's very difficult for me to talk about it, but it's very important for me to speak to you today to tell about the situation in the Ukraine.

But first of all, on behalf of all members of 1.2 million of the members of Trade Union of Education and Science Workers of Ukraine and all Ukraine educators, I would like to express the warmest greetings and good wishes to all the participants of the 87th Convention of the American Federation of Teachers.

*(Cheers and applause)*

Today, we are talking about the democracy and your organization is the best example of that democratic organization.

AFT is powerful and independent, where work progressive-minded professional led by strong leader, President Randi Weingarten.

*(Cheers and applause)*

So we wish your organization to continue to grow and expand, become stronger and even more united in order to feel its mind goals, to protect economy, to social and labor rights, and garret of its members. For the situation in Ukraine, the human brain, it's incapable of understanding it.

In Ukraine every morning, begin with a moment of the silence, so I ask you to honor the memory of all those who died in this war for freedom and the right to live in independent country. Please.

*(Applause)*

The full-scale war in our country has been going on for five months. It began long before February 2022. In 2014, Russia annexed Crimea and began military action in our eastern borders.

The world did not punish Russia for this aggression and to now, impunity has led to a full-scale war in all territory of Ukraine.

Russia's aggressive war against Ukraine shook the world and seriously changed the situation, not only in Europe, but also around the world. The brutal and illegal invasion, repeated violation of international humanitarian law, and the horrific bombing have resulted in thousands of deaths.

The recent NATO summit in Madrid, officially recognized Russia as the most significant and direct threat to the peace and stability of the Europe-Atlantic area.

In one week, the occupiers hit more than 100 missiles on Ukraine that cost hundreds of millions of dollars. Huge amounts of money are spent on terror and destruction while they could have been spent on development, progress, education, medicine.

As a result of the bombing of the citizens and villages of Ukraine, hundreds of thousands of buildings, educational institutions, hospitals, kindergartens have already been destroyed. More than 2,000 education institutions were damaged and more than 200 were completely destroyed.

Unfortunately, Russia prefers to act using terror.

During the war in Ukraine, the Russia army killed 353 children, and 662 children were wounded. The Russians eliminated our country history, destroyed our nation. The most horrific that they have been kidnapping Ukrainian children. More than 2,400 children have been deported to the territory of Russian Federation from the Donetsk and Luhansk regions.

Our Parliament has called upon international institutions to take immediately and decisive steps to protect our children and to return them to Ukraine.

Ukrainians have bravely protected our territory and international support, joint actions, and tough stance of partner countries give us confidence in our victory.

In addition to all your support, the Bayard Rustin Human Rights award that we received yesterday will be a powerful recognition for Ukraine teachers of their zeal and hard work and will inspire and encourage them in this difficult time for Ukraine.

The recent summit of European Union leaders in Brussels granted Ukraine the status of a candidate for EU membership. Also, we understand that there is a lot of work ahead, but we are ready for that. Because the longer this war lasts, the more problems will include in education spheres as well.

What is the future for those children who were left without parents because their fathers were killed in front of them? And their mothers were raped, who also died as result. What is the future of those children who became victims of war because rockets and bombs took off their legs and arms?

Children who have to spend most of their lives in bomb shelters suffer from daily sirens and artillery shelling. How much stress are experienced by children who had to flee from the war, leaving their homes, favorite toys, relatives and loved ones, just to survive and not to meet the aggressor face to face, like my child who sat in the basement in Kyiv for 10 days, because in the first days of the war, we did not have the opportunity to leave Kyiv because the side of Kyiv where we lived was occupied.

So we hope that to have strong support from the trade union community. As the main goal of our struggle is to defeat the aggressor who is a threat to peace and security.

Today, the Trade Union of Education and Science Workers of Ukraine continues to work on current wartime challenges. The main issue of our trade union activity are the safety and protection of teachers, students, and pupils.

During the first weeks of the war in Ukraine, our trade union, in cooperation with the Ministry of Education, worked on the following guarantees for educators: Prohibition of dismissal, maintaining of their average salary, the right to work remotely from any region or from abroad.

To ensure our security, higher education institutions continue to have a mixed form of education. The trade union is also working to save the structure of the organization, opportunities for normal working conditions for teachers and other educators, and local trade union activists. Many of them lost their opportunity because of war; they became internally displaced. Their educational institutions were destroyed, and equipment was damaged or stolen by the occupiers. Therefore, providing teachers with appropriate equipment and access to the Internet is also an important area of our work now.

Our trade union continues to provide humanitarian aid, financial assistance, and psychological support to our members. Our vision is clear. We want to live in a world where teachers and students see their future in Ukraine. We want to live in democratic country.

*(Applause)*

Where sovereignty, territorial integrity, human rights and values and international law are respected, and where

everyone can choose their own way.

*(Applause)*

The last but not the least, I would like to thank the American Federation of Teachers and your leader, Randi Weingarten, for being with us in 2014 and for your strong support now, for your solidarity with Ukraine in this very difficult period for our country.

*(Applause)*

We wish all of you health and prosperity, strength, and the main—peace, peace, and peace.

*(Applause)*

We believe that close cooperation between our trade unions and nations will be the key to a new social peace and to well-being in our countries. To be united means to be strong.

Thank you very much. Together to the victory. Slava Ukraine! Slava Ukraine! Slava Ukraine!

*(Cheers and applause)*

Thank you very much. Thank you, my dear.

*(Applause)*

## **TIM SNYDER**

INSTITUTE FOR HUMAN SCIENCES

VIENNA, AUSTRIA

*... Tim Snyder addressed the delegates via video as follows:*

Hello. My name is Timothy Snyder. I'm an historian. It's an honor to be speaking with you today as a historian, speaking to people who are at the middle of history right now. As a product of public schools myself, speaking to public school teachers, I'm very happy to be speaking with you.

I'm also speaking to you as a colleague. You might be able to see over my shoulder a pile of books about Ukraine. I'm setting up my lesson plans for a class on Modern Ukraine this fall that I'll be teaching to my own students.

Ukraine is very much on my mind in much the same way that America is on my mind. After all, in Ukraine we have an example of a tyrant, a Russian tyrant trying to overthrow an elected government by force. It's very much like January 6th in our country, just on a much larger scale.

In both cases, the violence is based on a big lie. The attempt to destroy democracy is based on a big lie. Putin says that Ukraine doesn't really exist. Trump and his allies say that he won the election of 2020. Either way, it's a big lie.

So Ukraine is on my mind. I'm in Europe now. I teach European History. I have a lot of friends and colleagues in Ukraine, so I care about it. But, of course, we should care about all the displaced teachers and students in Ukraine. We should care about all the working people in Ukraine who are the ones doing the fighting. And we should care because democracies rise and fall together.

Our democracy, like any other democracy, is vulnerable. It depends upon us ultimately. It depends upon representation. Depends upon law. Depends on good faith. But ultimately, it depends on us.

Representation means we should all have the right to vote. Law means that when we vote, it should make a difference. Good faith means that those who we elect should play by the rules. We're in a situation now where some of the people we've elected haven't played by the rules and others of them are trying to change the rules.

As teachers, we're in a situation where some of our politicians are making it very hard for us to tell the truth about the past. And, of course, democracy needs the truth about the past. Democracy is all about self-correction and you can't correct yourself unless you know what came first.

*(Applause)*

2020 was the beginning of all this. 2024 could be the end, but right now we're in the middle. We're in a situation where people are using the big lie to make it much harder to vote. We're in a situation where people are running for office on the basis of a big lie.

And all this means that this November there's an election which we as Americans simply cannot afford to lose. This November is an election about elections. It's an election about whether we will be represented, whether our elected representatives will make law, whether this can ever be a country which operates again in good faith.

Who can do something about this? We can. And in particular, you can. In my part of the world, the part of world I work in in Eastern Europe, we call those organizations between the government and the people civil society. Tyrannies emerge when a government can treat each of us individually but organizations like unions create groups of us, layers of us between the government and lone individual.

Unions historically defend the interests of groups and create groups. Unions historically defend voting and the right to vote. Unions work within the law and work to improve the law. Unions bring people together, people who might come from different places or hold different creeds or represent different backgrounds or belong to different races.

We need this now. We need this more than ever in a country which could lose its democracy to a lie. In a time when the Internet and media technology makes it very hard for us to contact one another, unions are one of the few places where we can organize as people. Unions are one of the few places where we can talk to one another as real people. This means that organizers right now are at the middle of history. And teachers, too, in particular are at the middle of history because without the teachers, we don't have the effort to get at the truth.

Randi and I have been in touch the last couple of years because of a little book that I wrote called *On Tyranny*. The very first lesson in that book is called, "Do Not Obey in Advance." The people who want to bring democracy to an

end in this country expect that we will just go along. If we will show we will not just go along, then we have a chance. We have to do this in November, and we have to do it in the years to come. Thank you very much.

*(Applause)*

PRESIDENT WEINGARTEN: Tim Snyder has become one of my teachers, and I am very honored since he is in Vienna right now and he spends his—he is basically one of the most important historians on Ukraine and on tyranny. He spends a lot of time with us these days talking about and helping us look at the lessons from autocracy and from fascism. And he very much wanted to be here, but he gave us that video instead.

## **SUSAN HOPGOOD**

PRESIDENT, EDUCATION INTERNATIONAL

PRESIDENT WEINGARTEN: The one of the other people who wanted to be here, and could get here, is a dear, dear, dear friend and colleague of mine, who we've known for a long time, each other. She's from the other side of the world, Australia, and that is Susan Hopgood.

In addition to the 1.7 million members here in the United States, the AFT is a proud member of Education International. And you may remember that Al Shanker was one of the early founders of Education International. He very much believed that it was very important to have a voice internationally.

What Education International has become, and that is in a large part because of Susan and also because of its General Secretary, David Edwards, who is here somewhere, it's become the voice of teachers and education workers around the world. There are 383 member organizations. They represent—or we represent more than 32 million teachers and education support personnel, and that includes college teachers as well, in 178 countries and territories.

Through EI we partner with our overseas counterparts on any number of issues, including curriculum, equity, democracy, educator resources, and so much more, including a real voice in the OECD, a real voice in the United Nations, a real voice in UNICEF and UNESCO.

The person who has been leading us for the last several years where EI has gotten this kind of prominence is our colleague from Australia, Susan Hopgood. Thank you, Susan, for being with us.

*(Applause)*

SUSAN HOPGOOD: Well, thank you very much, Randi, for that very warm welcome and introducing Education International to you this afternoon.

Hello, AFT. It's wonderful to be here with you in Boston in person. And thanks for this opportunity to bring you greetings from the more than 32 million of your

colleagues around the world who are also part of Education International.

And before I go any further, can I just say that I know you are all with me when we say that we stand together with Olga and her colleagues, her family, and member organization in Ukraine in their fight for peace and democracy.

*(Applause)*

EI's mission since we were co-founded by your very own Al Shanker more than a quarter of a century ago is to promote the universal right to public education, advocate for the professional status, rights, and working conditions of educators, and to lead in the fight for social justice and quality.

Few have engaged in that fight with more savvy and commitment than my friend, our EI board member and your president, Randi Weingarten.

I come to you from Australia, a place that was recently run by an incompetent right-wing man who narrowly took power with a brand of racist and anti-immigrant policies that included prolonged and abusive detention of children.

His term was marred by scandal and he became an extreme climate change denier, and a promotor of private and religious schools at the expense of public education.

He's been called an autocrat, a bully, a hypocrite, and a liar. Does any of this sound familiar?

*(Laughter)*

Well, let me add one more thing. He was defeated.

*(Cheers and applause)*

Now, I know that sounds familiar, whether you're in Boston or in Brisbane.

Extremists and autocrats can always be defeated by mobilization by consistent and hard work, by adapting to difficult challenges with collective initiative and strategic trade union leadership.

That should sound familiar to us all as well because that's we do, every day: The hard work, the organizing, and the leadership.

Just look at the past two plus years facing political interference and more than a little incompetence, front-line educators became the chief adaptation officers of nearly every school system in the world, the critical learning lifeline for tens of millions of students and many lessons were learned.

First, lies are lies. Not just the other side of the truth.

Whether we're talking about COVID, climate, or the basic requirements of decision making in a democratic society, literacy and facts is critical and a bedrock of our pedagogy, but demigods and ultranationalists politicians around the world are terrified of things like fair elections, like independent journalism and teacher autonomy.

Aided by platforms like Facebook and YouTube, the profit from fear and hatred, they have weaponized the power of lies to historic levels.

Petty autocrats at every level win by dividing communities, by targeting immigrants, LBGTQIA and others who defend the rights of all students and their opportunity to learn potentially uncomfortable histories. And, yet, believing their own abilities to make their lives and their communities better.

We know the teacher stress, burn-out, and the entire subject of teacher well-being can no longer be ignored or dismissed.

The world is watching as experienced educators leave the profession, fewer candidates aspire to the work, and the global teacher shortage reaches epic proportions.

Most importantly to our profession, we learned that our dedication multiplied by millions of educators, school employees, students, and families cannot make up for financially starved systems, top-down policies or institutions that closed their doors to collaboration.

In fact the most resilient education systems are the ones where teachers, school communities and leaders and governments innovate together, following the science and tending to the needs of the whole child.

Policies matter. Systems matter.

In the midst of COVID shutdowns of 2021, UNESCO produced a global report on the futures of education which said, "Too often, decisions about what happens within schools or classrooms are made by those far outside of them, with little dialogue, interaction, or meaningful feedback loops."

In the future, they said, "Teachers must be welcomed as leaders and vital informants in public debate, policy, and dialogue."

This year, these warnings have been heeded on a global level.

In fact, the UN Secretary General has elevated education to the highest priority globally.

*(Applause)*

For the first time ever, the Secretary General is convening all heads of state in New York on September 19, for the explicit purpose to commit themselves to accelerate the achievement of inclusive quality education for all. Two important areas this submit will focus on are addressing critical shortages of qualified teachers and underfunding for education systems.

The Secretary General calls this an inflection point; "Either we acquiesce to a breakdown or we achieve a breakthrough, on education, on climate control, on those inequities driving global poverty and hunger."

Colleagues, we need to make sure that our governments, our governments' commitments are ambitious and transformative, but also that they are held accountable afterwards.

EI and our member organizations, including AFT, will be there assessing the performance of our world leaders against a rubric based on the things that matter most.

I know that Randi is working hard to ensure that U.S. President will participate and commit to the transformative agenda you have long advocated for.

*(Applause)*

EI leaders around the world will be calling on their heads of states to commit to a new deal for teachers, support staff, students and communities. But for that deal to be truly transformational, it must value teachers and education support personnel and pay us properly.

*(Applause)*

Ensure decent working conditions and guarantee better labor rights and solidarity at work.

*(Applause)*

Invest in quality teacher training and professional development. Trust and respect professional expertise.

*(Applause)*

And involve teachers and our unions in policy decisions through dialogue and real collaboration.

*(Applause)*

Transforming education goes beyond pedagogy. It means taking the lead for our children's future. For tens of millions of girls and boys, the world is a hostile place. From the latest savage attack of the Russian military to the relentless brutality of occupations, to the seemingly endless treks as refugees, the greatest burden falls on our children.

In this fight for the future, we have an advantage. Our organizations are rooted in tens of thousands of communities in the world. Our members are active, trusted and influential members of those communities, uniquely positioned to help students and societies move forwards.

But, colleagues, our solidarity will be tested—you know it will. But in our profession, in our unions, and with our students, families, and communities, solidarity is our legacy as unionists and our responsibility as educators.

Thank you for being part of Education International.

*(Cheers and applause)*

## **AFT VOICES: MONTANA FEDERATION OF PUBLIC EMPLOYEES**

VICE PRESIDENT CURTIS: Hello, AFT.

*(Cheers and applause)*

I'm Amanda Curtis, AFT Vice President and president of the Montana Federation of Public Employees, MFPE.

*(Cheers and applause)*

What we call Montana now is the traditional land of the Apsáalooke, Nakoda, Lakota, A'aninin, Salish, Pikunish, Annishinabe, Tsetsêhesêstâhase, and Ojibwe tribes.

MFPE proudly represents Montana public employees in schools, state facilities, corrections, law enforcement, healthcare, and city, county, and state offices—every nook and cranny of public employment. Special shout out to Office of Public Assistance and the Department of Transportation which are here as delegates today.

*(Applause)*

AFT, how are you doing this afternoon?

*(Cheers and applause)*

Yeah, you're tired and you want a snack, I hear you.

I took the helm of our great union from my brother and my mentor, Eric Fever, who very recently passed. A man who was re-elected to the presidency by his fellow union members every two years for 36 years.

*(Applause)*

I want to take a moment of personal privilege to thank him and say that we miss him every single day in the Montana labor movement.

Okay. Story time. 2020 was kind of a bad year in Montana. Montanans elected an extremist trifecta.

One, defeating every single candidate that MFPE had endorsed. I went to my very first AFT vice president's meeting, and I bawled all the way through it the very next day. And my fellow vice presidents were, like, you'd better buck up. You have to stop crying. You have 20,000 members who are looking to you for direction and you had better give them some.

Randi called me and said, "Oh, my God, what do you need?" And I said, "I don't fricking know." I was, like, two months a president. And she said, "Well, when you figure it all, give me a call."

So, I went home and went to bed and I cried myself to sleep. I woke up the next morning knowing that I needed help.

I sent an e-mail to our entire membership that said, "We lost, and we got to organize. Are you in to protect our rights from the next legislature?"

Overnight, our list of member activists grew from 50 to 5,000.

*(Applause)*

That rapid response team sent over 83,000 texts, made over 6,000 phone calls, and sent 50,000 handwritten post cards.

*(Applause)*

One senator called me irate to tell me that I owed him \$10 for his data overage charge from all those texts.

*(Cheers)*

I said, "No problem." We defeated every single anti-labor bill, including right to work.

*(Cheers and applause)*

To everyone's surprise, probably everyone on this stage and definitely my own, we lobbied the legislature to protect our pensions, keep private charters and vouchers out of the state of Montana, and pass our public employee pay plan.

*(Applause)*

And then we went and partnered with the Montana AFL-CIO to recruit 40 labor candidates for the Montana state legislature, including Public Employees PPC Chair, Jill Cohenour.

*(Applause)*

And then when Americans for Prosperity held meetings

in churches across Montana to recruit school board candidates, spreading a false narrative of division between families and educators, MFPE members recruited, trained, and elected pro-family, pro-public education school board candidates, sending Americans for Prosperity and privatizers packing and protecting our school boards everywhere.

*(Applause)*

Randi, my sister, thank you. And thank you to my AFT family for the support you sent to Montana. We could not have done any of this without our union family.

In just a little bit, we will consider the resolution to commit ourselves to the protection of democracy. Our democracy is on the line, and we cannot sit around and cry about it. We've got to take back our democracy and together we can, because when we fight—

*... The delegates responded, "We win!"*

I love that.

I'm honored to introduce our brother, my fellow AFT Vice President and NYSUT President, Andy Pallotta.

*(Cheers and applause)*

## **AFT VOICES: NEW YORK STATE UNITED TEACHERS**

VICE PRESIDENT PALLOTTA: Thank you.  
Hello.

*... The delegates responded, "Hello!"*

Thank you, Amanda.

Across the nation and in my own state of New York—  
*(Cheers and applause)*

—scattered throughout the hall.

We are, unfortunately, seeing these political battles play out in our schools. The battle has been brought to our local school board meetings where this past year, we saw fights over masks, book banning and CRT.

Disruptors were supposedly championing parents' rights. The media portrayed this as a divide between teachers and parents, but don't believe the hype. Parents are very happy with their children's schools and their children's teachers.

*(Cheers and applause)*

In fact, nine out of ten believe their child's teachers have done the best they could given the circumstances around the pandemic. People love their public schools.

Despite all this, a strong sense of division exists. It exists in our nation, in our state, and trickles down to our local schools.

Across the country, there are legislative restrictions

being placed on what teachers can teach, what books our librarians can house, and which students can play on which sports teams. All of this is a reflection of what's going on right now in our country.

There is a dispute and debate over what kind of country we want to be. The other side wants to silence the voices of the marginalized people or those who have been discriminated against while we and our members are defending our students' freedom to learn and their freedom to be who they want to be.

This past year, these extremist anti-union groups waged a full-blown attack on teachers unions across New York state. They conducted trainings on how to run for office, recruited candidates, endorsed candidates, and ran aggressive campaigns to support their candidates, running on a message of division. Parents versus educators, students versus educators, us versus them.

NYSUT's response was simple—unity. We leaned into our patriotism, our love for this country, and we recruited a bipartisan coalition of parents and educators under the banner of Public Schools Unite Us.

*(Applause)*

We worked with the New York State AFL-CIO, other than labor unions and community groups to spread our message. Our goal was to spread this message of unity, centered around public schools, to pass school budgets and elect pro-public education members of school board, and it worked.

Ninety-nine percent of school districts in New York state passed their budgets. Yep, 99 percent.

*(Cheers and applause)*

Eighty-six percent of all NYSUT-supported candidates won their elections.

*(Cheers and applause)*

And 60 NYSUT members were elected to office.

How do you do that? Well, nearly 2,000 NYSUT members volunteered to make phone calls or go door to door. With the help of the AFT—and thank you, Randi—NYSUT invested in digital and television ads supporting our campaign.

NYSUT also launched a matching program for our locals with our VOTE-COPE dollars and nearly \$370,000 was distributed to NYSUT locals for these campaigns.

The strategy of our enemies is always to divide us. The secret is sticking together.

*(Applause)*

We start with our common ground; we all care about children and what we do. So with a broad coalition of people who know public schools unite us, we can, in fact, vote our way out of this.

Now, I just want to say a couple things because why would I come to the mike without saying a couple things? It's very cool to stand up here—this is really cool—especially being out there for a couple days. You can't see anybody.



So if you're a nervous public speaker, it's no problem; nobody's out there.

But I also want to give gratitude to the NYSUT officers, Jolene, Ron, Philippe.

*(Cheers and applause)*

To the AFT Officers, Randi, Fed, Evelyn.

*(Cheers and applause)*

Unbelievable the support—you never have to worry. I don't worry. I'm not a worrier.

Our local presidents like Kara McCormick-Lyons from White Plains.

*(Applause)*

Getting out there, making the message known to everyone. Local presidents from around the state. Powerful leadership. Our retirees.

*(Cheers and applause)*

Retirees, I saw a lot of the buttons, "Want to Be." A lot of people want to be, but don't go yet, we need you here.

We say public schools unite us. We mean it. Public schools unite us. So from Michigan, to Montana, to Massachusetts, from Brooklyn—

*(Cheers and applause)*

—to the Bronx.

*(Cheers and applause)*

And let's not forget, it's 7/16, so that means Buffalo, Western New York day.

*(Cheers and applause)*

If all of these people, including the Red Sox fans and the Yankee fans, can get together, public schools can unite us all.

So thank you for your support. We love you, let's do a little picture here with this Public Schools Unite Us.

Thank you, Randi. Thank you, Amanda, Evelyn, Fed.

*(Applause)*

our wonderful paraprofessionals, our awesome teachers, and our wonderful community members.

TFT created a mobile recruitment center. TFT hosted neighborhood walks and literature drives, encouraging families to make sure their kids were enrolled.

TFT partnered with community groups to make sure kids and families had access to vaccines and PPE so kids felt safe coming back to in-person learning.

TFT focused on underserved neighborhoods. TFT also participated in parades, festivals to recruit kids back to school. TFT was successful in increasing enrollment by 250-plus kids to one school, taking their enrollment from 500 to close to 800.

*(Applause)*

Through the resources and support from AFT, TFT was able to connect with close to 10,000 families. In fact, our student recruitment efforts continued into the summer. Just three weeks ago, with the support of AFT and First Book, we held a 40,000-book festival which resulted in the distribution of 48,000 books. That's right, we ran out and we had to order more because the turnout was so great.

*(Applause)*

So with that, we thank you, President Randi, and thanks to AFT.

*(Applause)*

PRESIDENT WEINGARTEN: And thank you, the Toledo Federation of Teachers, and your amazing president, who I see right back there, Kevin Dalton. Thank you. Thank you, sister.

*(Applause)*

*(At 5:33 p.m., Saturday, July 16, 2022, the Convention was recessed, to reconvene at 9:00 a.m., Sunday, July 17, 2022.)*

## **AFT VOICES: TOLEDO FEDERATION OF TEACHERS**

DELEGATE MONIQUE BURTON, Local 250: Good afternoon.

PRESIDENT WEINGARTEN: Good afternoon.

DELEGATE BURTON: Sorry, nervous speaker here. My name is Monique. I am a proud member of the Toledo Federation of Teachers Local 250.

*(Cheers and applause)*

I am also a proud paraprofessional.

*(Cheers and applause)*

And a member of the board of directors with my union.

*(Cheers and applause)*

AFT provided grants for locals to recruit kids back to school with in-person learning. TFT put together a proposal that included a student recruitment tour utilizing

# Sunday, July 17, 2022

The Convention was called to order at 9:10 a.m., President Weingarten presiding.

## Morning General Session

### DR. VIVEK H. MURTHY

SURGEON GENERAL OF THE UNITED STATES

*... Dr. Vivek H. Murthy addressed the delegates via video as follows:*

Hi, everyone. I'm Dr. Vivek Murthy, Surgeon General of the United States. I'm always so honored to have a chance to speak with you. And I want to thank Randi Weingarten, who has been a friend and a partner, for giving me the opportunity to be with you today.

Most importantly, I want to thank all of you for everything that you've done in your classrooms and in your communities, especially over the last two years.

One thing that I have found both medicine and education have in common is that both are more than a job; they're a calling. And whenever we're asked to step up, including when it's scary or hard or unprecedented, we answer.

The nation saw all of you do just this during the pandemic. You stepped up to protect our kids, even though at times it meant putting yourself at risk. You had tough jobs before COVID and they became even tougher. Yet, despite all of this, you stood by our children through the ups and the downs. For that, I want to thank you from the bottom of my heart for your dedication, your courage, and your love.

I say this not just as Surgeon General but as a father of two young children in public schools who have relied on their teachers more than ever.

I want you to know that when this pandemic is over, we won't forget the extraordinary work and heart that you have put into each and every student. The pandemic should be a wake-up call for our nation, to see the work of educators in a new light and to finally ensure that we provide our educators with the respect, appreciation, and support they've always deserved.

We will get through this pandemic, and when we do, we'll still have your backs as you have had ours during these incredibly difficult times.

Congratulations on another successful school year and here's to many more ahead.

*(Applause)*

### DARLENE LOMBOS

EXECUTIVE SECRETARY-TREASURER  
GREATER BOSTON LABOR COUNCIL

Good morning, everyone.

*... The delegates responded, "Good morning."*

I said good morning, everyone!

*... The delegates responded, "Good morning!"*

My name is Darlene Lombos, and I am the executive secretary-treasurer of the Greater Boston Labor Council.

I want to thank President Weingarten, Massachusetts AFT President Beth Kontos, and Boston Teachers Union President Jessica Tang for inviting me to speak this morning.

I know you all have been here for a few days, but on behalf of the 100,000 union members and families we represent to the council, welcome to Boston.

*(Applause)*

I'm so honored to be with all of you, our union sisters and brothers and siblings, at the American Federation of Teachers. It's so great to be part of this union family because families stick together, fight for each other and take care of one another. And during the pandemic, that's exactly what you all did. You took care of us and our children as you always do.

When childcare centers closed their doors and entire cities shut down, you were also out there at neighborhood schools handing out food boxes and feeding our families. When schools went remote, you were the ones using your creativity and innovation to keep our children engaged online and connected to each other.

And when cities reopened and everyone was so relieved to get back to normal, you all made sure the new normal included masks in our classrooms and free COVID tests for students and families.

I know none of this came without a fight. None of the food boxes or online learning or masks and tests magically appeared. You as a unionized workforce fought and won

these things for us. So as a public school parent, from the bottom of my heart, I want to thank you. Because when we fight—

... *The delegates responded, "We win!"*

When we fight—

... *The delegates responded, "We win!"*

When we fight—

... *The delegates responded, "We win!"*

The reason I point out that these were won by all of you, a unionized workforce, is because organized labor is the heart of a healthy democracy and forming a union is, in fact, an act of democracy. When an individual worker decides to take that first step in talking to another co-worker about their own working conditions and discover they are not alone, it is an act of democracy.

When workers recognize that they are not to blame for the problems in their workplace and decide to form a union, take collective action, and provide solutions for problems with a united voice, it is an act of democracy.

So if we are going to reclaim our future and fight for the promise of a better America, we will need to build the kind of multi-racial feminist democracy that we know is possible. And no doubt it will be workers and unions who will be leading the change we need.

Like my mother who came from the Philippines with my sister in her belly, the address of our casita scrunched up in her hand, and the belief that her life and the lives of her family and her children will change for the better deep in her heart, I also believe change is possible. And I believe change will come when everyday rank-and-file people most affected by the many, many crises we are faced with today are at the center of the solutions and are supported to be the leaders of our movement for change.

That means if we really want to tackle our housing crisis, the best solutions are going to come from the painters and electricians and plumbers who build our homes, along with the tenants and families who live in them who make our neighborhoods strong, not the banks and corporate landlords who want to squeeze every last dime out of us and make a fancy algorithm to make more profits off our debt.

*(Applause)*

That means if we really believe in public education for all, the best solutions are going to come from teachers and parents and students, not billionaires like Bill Gates or consultants or private companies wanting to make money off of our tax dollars.

That is why we need all of you, all of us to build worker

power and power for the working class. We need that power now more than ever. There is no doubt things are pretty screwed up right now in this country, with many, many people divided on so many issues.

We've got anti-union judges and politicians all across the country trying to take away things that many of our friends, family, and comrades fought long and hard for back in the day: Our right to vote, our right to control over our own bodies, our right to clean air and clean water, and our right to respect and dignity in the workplace.

We are not going to get anywhere if we don't take the time to listen, learn, and build relationships and find ways to connect our issues together. And that solidarity starts locally in our neighborhoods, in our cities and towns, and with all of us.

Because the labor movement has always been on the forefront of the change we want to see in this world. Union leaders like Lavinia Waight and Louise Mitchell, two seamstresses, who in 1825, formed the all-women's union to protest unfair wages and having to work 16 hours a day.

Union leaders like Delores Huerta from the United Farm Workers Union who in—

*(Applause)*

—1958, first warned us about pesticides because of their harmful effects on farm workers. And pro-union community leaders like Loretta Ross who in 1979, became the first Black woman to direct the largest rape crisis center in the country and reminded us that reproduction justice is economic justice and that violence against women is deeply connected to white supremacy and corporate greed.

*(Applause)*

Remember these names. These are the trailblazing movement leaders who have made it possible for us to continue the fight for justice today, to continue the legacy of organizing at the intersection of issues that highlight the deep connections between us.

Remembering them and why they fought for us is a reminder to all of us that your fight is my fight and that we must fight together to win.

So, before I close with another chant, just to make sure everyone's awake this morning, I want to lift up the struggle of essential inhouse security officers, member of SEIU 32BJ, who during these last years of COVID-19 pandemic, risked their own health to protect the visitors and the property of this building you're in this morning, the Boston Convention Center.

They are fighting for a new contract and in solidarity with those hard-working union members, we are asking you to call the convention center CEO, David Gibbons at 617-954-1127, and let them know you are a Massachusetts conference attendee and that convention center security officers deserve fair wages and recognition for their efforts.

*(Cheers and applause)*

I'm so proud you are all here in Boston.

I'd like to just say family sticks, fights together, and wins together and so when I say union, you say power.

Union.

...*The delegates responded, "Power!"*

Union.

...*The delegates responded, "Power!"*

When I say justice, you say "now."

Justice.

...*The delegates responded, "Now!"*

Justice.

...*The delegates responded, "Now!"*

When I say fight, you say "win."

Fight.

...*The delegates responded, "Win!"*

Fight.

...*The delegates responded, "Win!"*

Fight.

...*The delegates responded, "Win!"*

Thank you so much for having me today.

*(Cheers and applause)*

PRESIDENT WEINGARTEN: Darlene, what's the phone number again? You know what we'll do. 617-954-1127. 617-954-1127—you got it? You're welcome.

## **FINAL REPORT OF THE CREDENTIALS AND ELECTION COMMITTEE**

COMMITTEE CHAIRPERSON KAZANSKY: The last time you're going to see me. You're welcome. Only for this convention, not putting in the universe.

All right. So if we can get the Credentials Report up on the screen—thank you.

As of yesterday, this is the final Credentials Report for the 2022 AFT Convention.

Total number of delegates, 2355.

Total election votes, 752,488.

Total locals, 389.

Total state federations, 29.

Total councils of locals, none.

Total ex officios, three.

Total alternates, 17.

And total of the election votes includes 21,851 sequestered votes.

With that, I move for the acceptance of the final Credentials Report for the 2022 AFT convention.

... *The motion was seconded by several unidentified delegates.*

COMMITTEE CHAIRPERSON KAZANSKY: I think that takes care of that.

Now, the results of the election.

I guess we should have the vote. Can I do it?

All in favor.

Any opposed.

All right. It passes. This is nice. I like this.

*(Applause)*

You might be in trouble, Randi. You know I will get used to it, give me another 16 conventions.

PRESIDENT WEINGARTEN: Didn't he do a great job with that?

*(Applause)*

COMMITTEE CHAIRPERSON KAZANSKY: All right. So now the results of the election. We can get those up on the screen.

The election for president, secretary-treasurer, and executive vice president of AFT, as well as 43 vice presidents, was held last night. Ballots were collected and counted in the presence of observers. Results were tabulated, confirmed, and the results were presented to the slate at the end of the process last night, and the results are: Randi Weingarten, president.

*(Cheers and applause)*

Fed Ingram, secretary-treasurer.

*(Cheers and applause)*

Evelyn DeJesus, executive vice president.

*(Cheers and applause)*

And the remaining 43 vice presidents from the Progressive Caucus have all been elected as well.

Please stand, AFT Vice Presidents.

*(Cheers and applause)*

So congratulations to everyone.

I want to thank all of the delegates that are here for moving and grooving with the flow in the change of how we were doing the elections a little bit yesterday.

And I also want to thank David Kreh and Lomer Pierre-Phillipe for their work on the committee and express my deep appreciation for the entire Credentials and Election Committee. They worked their butts off this week, and to

the AFT staff who helped us make this possible.

You all did amazing work and I thank you.

*(Cheers and applause)*

PRESIDENT WEINGARTEN: Look, this is one of the most thankless jobs of the convention, and I want to say thank you, David, for doing this work. Really, thank you.

*(Cheers and applause)*

And thank you to the Credentials Committee. There's always issues about credentialing, there's always issues about balloting and things like that. We try to do everything according to dotting every i, and crossing every t, even when there was only one slate of people running — and you all know that, and I know that.

And I want to just bring up these two amazing officers. They've been everywhere throughout the convention. They have been everywhere helping, assisting, leading in so many ways.

You see how —I hope people are seeing in this union. A lot of that is because of the work that Fed and Evy. I know they like being called their full names, but, sorry.

Fed and Evy have been everywhere. They have helped in everything. They are a team with me. I love them; I honor them. I love their spirit, their activism, their sense of hope and passion and their fight and let me bring up your newly elected executive vice president first, Evelyn DeJesus.

*(Cheers and applause)*

## **EVELYN DeJESUS**

AFT EXECUTIVE VICE PRESIDENT

EXECUTIVE VICE PRESIDENT DeJESUS: I have to put my glasses on. Good morning, everyone.

*... The delegates responded, "Good morning."*

Buenos días a todos.

*... The delegates responded, "Buenos días a todos."*

I am Evelyn DeJesus and you have done me the great honor of re-electing me to serve as your executive vice president. Thank you, thank you, thank you.

*(Cheers and applause)*

Thank you. Thank you. Thank you.

Let's be clear, my union family. No one knows better than you just how hard the last few years have been. As we emerge from a once-in-a-century pandemic, we can now see that the members of this union never, never stopped caring, fighting, showing up and voting.

The last few years have shown that no matter what the world throws at us, you and we keep on creating community.

The right wing thought they could kill us with *Janus*, but we not only held our own, we grew and are continuing to grow our union by deepening and strengthening our community.

I can only mention a few of you here, but thanks to all who have welcomed me into your buildings and into your lives as you created community; in working with undocumented immigrant children in McAllen, Texas; in giving away hundreds of thousands of culturally-appropriate books to students and their families in Providence, Rhode Island; in mourning the death of Asian-American workers in Atlanta, and vowing to stop anti-Asian hate.

And despite hurricanes and earthquakes, the brave and dedicated members of my island, Puerto Rico, affiliate AMPR, teaching their students in pop-up tents classrooms.

Now, my union family, just think. If we can do it all, this, under the worst possible conditions, imagine, just imagine what we can do going forward with the most pro-union, pro-worker, pro-family president and administration in our lifetime with a Department of Education, which we saw this morning in the Women's Breakfast, headed by an English language learner with a teacher and a member in the White House.

You know, mis hermanos y hermanas, I never imagined in my craziest dreams that someone like me—

*(Cheers and applause)*

—could be standing here today, at this podium, elected to serve on a team with amazing leaders like my sister, Randi Weingarten, and my brother, Fedrick Ingram.

I am a borriqua — a Puertorriquena whose first language was Spanish, who grew up poor in New York City. I was a domestic violence survivor, a single mom. Like many of you and your fellow members, I struggled. And I have the scars to prove it. I'm sure you have them, too.

Those scars remind me every day and they remind us of where we've been and how we've survived, and how we've become who we are today.

Speaking personally, my faith and my union saved my life. I find my way—

*(Applause)*

I found my way into the public school system as a parent advocating for my daughters. I became a paraprofessional, then a teacher. I became a union activist. I was elected building rep, and borough rep, and vice president of the UFT.

I know you have fellow members, maybe even you, who are struggling in these hard times, wondering if it's really worth it. And someone who still struggles, let me say, it's all worth it, it's all worth it.

The AFT literally saved my life.

*(Applause)*

Nurses and healthcare workers took care of me when I had COVID—not once, but twice. And it was the public employees in PEF who kept my city running during the worst of the pandemic.

Earlier in my life when I finally got to college and grad school, it was AFT members who taught me, and PSRPs and K-12 teachers who welcomed me into their world.

My deepest thanks to you all.

I also want to take the time to thank my superhero, my husband, Louie.

*(Cheers and applause)*

And I just want to let you a little gossip. People call him St. Louie because he's married to me.

*(Laughter)*

And I want to also thank my daughters, Tiffany and Kristina, who always, always support me. And from the bottom of my corazon, I want to say to everyone who helped elect me to this position and even those who didn't, I humbly accept the challenge that you have placed in my hands. Thank you for caring, for fighting, for showing up and for voting in the upcoming midterms because for the first time since the Civil War, American democracy itself is on the ballot.

Thank you for giving me your trust. I pray that I will be worthy of it.

*(Cheers and applause)*

Remember, as you go home, each of you is a leader who has made our members lives better.

It is time to reclaim our future, our democracy. It is your vision, your aspiration, you choosing hope over fear that will continue to build your union, our union, every single day. You demonstrate the deepest truth of the union movement that, together, we can accomplish so much more than we could ever achieve on our own.

Thank you. Gracias a todos.

*(Standing ovation)*

**PRESIDENT WEINGARTEN:** And now that great music teacher from Miami Dade who has worked himself up to become the secretary-treasurer of the American Federation of Teachers, Fedrick Ingram.

*(Cheers and applause)*

## **FEDRICK INGRAM**

AFT SECRETARY-TREASURER

**SECRETARY-TREASURER INGRAM:** I brought my fan club from Miami.

Thank you, Florida, and thank you Miami for building into a person who, every statistic in America, says should not be here today.

My friends from AFT, thank you. I can't even begin to tell you how much this means to me. I want to thank God for smiling at me and giving me grace and showing me favor.

*(Applause)*

It is with great gratitude and great humility that I accept your vote to elect me as secretary-treasurer of the American Federation of Teachers, to represent each of you and our 1.7 million members.

Give yourselves a round of applause.

*(Applause)*

I am deeply honored to serve as the fiduciary of this great union and once, again, you have placed your trust in me.

It is with great responsibility, and I do not take that lightly.

You can take pride in your national officers. See, Randi is our leader. She is the face of educators and staff and healthcare professionals and public employees. But she's more than that. Randi Weingarten will go down in history as a person who not only did her part to advance public education and public service, but she will be remembered for her tenacious ferocity.

It is an honor to serve with you, Randi, and I thank you for inviting me to this team.

Evelyn DeJesus is a champion of those who we serve. Wherever you see the most vulnerable, there you will find Evelyn DeJesus. A fierce Latina who is both smart and tenacious. But most importantly, she is led by her faith. Thank you, sister. Thank you for being on this journey with me.

*(Applause)*

To my family, I am truly grateful. Let me first thank my wife, who could not be here today. She allows me to pretend that I am the smartest one in my house.

*(Laughter)*

She's an AFT member in her own right and an English teacher and a very proud African American woman who stands in the gap for my family.

I want to thank my mom, who was here but had to fly home early. I'm sure she's watching this at the airport, so smile, mom. I am thinking about you this morning.

And my dad. My dad doesn't travel; he has some health issues. But my dad has been my backbone all my life, the strongest man I have ever met in my entire life. And I want to thank him.

*(Applause)*

I want to thank my brothers, my brothers who supported me from day one. Richard, Sr. and Randy, and Zach, you all are my best friends. We wouldn't be here without each other.

I want to thank my children. I love my children more than I love my own life. I'm so proud of each and every one of them. My 16-year-old is ripping it up somewhere right now on a volleyball court in Georgia. She couldn't be here today because she is an all-star athlete and she is the captain of her travel team and she could not miss because she said, "Dad, we're going to lose if I'm not there."

*(Laughter)*

So, sweetheart, you better win because this is a pretty big one to miss.

I want to thank my oldest daughter who just a few months ago graduated from the Howard University.

*(Applause)*

She cost her dad a whole lot of money, but I'm certainly hoping that she'll be off the payroll soon.

*(Laughter)*

My son Jordan, who has been carting himself around the hall; he is my inspiration. He grew up with a lot of challenges. He's on autistic spectrum but this is a young man who was not supposed to learn how to talk, who is now a community college graduate and a—

*(Applause)*

He's got the best job on earth, so he thinks. He is a host at Chili's, and he is a really happy kid and cannot wait to get back to his job.

*(Applause)*

AFT, through your hard work and sacrifice together in this union, we can fulfill our dreams for a good life, for meaningful work, for a voice and a vote at work. Right now, too many of us are finding it too hard to do the jobs we love. That feeling echoes across all of our members in K-12, higher education, healthcare, and public service.

Your hard work and you, the way you give back, and you keep going without complaint, these are the union members that I know. But we are not indestructible. We must be honored, we must be respected, and we must be paid for the work that we do each and every day.

*(Applause)*

Once and for all, we need an economy that honors the dignity of our work. We must restore the standing of our labor unions that built this middle class.

AFT members are my heroes. Their stories have shaped my life. They lift us up and we will continue to fight for them every single day. But change only happens when we demand it. This is a perilous time for our country and for other democracies, but we will meet this moment.

We cannot walk alone. We cannot turn back. We are stronger together because of each and every one of you. AFT, you're the ones we've been waiting for. Take the baton and run. For justice, for freedom, for democracy, for equality.

Thank you for all that you do. I want to say to you, lift every voice and sing until earth and heaven ring. Thank you so much. Peace and power.

*(Standing ovation)*

PRESIDENT WEINGARTEN: Microphone 2, newly elected AFT Vice President Zeph Capo.

*(Applause)*

## **AFT VOICES: TEXAS RESPECT CAMPAIGN**

VICE PRESIDENT CAPO: Thank you, Madam Chair.

I'm honored to stand here with my sisters from Texas, Jackie Anderson, president of the Houston Federation of Teachers, and Rena Honea, president of the Dallas Alliance.

*(Applause)*

Mr. Secretary-Treasurer, we heard your words. We understand what it means when our members are not properly compensated. We know how the working conditions have exacerbated the staffing shortage crisis across this country. But we weren't sure how deeply we had been impacted in Texas until we surveyed our members in December.

In December the word came back that 66 percent of our members had thought about leaving over the last two years and were thinking about leaving by the end of the year.

Well, ladies and gentlemen, talk about a statistic that lit a fire under the ass of this state president.

*(Laughter and applause)*

We didn't continue wringing our hands in Texas. We got together with our leaders, our Executive Board, our presidents and our activists, and we built a plan: Respect us, expect us. That plan set in place, took those grim statistics from that survey and turned them into a two-month media campaign that kept our issues front and center, front page above the fold, for more than two months, setting the narrative that would be followed by deep levels of data on the lost decade of salary for our members across the state of Texas; that fueled the fire of our activists and our locals to win pay raises, to win compensation plans like we've not seen in years.

*(Applause)*

We have several examples like the Dallas Alliance that won thousands of dollars in pay, but in particular the win that they had with many of our other locals, \$15 an hour minimum for our support staff.

*(Applause)*

The Fight For 15 is alive in Texas.

Our higher ed locals winning 8 percent across the board or more for their workers in their locals.

*(Applause)*

And after winning elected consultation, which is our version of collective bargaining, in Houston, the mantle was turned over to Jackie Anderson where they brought home an 11 percent raise that will take place 30 days from now for their members and their local.

*(Cheers and applause)*

And we're only halfway done, but we are an example.

No matter where you are, no matter how big or how small, whether you have supportive governors like our sisters and brothers next door in New Mexico, or you've got Satan himself and his crew of alt-right folks that we

fight in Texas, as long as you stand together, as long as you build power, as long as you maintain solidarity with your brothers and sisters, you can win. Get out there and win, AFT.

Thank you.

*(Cheers and applause)*

## **AFT VOICES: NEW HAMPSHIRE LEGISLATIVE FIGHTS**

DELEGATE DEBRAH HOWES, Local 8027: Good morning.

PRESIDENT WEINGARTEN: Good morning.

DELEGATE HOWES: Yes. My name is Deb Howes. I am president of AFT New Hampshire, AFT 8027.

And I want to say good morning to all my brothers and sisters and union kin. I am happy to be in the House of Labor. It's great to be here with so many friends.

I'm here to tell you little story from New Hampshire and it's going to sound familiar to be because I heard similar things from our sister from Montana yesterday, our brother from New York, and it starts off with a phrase we've all heard, "Elections matter."

In 2020, New Hampshire both won and lost an election. We won helping elect President Joe Biden, Senator Jeanne Shaheen, Representatives Annie Kuster and Chris Pappas, so we helped elect a federal delegation that was pro-public education, pro-union, and keeping us on the right track federally.

But with an influx of right wing dark money and a House of Representatives with 400 representatives —that's not a typo—and 24 senators, we lost our House and the Senate in the state in the middle of a pandemic when we're all trying to figure just how to do our jobs and take care of our families, we were not able to be out there in force and keep enough of our House and Senate seats in safe hands to hold onto our House and Senate.

We knew we were in for a rough ride. We knew as we've heard, they were going to come for us, the privatizers, the defunders, the people who want to dismantle public education. And come for us, they did.

In the past two years, we have seen bills on right to work, on banning the teaching of divisive concepts, on voucherizing state funding for education, on voucherizing local funding for education, on gutting the requirements for an adequate education to just the subjects of reading, math, science, and social studies, and on a parental bill of rights, which is New Hampshire's version of the Don't Say Gay bill and many other attacks.

We've also seen the local level frustration in school boards, the harassment, the ugliness, both inside and outside. We've had groups self-identifying themselves as

Nazis protesting outside our school boards.

We've heard the anti-science claims about how COVID can't hurt you, accusing our teachers and school staff of not wanting to work when what they really wanted to do was protect the students and themselves as best as possible while still delivering an education.

So if elections matter, what do we do? Well, the election was over and we didn't have any chance to do anything about it right away. But we lead into something called Connections Matter. We connect with our local leaders. We have some wonderful local leaders in New Hampshire and are here at this convention along with me, and you'll hear from some of them later. And they connect with our members.

We make sure that they get involved, they show up at their school boards and speak out. They talk to their representatives, all 400 of them when possible.

And we also connect with the rest of our labor community: New Hampshire AFL-CIO, the broader education community, NEA New Hampshire. Our superintendents' association hasn't always been our allies on things but in this fight they have been. The School Boards Association, we have pro-public education parents groups forming. Now after seeing the relentless anti-education parents movement for the past two years, we have pro-public education parents groups rising up now.

We are connecting together in a way to stand up for that heart of the community, the public schools, and the people who work in them, and we're showing results.

In our municipal school board races—and I've got to say thanks a lot to the national teachers union, who are in the house—

*(Applause)*

—yes, I hear them. They won their school board seats against the people running on the defunding and the anti-science. And we also won in Manchester and Rochester.

*(Applause)*

We won school board races across the state. We won contract fights across the state, including one that had to go for a second vote, and what was won just this week in Hillsboro-Deering.

We also beat back right to work. We beat back the local vouchers. We didn't beat back the divisive concepts ban because they stuffed it in the budget and that was a must-pass vote.

But thanks to the support from our national union, we're suing on that.

*(Applause)*

So we'll hear more about that as it comes to court. And we have had wonderful support from AFT national. Anything we've asked for, help with communication, help with social media, help with all sorts of—anything I needed. I had a team behind me from national because we are a small state and they were there on the phone, on



email, on Zoom, advising me with anything I needed to help us move in the right direction.

So elections matter, connections matter and, yes, we're coming up to it again. Elections matter. We hope to take back our New Hampshire House and not be against the wall for the next two years.

But I want to thank you all, brothers and sisters and union kin, and I hope when we're together again in two years we'll have progress to report and not just defense. I appreciate you listening.

*(Applause)*

## **WOMEN'S RIGHTS AWARD RECIPIENT NANCY PELOSI**

SPEAKER OF THE U.S. HOUSE OF REPRESENTATIVES

SECRETARY-TREASURER INGRAM: AFT, it is now my great pleasure to present the Women's Rights Award to a true champion, House Speaker Nancy Pelosi.

*(Cheers and applause)*

Speaker Pelosi is the only woman in United States history to ever have held this job, and it's one she's had twice. Most people call politics a science, but to watch Nancy Pelosi do it, it's hard to call it anything but an art form.

You will often hear members of the Democratic Caucus say that it is Speaker Pelosi, who, when negotiating a particular compromise, be it on gun safety, on school funding or anything else, reminds her members that it's about the children.

That's who Nancy Pelosi is. She is a true public servant, determined to leave this world better than when she found it.

Whether it's standing up for access to healthcare or protecting the right to organize, for state and local funding, particularly during the pandemic, for school infrastructure investments, for the sanctity of our democracy, and the precious right to vote, for the rights of LGBTQ people, communities of color and other marginalized or otherwise communities, Nancy Pelosi is there.

The American Rescue Plan would not have passed without her. The January 6th Committee wouldn't exist without her. Our democracy might not exist without Nancy Pelosi.

*(Applause)*

Today, Speaker Pelosi joins a list of incredible women to receive this award: Former Secretary of State Hillary Clinton, Dolores Huerta, Gabby Giffords, Sandra Fluke, Diane Ravitch, and Lily Ledbetter, as well as many of our own members and leaders, including Tega Toney and Maria Portalatin. What remarkable company.

As the secretary-treasurer of a union alongside two female officers, standing here in 2022, with a female president of the AFL-CIO, a female vice president of the

United States, and a female Speaker of the House, I'd like to just take one moment to celebrate one fantastic fighter for all women's rights.

Please welcome this video message from this year's Women's Rights Award recipient, Speaker of the House Nancy Pelosi.

*... House Speaker Nancy Pelosi addressed the delegates via video as follows:*

Hello, my friends at AFT. As Speaker, it is my pleasure to bring greetings from the Congress to AFT's 87th convention as you reclaim your future.

Let us salute Randi Weingarten and your entire Executive Council.

What a profound and humbling privilege to receive AFT's storied Women's Rights Award. As always, I accept any honor on behalf of our pro-union, Democratic House majority.

This award means a great deal to me because of the high regard I've always had for AFT's leadership and the personal respect that I have for President Weingarten. It has been a joy to call Randi a friend for so many years and an ally through so many fights, from passing the Affordable Care Act, to combatting the scourge of gun violence, to defending our democracy.

And I thank all of you who are teachers and support staff for being respected custodians of our children during a critical part of their lives.

In the fight to build a more just economy, Democrats understand there is no better tool than a union card, especially for working women. By standing together, the sisters of AFT have won greater pay equity, stronger paid leave, and better protection from harassment on the job.

In fighting for greater access to the ballot, you're helping all Americans defend our sacred right to vote.

President Biden and House Democrats are committed to building on those life-changing victories. With the American Rescue Plan, we took bold action to help AFT members weather unprecedented challenges, both on the job and off the clock. This would not have been possible without President Weingarten and AFT's guidance.

And last year, House Democrats, with your help, advanced historic investments to provide universal pre-K, recruit more educators, and invest in our healthcare workforce.

As we push to enact these measures into law, we are also fighting to bring the power of solidarity to more workplaces. With the Richard L. Trumka PRO Act, the House voted to strengthen American's rights to organize and crack down on illegal anti-union retaliation.

The middle class is the backbone of our democracy, and the middle class has an union label on it.

Thank you all again for this award, which I cherish, and best wishes for a successful convention as you reclaim your future.

Thank you.

*(Cheers and applause)*

PRESIDENT WEINGARTEN: So the Speaker was going to be with us yesterday, but, you know, have you noticed what's going on with airlines in the country? And she had to be in her district this morning or last night and there was a real fear that because of, you know, the way in which plane travel goes—and she takes commercial airlines—that this was better to be safe than sorry, and so that's why she did this by video.

## **SANTIAGO MAYER**

EXECUTIVE DIRECTOR, VOTERS OF TOMORROW

PRESIDENT WEINGARTEN: Speaking of plane travel, this next speaker texted me. I don't know what time it was; it was probably 11:00 or 10:00 last night, sometime. And because the flight that he was on from Charlotte to Boston got cancelled and he found all sorts of different ways to make sure he got here.

And you can see, and you'll see how intrepid he is and I'm pretty excited to introduce you to him.

I said earlier that, you know, I know a lot of you—this is part of what I love about all of you. No one is shy with me, and people tell me what they really think. And that's really, really important. That's part of what's incredible about our union and our activists and our members.

I have heard a lot about how are we going to engage our young people to vote, to be involved, to be engaged. And this person has spent his young life doing that.

He's emerged as an outspoken leader and a defender of democracy before he even graduated from high school. He founded Voters of Tomorrow, which is an organization that energizes his peers to get engaged. He is not just pro-democracy, but he strategizes on how to make that so.

He has walked the walk in many political campaigns. And yes, he's only been old enough to vote for six months. In his spare time he studies mechanical engineering, basically a mechie, and political science at CSU in Long Beach.

Please welcome Santiago Mayer.

*(Applause)*

SANTIAGO MAYER: Wow! Good morning, everyone.

You might have just heard I had a bit of a journey here. But even though I am tired, I am so honored to be joining you all today to talk about how young voters will decide this year's midterm elections.

*(Applause)*

First of all, I really want to thank the American Federation of Teachers and their tirelessly inspiring President Randi Weingarten for having me here and giving me a platform to share the important work that young people are doing around the country to stand up for their rights.

And I have to recognize the work that all of you, the millions of teachers, nurses, bus drivers, educators that are members of AFT are doing to give young people the tools to become the educated and talented leaders of tomorrow.

You know, I am who I am because of my education: Because of my seventh grade English teacher who encouraged me to think critically; because of a librarian who in second grade gave me refuge in the library and encouraged me to pursue my curiosity; because of a bus driver who would smile at me even when no one else would; and because of a school administrator who in sixth grade tested me with opportunities that pushed me way out of my comfort zone.

Young people like me have long found comfort in education when we couldn't find it anywhere else. And that's precisely why the partnership between students and teachers, between young people and those who help us grow into young leaders is so important.

I started Voters of Tomorrow because when we all work together, we are an unstoppable force of good.

*(Applause)*

An unstoppable force of good that will defeat the forces fighting against all of us. And that is precisely why we have to do this, because our power lies in our collective fortitude and strength. When we fortified a connection between education and civic engagement and political representation, our coalition can stand strong against those who seek to turn back the clock, against those who seek to discriminate against our LGBTQ+ peers and teachers, against those who seek to ban books, infringe on our educational freedom, and against those who seek to undermine democracy.

There's this phrase that I've been hearing a lot about parents' rights. And I want to be very clear. When Kevin McCarthy comes out and talks about passing a parents' bill of rights, what he actually means is to impose national versions of the retrograde policies that the far right has been experimenting with in their laboratories of autocracy.

*(Applause)*

When Kevin McCarthy comes out to talk about parents' rights, he means a federal Don't Say Gay law, federally supported book bans, and national mandates that prohibit and will even punish educators for providing students with the accurate, evidence-based education that they deserve.

*(Applause)*

It is insane that in the United States of America in 2022, we would have to point out how dangerous, backward, and borderline fascist these policies are.

*(Applause)*

Our educators and our teachers already have enough on their plates with building the next generation of American leaders, often for wages that are too low and in classes that are too overcrowded. But now they're also being forced to be on the front lines of the war against youth and educational freedom.

But they are fighting a very important fight because we can't afford to lose. Because when politicians declare war on young people and their education like elected leaders across the country are doing right now, the effects of those policies reverberate throughout every piece of society. It doesn't just affect students like me in the short term, but it affects students and their families and their teachers, and they have a massive cultural impact, and we know this. Some of us have parents who have lived through this.

We know that we are fighting this right now, but we're not going to be fighting it much longer. Generation Z, supported by powerful allies like each of you here and each of you listening to this, will not allow the far right to take us to the dystopian nightmares that they seek.

*(Cheers and applause)*

This November, Gen Z is going to elect pro-democracy champions up and down the ballot. We're going to elect candidates that books should be read, not banned.

*(Applause)*

We're going to support candidates that will stand up for youth rights and who will fight for us in the way we will fight for them.

Gen Z is ready to deliver a resounding message to the far right. They pissed off the wrong generation.

*(Applause)*

I want to be very clear. These are not hopeful statements; they're not empty promises. Out of the 50 most competitive House seats, nearly half will be determined exclusively by youth turnout. Gen Z has the numbers to decide six Senate races and five gubernatorial elections.

*(Applause)*

Our generation is ready to pick up the fight started by those before us. We're ready to elect candidates who support bodily autonomy, ready to pass legislation on climate change which we desperately need.

*(Applause)*

Our generation is ready to elect candidates who will put second graders above the Second Amendment.

*(Applause)*

And we're not playing around. We have seen wars; we have grown up with terrorist attacks; we're seen economic recessions, and an ever-involving pandemic.

Honestly, we have lived through so many once-in-a-lifetime events that many of us have simply lost count, but our resolve remains unchanged.

With the support of broad coalition, Generation Z will continue to fight to promote justice, we'll march for our

lives, we'll walk out of class and stand up for what is right. Gen Z is going to do many things in our lives, but we will not allow democracy to fall.

*(Applause)*

With elected officials waging war against us, Gen Z is as energized as ever to turn out and protect our rights, to keep the speaker's gavel away from Kevin McCarthy's hands and to ensure that the likes of Josh Hawley and Ted Cruz cannot claim a majority Senate.

*(Applause)*

We're forming a coalition that will stand up to protect kids from a radical faction that cares about nothing but their fascist agenda.

Again, I don't care what the pundits and forecasters say because none of their models account for the record-high youth voter turnout that November will bring.

*(Applause)*

With our rights on the line, Gen Z is about to deliver a blow from which the far right will never be able to recover.

*(Applause)*

In large part because of our teachers, our generation has learned to fight for what is right, to help those who need it, and to stand up for those who can't.

Now, more than ever, we are applying those critical lessons. We are thinking critically, we are challenging our leaders, and we are standing up for ourselves when our rights are infringed.

Just like we were taught in school, just how our teachers intended, we are fighting back against these attacks.

*(Applause)*

Just this year, Voters of Tomorrow has distributed thousands of copies of banned books. We've registered voters, in many cases against the wishes of the state legislature. We have even forced book banners to resign from powerful positions in organizations such as a college board.

*(Applause)*

We have done a lot, but we're just getting started.

*(Applause)*

But we must be bolder than ever before. We can't allow ourselves to be intimidated by the far right's threats because young people listen to us. They listen to you all.

Just as I was shaped by my education, by teachers, by librarians, by bus drivers and even our school nurses, all of you here are inspiring those who will lead us tomorrow.

You all are helping shape the next generation of democracy defenders, those who will stand guard against fascism and fight back against authoritarianism.

The far right is attacking all of you because they're afraid of what you can do, of how you can light a spark in a student's mind. They're afraid of you because they know you won't sugar coat history and they know how history will portray them.

*(Applause)*

They are afraid of how young activists often point at their teachers as the match that lit the fire that is burning down their fascism.

*(Applause)*

The far right knows what you can do, they know what we can do, and, God, they're terrified of what we will do together.

*(Applause)*

I want to thank each and every one of you for what you do, and I want to thank AFT for having me again. I really hope you enjoy the rest of the convention.

Thank you.

*(Standing ovation)*

## **AFT VOICES: JAN HOCHADEL, STATE SENATE CAMPAIGN**

VICE PRESIDENT HOCHADEL: Good morning, Madam President, and siblings. My name is Jan Hochadel. I am the president of AFT Connecticut and a proud AFT Vice President.

*(Applause)*

The message we are hearing is loud and clear—elections have consequences—and that we should treat November like it is the most important election of our lifetime because there is a lot at stake. Remember, midterm elections are always difficult for the party in power, so Democrats have a lot of obstacles to overcome.

Remember in 2018, on a national level, Democrats gained 41 House seats and a Senate seat. If the Republicans have similar gains this November, we will be living in a very different country.

We could actually call it Divided State of America. So now more than ever, we need to fight for our beliefs, no matter where we live. There is still so much more that needs to be done to improve the lives of our members and those who work and live in our communities.

And we can never forget Wisconsin, or just that one bad election can undo all the progress that we've made.

That is why I decided to run for the Connecticut State Senate—

*(Cheers and applause)*

For me, running for state senate is an extension of what we already do. I am moving from advocating for our members to advocating for our members and their neighbors, demonstrating that labor is our neighbor. And as Randi always says, "Democracy is at stake."

And I would like to add, democracy is not and cannot be a spectator sport. To protect it, we must participate. I urge you to think about running for school boards, town councils, and other elected positions.

And if that's not for you, find a candidate that shares our values, make phone calls, door knock, or make donations. Again, to protect democracy we must participate.

Thank you.

*(Applause)*

PRESIDENT WEINGARTEN: Thank you, Jan.

I see the Connecticut folks standing up because we're going to do everything in our power for Jan Hochadel be an elected official of Connecticut come this November.

*(Cheers and applause)*

And speaking of members who are elected officials, I see someone else at microphone 2.

## **AFT VOICES: BRANDON JOHNSON, COOK COUNTY (ILLINOIS) COMMISSIONER**

DELEGATE BRANDON JOHNSON, Local 1: Well, good morning, Randi, and good morning, AFT. My name is Brandon Johnson. I'm a proud member of Chicago Teachers Union, Local 1.

*(Cheers and applause)*

And I've had my mask on for several days, so hopefully I'll look as good as Fed.

*(Laughter)*

I'm doing my best, Fed.

Listen, Jan, we have your back.

You know, as a middle school teacher, which is the toughest job ever in the world—

*(Cheers and applause)*

—we need people who are not just prepared to run, but prepared to lead. And four years ago, I was in a room like this and you all, because of the strong movement that labor and the civil rights movement has been a part of and engaged for generations, you elected a brother from the west side of Chicago to represent the west side and the western suburbs in one of the largest economies of the world and they put a middle school teacher in charge of a \$9 billion budget. It's possible, AFT.

*(Cheers and applause)*

But this moment that we're in the midst of right now is a very dynamic moment. I'm remembering one particular morning in my classroom and there was a kid, a beautiful Black boy who had all the character and charisma in the world, and he came in with his head down.

I asked him to put his head up. I walked past his desk for a second time and I said, "Ronnell, I need you to put your head up."

You know what he said to me? He said, "Mr. Johnson, I'm not feeling well."

But he said the thing that's most important that every middle school teacher has ever heard—I said, "Ronnell, I really need you to put your head up."

He said, "Mr. Johnson, I'm not feeling well for real this time."

*(Laughter)*

I said, “Ronnel, what’s wrong?” And Ronnel opened his mouth and I could see a hole forming in his mouth from tooth decay. And, of course, there was no nurse in that school.

It’s not just about protecting and preserving this great democracy. It’s about to make sure that every single child in the country of America has a nurse in every single school.

*(Applause)*

That’s what this fight is about. It’s about to make sure that my Black son on the west side of Chicago, when he rides his bike, that that bike ride doesn’t have to end in a tragedy—that’s what this fight is about.

*(Applause)*

This democracy has to be preserved by the people in this room so that when people show up to a church service, they don’t get gunned down. That’s what that democracy is about.

*(Applause)*

It is well past time that when children go to school, parents don’t have to be worried about whether or not they’re going to come home because of some deranged person who got access to a military-style weapon. That’s what this democracy has to be protected of.

*(Cheers and applause)*

And if AFT is really true about elected people like Jan and making sure folks like me go back to the county board, we need to not just knock on doors, but we need to make sure that you are prepared to make phone calls, knock doors, speak to your neighbors to make sure that workers’ rights are protected, making sure that we’re expanding public accommodations and demanding that the wealthy in this country finally pay their fricking fair share in taxes to make sure there’s a nurse—

*(Cheers and applause)*

—there’s a social worker, there’s guidance counsellors in every single school, that the cafeteria worker is protected, that whether you are delivering boxes or serving coffee, you deserve to be protected by a union.

If this democracy is going to survive, we need to be the example of what a union really is, to build democracy that just doesn’t bring hope for America, but it unites this country, Black, Brown, and White, whether you’re on the West Coast, the mountain high, deep, deep, deep, deep down in the South or in the New England original 13 colonies, I’m talking about a union that is more perfected, that’s what this room is about.

*(Cheers and applause)*

If we’re going to save democracy, it is up to you, Connecticut. It is up to you, California. It is up to you, Illinois, West Virginia.

Let’s build a political movement that elects strong people like Jan and everybody else.

And let me send this message to the Executive Branch, if you are not willing to pull that lever to make sure that those dollars make it down to our school communities, we’re coming for the Executive Office as well.

God bless you all for a more perfect union.

*(Cheers and applause)*

## **REP. VAL DEMINGS**

U.S. HOUSE OF REPRESENTATIVES

(D) FLORIDA

VICE PRESIDENT SPAR: So I have to follow that.

*(Laughter)*

I am Andrew Spar, president of the Florida Education Association.

*(Cheers and applause)*

So family, is the message coming through? We need to expand our majority in the U.S. Senate in November. We need to care. We need to fight. We need to show up. And we need to vote and bring everyone we know to the polls with us so that we have a real shot of turning around Ohio, Wisconsin, Pennsylvania, and Florida, to senators who are going to protect our right to organize—

*(Applause)*

—who are going to ensure access to healthcare, who are going to invest in our public schools, and who are going to support good jobs and an economy that works for everyone.

Fed.

*(Applause)*

SECRETARY-TREASURER INGRAM: Now, you all know Andrew and I are from Florida. We need a lot of help in Florida. We need a lot of help. Can I get an amen?

... *The delegates responded, “Amen.”*

SECRETARY-TREASURER INGRAM: We need a lot of help in Florida. Listen, we’d be so lucky to have someone like our next speaker in the U.S. Senate. My friend, our friend Val Demings started her career as a state social worker. She went on to serve as chief of police for Orlando. And she was the first female police chief in that department. Eventually retiring from the force after 27 years, she went on to the Florida legislature and eventually for the U.S. Congress.

Congresswoman Demings fights for common-sense gun safety. She fights for access to reproductive healthcare, and she fights for affordable prescription drugs, and to protect our democracy and the sacred right to vote, vowing that no one is above the law, not even elected officials.

Ladies and gentlemen, please welcome U.S. Representative Val Demings.

*(Cheers and applause)*

HON. VAL DEMINGS: Wow! Wow! Wow! Well, good morning, American Federation of Teachers.

*(Cheers and applause)*

Are there any teachers in the house?

*(Cheers and applause)*

Yeah, yeah. I am so delighted to be with you today at your 87th Biennial Convention. Congratulations on 87 conventions helping to make dreams come true for our children. Give yourselves a round of applause.

*(Applause)*

I want to thank you. You know, leadership is not easy. It might look easy. Some people make it look easy. Leadership, it's not easy and we are so thankful.

I really do believe in giving honor to whom honor is due. And I want to start by giving honor to your president, the amazing Randi Weingarten. Come on, y'all, let's give her a round of applause. Give honor to whom honor is due.

*(Applause)*

Evelyn, thank you so much for your leadership.

And Florida is in the house. Andrew Spar, thank you so very much.

*(Applause)*

And Fed Ingram, thank you as well.

Let me make this announcement yet again: I am running for the United States Senate, and I'm running to win.

*(Cheers and applause)*

I'm running. I'm running. I'm running to win.

You might ask yourself why on earth would anybody, but why on earth would Val Demings want to run for the United States Senate during such a strange time? I have some other words to describe it but since I'm on your stage, I'm going to stick with "strange times." You've got to be asking yourself that question.

Well, let me tell you this. My why, my why is directly tied to my personal story. It is an American dream story where teachers played a major part in making my dreams come true.

*(Applause)*

I was born and raised in Florida. I stand before you today as the daughter of a maid and a janitor; the youngest of seven children, but the first in my family to go to college.

*(Applause)*

After college, I made a promise to myself that I would dedicate my life to public service. In high school I can remember—you know how it is sometimes being told you're not the right color, you're not the right gender, your family doesn't have enough money, you don't have a famous last name, you'll probably never amount to much. But there were teachers in my life who helped me to see past my present circumstances and help me to see my God-given potential. Today we celebrate teachers.

*(Applause)*

After college I went on to be a social worker working with abused, abandoned, and neglected children. Are there any social workers in the house?

*(Applause)*

From there I joined the Orlando Police Department. I had the honor of working my way up from midnight shift through the ranks to become Orlando's 36th chief of police, and the first woman to hold that position.

*(Cheers and applause)*

After the police department, I made the decision to retire and was recruited to run for the U.S. House of Representatives. You all know I serve on the Intelligence Committee. I serve on Homeland Security. I serve on Judiciary. I chair the subcommittee on Emergency Preparedness Recovery and Response. And now I am running for the United States Senate, and I'm running to win.

*(Cheers and applause)*

Why? Why? Why? Just like my American dream story, I am on a mission to make sure that every man, every woman, every boy, and every girl, regardless of who they are, the color of their skin, where they live, how much money they may have in the bank, their sexual orientation, sexual identity, or religion, will have an opportunity to succeed.

*(Applause)*

We can talk about healthcare because I really do believe living in the greatest country in the world, everyone should have access. Am I right about that?

*(Applause)*

We can talk about Social Security and Medicare because I don't know about you, but I know when I'm ready to retire, I want to be able to retire with dignity and respect. Am I right about that?

*(Applause)*

We can talk about gun violence. Like you, I am sick and tired of watching innocent people being gunned down in innocent places: Our first graders, fourth graders, high schoolers, college students, people shopping in a grocery store, in a night club in Orlando, at a movie theatre, a synagogue, our church.

I am sick and tired of it, and we need people in elected office who will do something about it.

*(Cheers and applause)*

We can talk about a woman's right to choose.

Now, look, I came from Florida to Massachusetts to tell you this. We are going to do everything in our power to protect a woman's right to choose. We're not going back; we're not shutting up; we're not sitting down. We're going to fight—

*(Applause)*

—for a woman's right to choose. Come on, y'all. Am I right about that?

*(Applause)*

We're going to fight for a woman's right to choose.

Let me make it plain this way. Look, when I decided to have my family, I didn't ask my congressman, I didn't ask my governor, and I dog-gone sure don't plan on asking any senator in Florida.

*(Applause)*

We can talk about education. Because let me say this, where people decide to send their children to school is their own personal business, but let me just say this, standing here as a product of the public education school system, we do know that the majority of America's children will go through the public education school system, and let's make sure that in public school, they can receive the best education possible.

*(Applause)*

Yeah. Yeah. Yeah. Every person in this room and every person on the dais had teachers who invested in our lives, and we celebrate them today.

*(Applause)*

Teachers, investing in public education, and those who support our teachers, and guess what? After we make the necessary investments in public education, why don't we start paying teachers what they are worth?

*(Cheers and applause)*

We can talk about a lot of different things that you care about and that I care about, but unless we protect the right to vote, everything that you care about and everything that I care about is at stake.

My friend and former colleague, John Lewis, said that the right to vote is precious, that it's almost sacred. And we have to get out and protect the right to vote, and then when we protect it, let's get out and exercise our right to vote.

*(Cheers and applause)*

We know it's tough; we know it's hard. You know, defending our democracy is hard. Protecting and standing up for the rule of law is hard. Protecting the Constitution is hard. Protecting equal rights, civil rights, voter rights are hard, but those are fights that we are willing to take. Are you with us?

*(Cheers and applause)*

We can do this. We can do this.

I'm reminded of the words of the 35th President of the United States, John F. Kennedy, who said this, "We will do this and the other thing not because they are easy, but because they are hard."

That's who we are.

*(Applause)*

That's who we are. That's who we are. That's who we are.

We are the democracy defenders. We are the drum majors for justice. We are making dreams come true for our children and with your help, with your help come November, I will be elected the next United States senator to represent the great state of Florida.

God bless you all.

*(Standing ovation)*

Thank you. Thank you. Thank you.

## CLOSING REMARKS

PRESIDENT WEINGARTEN: Thank you. And so let me do this. Before everybody—because I want us to all leave together, I want to thank all of you.

And look, we are honored for the trust you've put in us. We started the convention looking back at what we've been through, the pandemic, an epidemic of gun violence, an extremist Supreme Court, an attempted coupe, the hardest time in our professional lives. And it continues.

Today, for example, Senator Cruz said that *Obergefell* had been wrongly decided and he's giving the hint that they want that case being taken up by the Supreme Court in terms of trying to get rid of marriage equality. So, it will continue unless we do and seize, as Christopher Smalls said, seize the moment with our movement.

And we started on that path with this convention and with all of you. Think about the unity message that Brandon Johnson said. Think about all these resolutions that we've just passed. Think about the essentials that bring people together for a better life, a safe, welcoming, resourced public schools throughout the country, well-funded colleges and universities, respect for all of our members.

Respect should not just be an Aretha song. Respect should be a lived experience for our members that we serve and the communities we serve: Paraprofessionals, teachers, college faculty, bus drivers, food service workers, respiratory therapists, nurses, and all of our 700 titles in public services.

*(Applause)*

An end to a crushing debt, the right to organize, the right to joint our union, and then the transformative effect of collective bargaining as we heard in this session.

These are the things we need. Reproductive rights, mental health services, healthcare, childcare, defending our democracy—no, strengthening our democracy with the unity that we bring together.

*(Applause)*

Yes. I know we are in perilous times, but we must be fiercely, boundlessly, defiantly hopeful, and with that hope, the most recognizable action of that hope is action, action, acting.

So go home, go rest, go recharge and then we act. We act through the AFT's What Our Kids and Communities Need campaign. We act by doing the work against those extremists that want to ban books, that want to stop us from teaching honest history, that don't want to see the gorgeous mosaic of America. We act against them.

We act to vote. We act for public schools. We act for investments for public schools. We act for the conditions

that students need. We act for everything that we talked about in this convention and then we vote, and we get out the vote.

Are you ready? Are you ready? Are you ready to reclaim the future?

*(Applause)*

Are you ready to fight for our freedoms? Are you ready to defend and strengthen our democracy? Are you ready to defend and strengthen our public schools? Are you ready to defend and strengthen higher ed?

Are you ready to fix our broken healthcare system? Are you ready for everyone to have a better life, particularly the communities we serve?

*(Applause)*

So, let's do it, AFT. Thank you very, very much.

## APPRECIATION AND ADJOURNMENT

PRESIDENT WEINGARTEN: And before you go, these are the people—well, these are the Executive Council.

I want the staff up here, too. I want you all up here, the staff of this union who made this convention possible. It was literally executing an all-hands-on-deck, collective action from the production program to the exhibits center, to all the tchotchkes, and all the shirts, from the Meetings and Travel center to, you know, all of the Internet stuff, to the team that considered safety protocols, to all the resolutions, to all the other beautiful moments, including all the different lunches and breakfasts, to our hosts from Boston and Massachusetts.

This is the largest convention we've had in a very long time. So I want to say thank you to all of them, as well as the unionized staff of this convention center. And of Freeman staff who put this all on. Come on up, everybody. Come on up. Come on up. Come on up. I want you to see their faces; I want them to be seen, too.

And a special thank you, a special thank you to the constant worker bees. Freeman, come up, too. The

constant worker bees like Mr. Richard Rosenblatt, our parliamentarian. Jen Chang, get up here. Kitty Owens, get up here. Tish Olshefski, get up here. Mark Richard, get up here. Tonya Cornell, get up here. Adriana O'Hagan, get up here. Alver Franklin, get up. Celia Lose, get up here. And Tear Jones, get up here—no, you gotta get up here.

*(Applause)*

This is the staff that every single day wanted to make sure you had some happiness and joy as we make this fight to reclaim our future.

*(Applause)*

And now as we leave and go off—unfortunately, George Altomare couldn't be here—so we're going to sing—this is Tear.

*(Applause)*

So, we're going to sing "Solidary Forever" and then I will adjourn the convention.

Come on, Beth, you're a host, get up there.

I'm going to adjourn the convention after we sing "Solidary Forever."

Do we have the video?

Thank you, our friends from Freeman.

Let's do the video, let's sing "Solidarity" together, and we will all leave together because together we can accomplish what is impossible alone.

*... The delegates joined in singing together  
"Solidary Forever."*

*(Cheers and applause)*

PRESIDENT WEINGARTEN: We will be in Houston in 2024, hopefully with a new governor.

We are adjourned. Safe home, everybody.

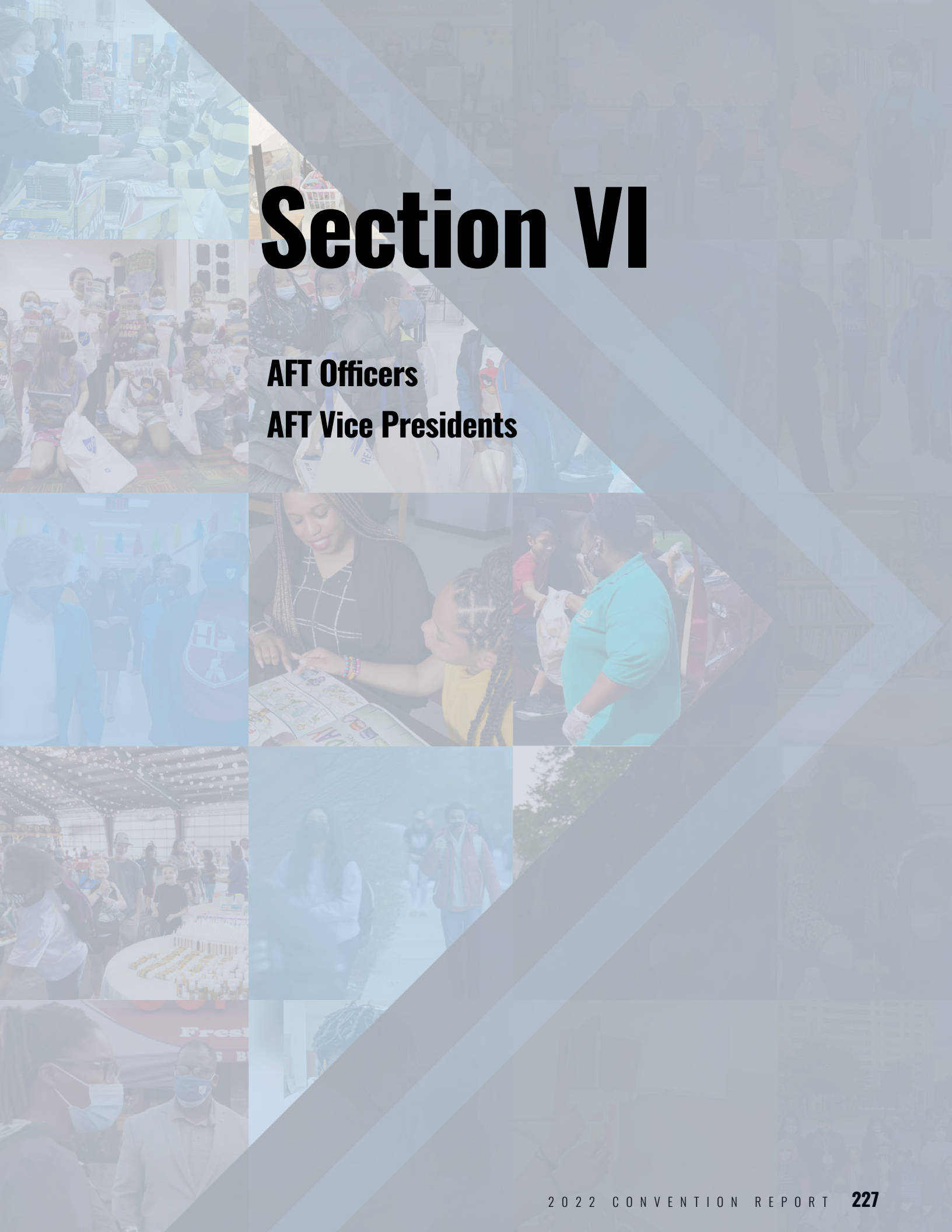
*(At 12:24 p.m., Sunday, July 17, 2022, the 87th  
Convention of the American Federation of Teachers was  
adjourned sine die.)*





# Section VI

**AFT Officers**  
**AFT Vice Presidents**





# AFT Officers

## **RANDI WEINGARTEN** AFT PRESIDENT

RANDI WEINGARTEN is president of the 1.7 million-member American Federation of Teachers, AFL-CIO, which represents teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; local, state and federal government employees; and early childhood educators. The AFT is dedicated to the belief that every person in America deserves the freedom to thrive, fueled by opportunity, justice and a voice in our democracy. This freedom is achieved through an economy that works for all, including the ability to form a union; great public schools and affordable higher education; healthcare as a right; retirement security; the right to vote and civil rights; a vibrant democracy; and safe, welcoming and healthy environments and communities. The AFT and its members advance these principles through community engagement, organizing, collective bargaining and political activism, and especially through members' work—we care, fight, show up and vote.

Prior to her election as AFT president in 2008, Weingarten served for 11 years as president of the United Federation of Teachers, AFT Local 2, representing approximately 200,000 educators in the New York City public school system, as well as home child care providers and other workers in health, law and education. Weingarten is the recipient of many commendations; she was included in Washingtonian's 2021 Washington's Most Influential People, City & State New York's 2021 New York City Labor Power 100, and Washington Life's 2018 Power 100 list of prominent leaders, and in 2017 received the Roosevelt Institute's FDR Distinguished Public Service Award. In 2013, the New York Observer named Weingarten one of the most influential New Yorkers of the past 25 years.

Weingarten has led the AFT's efforts to strengthen public education for all children and to address the crisis in the teaching profession caused by deep disinvestment and the deprofessionalization of teaching. Through the AFT's Fund Our Future campaign, AFT members and leaders throughout the country are fighting for adequate investment in public education. Parents and many others have joined the AFT's efforts to end the overuse and misuse of standardized tests, and to fix—not close—struggling schools, something Weingarten has advocated since her involvement in the creation of New York City's Chancellor's District, which

dramatically improved achievement in what had been some of the city's lowest-performing schools.

Weingarten has launched major efforts to place real education reform high on the nation's and her union's agendas. She created the AFT Innovation Fund, a groundbreaking initiative to support sustainable, innovative and collaborative education reform projects developed by members and their local unions. At Weingarten's direction, the AFT developed a model to transform teacher evaluations from a way of simply rating teachers to a tool for continuous improvement and feedback. This model is used to align tenure and due process, so that tenure serves as a guarantee of fairness, not of a job for life. Weingarten led an AFT committee that called for all prospective teachers to meet a high entry standard—as in medicine or law—so that they're prepared from the day they enter the classroom.

Weingarten oversaw the development of the AFT's Quality Education Agenda, which advocates for reforms grounded in evidence, equity, scalability and sustainability. She promotes what she calls “solution-driven unionism”—an approach to collective bargaining and collective action that unites the interests of union members and those they serve in the pursuit of solutions that benefit students, schools and communities.

Under Weingarten's leadership, the AFT continues to grow and expand its voice as a union of professionals. Nationwide, the AFT is the second-largest union of nurses and other health professionals and the largest higher education union, representing 230,000 higher education faculty, professional staff and graduate employees. Weingarten helped source millions of dollars of personal protective equipment for nurses and health professionals experiencing shortages as they served on the frontlines of the coronavirus pandemic.

Weingarten is an advocate for a New Deal for Higher Education, a campaign calling for substantial federal investment in higher education that would prioritize teaching, research and student supports; provide sustainable careers with professional voice for all faculty and staff; allow all students to attend regardless of ability to pay; create academic environments free of racism and other forms of bigotry; and cancel student debt.

The AFT provides our members tools and information they can use to manage their federal student loan debt, including having that debt forgiven, while advocating for solutions to the escalating cost of higher education, preda-

tory loan practices, and terrible loan servicing that is holding people back.

The AFT and a broad array of parent and community partners across the country have collaborated on events to advance a community- and educator-driven agenda for public school reform.

Weingarten spearheaded the development of Share My Lesson, the United States' largest free collection of lesson plans, classroom activities, and teaching strategies and resources created by educators, for educators—all at no cost. The AFT has a long-standing partnership with First Book, which has provided 5 million free and reduced-price books to children.

Weingarten and the AFT were asked to lead a partnership to transform McDowell County, W.Va., one of the poorest counties in the United States. The AFT has assembled more than 100 partners not only to improve the quality of education provided to children in the county, but to focus on jobs, transportation, recreation, housing, health care and social services. Weingarten believes the rural way of life is worth fighting for, and the AFT's experience in McDowell County informs the work Weingarten is advancing to help rural communities thrive—through education, healthcare and economic opportunities.

The AFT supports the strategic establishment of 25,000 community schools where students and families can access tailored health services and social services in one place, and marginalized communities can have access to services and support. Weingarten views this goal as especially vital to help children, families and communities recover from the wide-ranging impacts of the coronavirus pandemic and ensuing recession.

When the COVID-19 crisis hit, the AFT worked with scientists and health professionals to develop a blueprint for reopening schools. The AFT continues to advocate for the funding and necessary testing and safety protocols to ensure in-person learning is safe.

During the Trump administration, Weingarten led the AFT's efforts to oppose Trump and Betsy DeVos' fervent attempts to defund and destabilize public education and to stand up to the administration's racist policies and attacks on facts and democracy.

In 2012-13, Weingarten served on an education reform commission convened by New York Gov. Andrew Cuomo, which made a series of recommendations to improve teaching and learning. She was appointed to the Equity and Excellence Commission, a federal advisory committee chartered by Congress to examine and make recommendations concerning the disparities in educational opportunities that give rise to the achievement gap.

For 10 years, while president of the UFT, Weingarten chaired New York City's Municipal Labor Committee, an umbrella organization for the city's 100-plus public sector unions, including those representing higher education and

other public service employees. As chair of the MLC, she coordinated labor negotiations and bargaining for benefits on behalf of the MLC unions' 365,000 members.

From 1986 to 1998, Weingarten served as counsel to UFT President Sandra Feldman, taking a lead role in contract negotiations and enforcement, and in lawsuits in which the union fought for adequate school funding and building conditions. A teacher of history at Clara Barton High School in Brooklyn's Crown Heights neighborhood from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues.

Elected as the local union's assistant secretary in 1995 and as treasurer two years later, she became UFT president after Feldman became president of the AFT. Weingarten was elected to her first full term as UFT president in 1998 and was re-elected three times.

Weingarten's column "What Matters Most" appears in the New York Times' Sunday Review the third Sunday of each month. You can follow her on Twitter at @rweingarten (Twitter.com/rweingarten) and on Facebook (Facebook.com/randi.weingarten.9).

Weingarten holds degrees from Cornell University's School of Industrial and Labor Relations and the Cardozo School of Law. She worked as a lawyer for the Wall Street firm of Stroock & Stroock & Lavan from 1983 to 1986. She is an active member of the Democratic National Committee and numerous professional, civic and philanthropic organizations. Born in 1957 and raised in Rockland County, N.Y., Weingarten now resides in the Inwood neighborhood of New York City.

## **FEDRICK C. INGRAM** AFT SECRETARY-TREASURER

FEDRICK C. INGRAM is secretary-treasurer of the American Federation of Teachers, serving 1.7 million members, including pre-K through 12th-grade teachers; para-professionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; and nurses and other health-care professionals.

Ingram is the immediate past president of the 140,000-member Florida Education Association. He also has served as an elected vice president of the AFT's executive council, and as an AFT vice president for six years (2014-2020) before being elected as the AFT's secretary-treasurer.

Since becoming secretary-treasurer in September 2020, Ingram has joined the executive committee of the AFL-CIO's Transportation Trades Department and the board of Union Plus, a member benefits organization founded by the AFL-CIO. In February 2022, he was elected to serve as a trustee on the board of the NAACP Foundation. In June 2021, he was elected to chair the AFL-CIO's Department for

Professional Employees, a coalition of unions representing millions of professional and technical employees, including doctors, lawyers, engineers, teachers, actors and other highly trained workers.

Ingram grew up in inner-city Miami, where he attended public schools. Pursuing his love of music, he attended Bethune-Cookman University on scholarship and became the first member of his family to earn a postsecondary degree, in music education.

He would go on to become a music teacher and band director in Miami-Dade public schools for 10 years. Ingram is also an accomplished musician in his own right and has performed throughout the state and nationally as a saxophone soloist and conductor.

In 2006, he was named the Francisco R. Walker Miami-Dade County Teacher of the Year. He was also a finalist for the state of Florida Teacher of the Year Award in 2006.

In May 2013, he was elected president of the United Teachers of Dade, which represents employees of the fourth-largest school district in the nation. He held that post until 2015, when he was elected vice president of the Florida Education Association, where he became a bridge-builder and fearless advocate for public education, the joy of learning and the importance of the arts in education. In 2018, he won election as FEA president. Since then, he has been in frequent demand as a speaker, lecturer and presenter, and is recognized nationally for his workshops and presentations on community organizing and coalition building.

In May 2013, the Miami Herald's Legacy magazine named Ingram as one of South Florida's 50 most powerful black business leaders. He is a recipient of the prestigious JM Family African-American Achievers Award, given to leaders who have exemplified excellence in their fields.

In addition to his bachelor's degree from Bethune-Cookman, Ingram earned a master's degree in educational leadership from Barry University. He also holds an honorary doctorate of humane letters awarded by Florida Memorial University.

He is married to Yvetta Ingram, and they have three children, all of whom have attended public schools.

## **EVELYN DeJESUS**

AFT EXECUTIVE VICE PRESIDENT

Since 2019, EVELYN DeJESUS has been the executive vice president of the 1.7 million-member American Federation of Teachers, AFL-CIO, the first Latino/a officer in the union's 105-year history.

A skilled teacher and administrator, DeJesus is a forceful advocate for justice—undaunted and unafraid to speak truth to power.

Elected as an AFT vice president in 2014, she chairs the AFT's Latino Issues Task Force and serves as the presiding officer of the AFT Asian American and Pacific Islander and the newly created AFT LGBTQIA+ task forces.

In 2021, she joined the executive boards of the AFL-CIO and the Solidarity Center and became secretary-treasurer of the Labor Council for Latin American Advancement. At the AFL-CIO, she serves on the Racial Justice Task Force (and the Subcommittee on Reimagining Federated Bodies) and the Immigration Committee. She also serves on the board of directors of the Congressional Hispanic Caucus Institute and was recently elected to serve as president of the National Association for Bilingual Education.

A native *Puertorriqueña* who grew up in New York City's Lower East Side, DeJesus traveled an unexpected road from engaged parent to educator and trade unionist. When one of her daughters became ill during a school construction project, DeJesus publicly exposed the toxic environment, caused by asbestos.

Her courageous whistleblowing actions led to the Great Asbestos Scandal of 1993 and a citywide shutdown of the schools until asbestos could be safely removed from school buildings.

She began her education career as a state-certified parent educator and then as an assistant director for the Even Start Program for pregnant teens, all while pursuing a bachelor's degree. As an early childhood teacher and reading specialist, she taught for two decades in New York's Chinatown and has made literacy and support for multilingual learners her signature curricular issues.

DeJesus' spirituality extends into every aspect of her life, and she credits her faith for her achievements. DeJesus is also a chaplain under the New York State Chaplain Task Force. She is the proud wife of Louie and the mother of two beautiful daughters, Tiffany and Kristina. She has been blessed with five grandchildren.

# AFT Vice Presidents

## J. PHILIPPE ABRAHAM

J. Philippe Abraham is secretary-treasurer of New York State United Teachers, overseeing the union's Member Benefits Department and social justice efforts.

Abraham is the first higher education member to serve as a NYSUT officer. For six years, he was the elected statewide vice president for professionals of United University Professions, representing faculty and staff at the State University of New York. He began his career teaching Spanish and French in middle school, high school and college, then served as an academic adviser and as director of Career Services at SUNY's University at Albany.

In addition to serving as a union officer on the SUNY Albany campus, Abraham was also one of three elected senators representing the college on SUNY's Faculty Senate. He is president of the Albany/Capital District Chapter of the Labor Council for Latin American Advancement.

Abraham earned a bachelor's in Spanish Education and a master's in Spanish American Literature, both from SUNY Albany. He is a graduate of the NYSUT Leadership Institute and the New York State AFL-CIO Cornell Union Leadership Institute.

## SHELVY Y. ABRAMS

Shelvy Young Abrams is the elected chairperson of the United Federation of Teachers (UFT) paraprofessional chapter, representing 23,000 members in New York City. She also serves on the executive committee of the New York State United Teachers (NYSUT) board of directors and is co-chair of the AFT women's rights committee.

Abrams began her career as a classroom paraprofessional in 1968, working in a Title I reading program. She quickly became active in the union at her school and was elected as the UFT paraprofessional representative in 1970. She later gained the title of Manhattan borough coordinator and, in 1982, was elected as first vice chairperson of the paraprofessional chapter, while working as a part-time staffer at the UFT. In 1998, Abrams started full-time work at the UFT, focusing on paraprofessional issues.

Abrams is a member of the Asian Pacific American Labor Alliance New York Chapter (APLA), the AFT black caucus New York State chapter, the UFT women's rights committee, the AFT PSRP program and policy council, and the New York City Central Labor Council. She also is national vice president of the Coalition of Labor Union Women. Abrams served on various NYSUT committees and task forces prior to taking a seat on the executive committee of the NYSUT board of directors in 2006. Abrams has worked throughout her career to represent the interests of paraprofessionals, especially in the areas of workplace safety. Her work helped launch the UFT Workers' Compensation Project, which assists members who have been injured on the job, and she has been a major force in the UFT's Safe Secure Schools campaign, which includes training on preventing workplace violence injuries, school safety plans, student discipline codes and procedures for reporting incidents.

She has won numerous awards over the years. One of the most recent honors given to Abrams was the "Not for Ourselves Alone: The Sandy Feldman Outstanding Leadership Award," named in honor of the former AFT and UFT president who succumbed to breast cancer in 2005. The award recognizes the contributions of women to the education union movement. Abrams also is a member of the Make-a-Wish Foundation.

## FREDERICK R. ALBERT

Fred Albert was elected as an AFT vice president during the 2020 convention. He has served as president of AFT-West Virginia since Nov. 10, 2018.

A 29-year veteran of the teaching profession, he taught math at DuPont Middle School in Kanawha County for 20 years before being elected president of the state federation.

He is a highly decorated educator, earning numerous accolades over the years. He was named the West Virginia Council of Teachers of Mathematics' Middle School Math Teacher of the Year for 2018 and the Kanawha County Teacher of the Year in 2016, and he was one of the six finalists for the state Teacher of the Year Award in 2018.

While in the classroom, Albert was a Thinking Math trainer through the AFT's Educational Research and

Dissemination (ER&D) Program. He taught professional development classes at the AFT-WV Summer School as well as at various school district and West Virginia Department of Education conferences.

Over the past two decades, he has served the union in many capacities, including 20 years on the AFT-WV executive board as a member-at-large and two terms as state treasurer. Locally, he has served as an executive board member-at-large, secretary, vice president and president. He served as AFT-Kanawha president for 15 years.

He is a vice-president of the West Virginia AFL-CIO, is a member of the Kanawha Valley Labor Council, serves on the board of directors for Reconnecting McDowell and is a member of the AFT's State Federation Presidents Advisory Committee. He also serves on the AFT's Climate Change Committee.

Outside the classroom, Albert is very active in his church as a member of the choir and as chairman of the administrative board of his church.

### **VICTOR M. BONILLA SÁNCHEZ**

Víctor Manuel Bonilla Sánchez was born and raised in the town of San Lorenzo, Puerto Rico. He has a bachelor's degree in education with a major in Spanish and a master's degree in administrative leadership. When he finished high school, he immediately began his work as a career and technical educator in different schools in San Lorenzo. In all of them, he provided work of excellence and was recognized with the award of Teacher of Excellence from the San Lorenzo School District.

He worked as an educator for 27 years, the same 27 years that he has been a member of the Asociación de Maestros de Puerto Rico. In the 1980s, he began his activities related to the AMPR, becoming president of the local board of San Lorenzo. His activism on behalf of the AMPR has led him to occupy various positions: part-time coordinator, interim director of the Caguas Office, director of the San Lorenzo Cooperative District, deputy executive director, and associate director. He held the position of vice-president of the AMPR from 2010 until Dec. 4, 2020; on Dec. 5, Bonilla was sworn in before the board of directors who ratified his appointment as the 17th president of the AMPR.

His life has not been limited to the classroom and the institution. Bonilla has put his professional talent to serve his community—San Lorenzo and Puerto Rico—through various functions in the social sphere, working as president of the organizing committee of the bicentennial of the San Lorenzo Foundation; he was a member of the municipal Legislature of San Lorenzo for 18 years holding various positions, including legislator, vice president of the Legislature for four years and eight years as president.

He divides his time between his work, his town and his family.

### **VICKY RAE BYRD**

Vicky Byrd, MSN, RN, is CEO of the Montana Nurses Association and has been a registered nurse since 1989. She started her career as a certified pediatric nurse and in 2002 moved forward with her professional development and became a certified oncology nurse. Byrd practiced as an oncology nurse until 2014, and then transitioned to her nurse leadership role as CEO for the MNA.

In that role, Byrd works tirelessly for professional nurses in Montana and advocates for issues affecting professional nurses, healthcare workers and the health of all Montana citizens. She continues in her governor-appointed position on the Montana SWIB board (State Workforce Innovation Board—Apprenticeship/Career Pathways/On-the-Job Training Committee). As a member of the board, she advises the governor on statewide workforce development strategies that maximize the state's education, training and employment resources in support of economic development.

Under Byrd's leadership and direction, MNA has developed an ongoing legislative campaign—Your Nurse Wears Combat Boots—to address workplace violence for nurses and healthcare workers. Byrd champions this campaign and other legislative initiatives at the local, state and national levels, advancing the profession of nursing, protecting healthcare workers and safeguarding patient care.

In 2019, Byrd earned a Master of Science in nursing degree, with program study in nursing leadership and management.

At the national level, as the MNA CEO, she leads the MNA members with their affiliation with the American Nurses Association and with the American Federation of Teachers. Byrd serves as an AFT vice president and as a member of the Nurses and Health Professionals program and policy council to address nursing and healthcare workers' issues locally, statewide and across the nation.

Her leadership inspires nurses and other healthcare workers to achieve excellence and be a voice for safe working conditions and to be advocates for high-quality patient care.

### **ZEPH CAPO**

Zeph Capo, a public school science teacher, is president of the Texas AFT and previously served as president of the Houston Federation of Teachers. He has served on several community boards, including a six-year term as an elected trustee of one of the largest community college systems in the United States, bringing community groups and schools together at all levels.

Capo has served as a local union leader, central and state labor council leader, community leader and is now



focused on developing local leadership and rank-and-file leaders across Texas in an effort to move the state to a pro-public education majority.

### **LARRY J. CARTER, JR.**

Larry J. Carter Jr. is president of the Louisiana Federation of Teachers & School Employees and a vice president of the American Federation of Teachers.

Carter began teaching in 1993 at Murray Henderson Elementary School on the West Bank of New Orleans, where many of the children come from households without fathers or other male adults. The position gave Carter the chance to be a strong African American male role model for students. Carter became an active member of the United Teachers of New Orleans the moment he entered teaching, eventually serving on the union's executive board.

After seven years in the classroom, he was offered the opportunity to serve both children and his fellow educators as a staff representative for the union, and later the director of organizing. Carter was elected to be the UTNO president in May 2008 and the LFT president in July 2016. In his work with UTNO and LFT, Carter has been able to extend union solidarity across all Louisiana school systems.

Throughout his career, Carter has worked to ensure that the voices of teachers, paraprofessionals and clerical staff continue to be heard so that all the children of Louisiana have the opportunity to receive the outstanding education they deserve. He also believes in improving the lives of his members, enhancing the influence of the union and advancing the mission of public education.

### **KATHY A. CHAVEZ**

Kathy Chavez is president of the Albuquerque Educational Assistants Association (AEAA) and executive vice president of AFT New Mexico.

Chavez began her career as a bus driver. From 1979 to 1981, she worked with medically fragile children at Casa Angelica. From 1981 to 1997, she worked helping children with severe cognitive and physical disabilities as an educational assistant in Albuquerque's Mark Twain Elementary School. While at Mark Twain, Chavez joined the Albuquerque Educational Assistants Association and served as a building representative for the union.

Chavez became AFT New Mexico's vice president for paraprofessionals and school-related personnel (PSRP) in 1990 and in 1995, she became executive vice president for AEAA. In 1998, she was elected AEAA's president.

In 1995, Chavez was elected executive vice president of AFT New Mexico. She has served as an AFT vice president since 2004.

Among Chavez's many accomplishments is the passage of New Mexico House Bill 304. Chavez lobbied for the measure, which establishes a minimum pay plan for educational assistants and is linked to NCLB's requirements. The bill was approved by the New Mexico Legislature and was signed into law by Governor Bill Richardson in March 2004.

Chavez is a recipient of the 2004 Albert Shanker PSRP Pioneer Award. She serves on the AFT PSRP program and policy council and is a member of the AFT's task force on NCLB, the AFT organizing committee, and the board of trustees of the New Mexico Federation of Labor, AL-CIO.

### **DONNA M. CHIERA**

Donna M. Chiera is the president of the American Federation of Teachers New Jersey, leading the 30,000-member education union federation.

A lifelong teacher, Chiera retired in 2011 after spending more than 30 years in Perth Amboy Public Schools, working in the town where she grew up and attended school. She was primarily a special education teacher, finishing her career as a resource room teacher. She holds a bachelor's and master's degree from Kean University in Union, N.J.

Chiera recently chaired the AFT Teachers program and policy council. She has represented New Jersey teachers serving on several national AFT subcommittees, including on professional development, literacy and early childhood. She has represented the AFT in selecting the National Teacher of the Year and served on the New Jersey Teacher of the Year selection committee. At AFTNJ, she previously served as executive vice president for grades pre-K through 12.

From 1991 to 2013, Chiera was the president of her local, the Perth Amboy Federation. She worked with the district on a code of conduct, professional development and other educational initiatives to improve student achievement. Chiera was part of a Perth Amboy team of educators invited to participate in Harvard University's John F. Kennedy School of Government Program on Public Sector Labor-Management.

Chiera served as vice president of the Middlesex/Somerset County Central Labor Council and was named Middlesex-Somerset CLC Labor Person of the Year in 2015. In 2016, the New Jersey State AFL-CIO named her New Jersey Labor Person of the Year.

Chiera serves as a vice president on the New Jersey State AFL-CIO executive board. She served as education chair for the city of Perth Amboy's Strategic Planning Task Force and, after the 2017 election, served as education co-chair on New Jersey Gov. Phil Murphy's transition committee.

## MELISSA CROPPER

Melissa Cropper is the president of the Ohio Federation of Teachers (OFT), which represents 20,000 members in 55 locals across the state, including public school educators and support staff, higher education faculty and support staff, and public employees. Before being elected state federation president in 2012, Cropper was a library media specialist in Georgetown, Ohio, for 14 years, a longtime president of the Georgetown Federation of Teachers, a member of the OFT executive committee and the chair of the federation's retirement committee.

At the state level, Cropper serves on the Ohio AFL-CIO's executive board and chairs its political committee. She is the secretary-treasurer of We Are Ohio, a state coalition of community and labor groups formed to preserve workers' rights, and the chair of the Coalition for Public Education, an advocacy group that fights for charter and voucher accountability. She also has been an active leader in the Ohio Appalachian Collaborative, a comprehensive approach for transformational change in rural education. At the national level, Cropper is a member of the AFT Teachers program and policy council and a co-chair of the AFT's State Federation Presidents Advisory Committee. As OFT president, she has developed collaborative relationships with leaders and organizations across the state to help fulfill the union's mission of advocating for issues that affect not only OFT members but also the children, families and communities that our members serve.

## AMANDA CURTIS

Amanda Curtis is the president of the Montana Federation of Public Employees, the largest union in Montana and America's most professionally diverse union. MFPE represents K-12 educators and support staff; university faculty, staff and graduate employees; healthcare professionals; law enforcement and corrections officers; and local and state government employees.

MFPE champions fairness, democracy, economic opportunity, high-quality public education, and healthcare and public services for families and communities. MFPE believes public services are essential to any civilized society and allow families, communities and businesses to thrive. MFPE members are proud to protect and grow the middle class and help vulnerable people weather tough times and get back on their feet.

Prior to her election in 2020, Curtis held various offices in MFPE and served as the secretary-treasurer of the AFL-CIO Southwestern Montana Central Labor Council. A high school biology and math teacher for 15 years, Curtis earned Distinguished Educator awards in Butte and Helena, Mont., and Distinguished Alumna honors from

Montana Technological University. Curtis co-founded the Butte America Foundation, a social justice nonprofit and progressive radio station.

Curtis served two terms in the Montana Legislature, serving as vice chair of the business and labor committees and on the education and local government committees. As a state representative, she became the first politician in America to post a daily video update reporting on her committee and legislative work. Called by Montanans to serve, Curtis was the second woman in Montana history to run for U.S. Senate in August 2014.

Curtis holds a bachelor's degree in biology from Montana Technological University and a master's degree in educational leadership from the University of Montana. She snowboards, mountain bikes, canoes and rock climbs with her husband, Kevin, along the Continental Divide near her home in Montana.

## JAMES C. DAVIS

James C. Davis is the president of the Professional Staff Congress, which represents 30,000 faculty and staff at the City University of New York and the CUNY Research Foundation. He served from 2015 to 2021 as union chapter chair at Brooklyn College, where he is a professor of English. He was elected to the Professional Staff Congress executive council in 2018 as senior college officer and served on the contract negotiations committee. Davis was elected PSC president in 2021.

A longtime PSC activist, he was drawn to organizing with students and colleagues to prevent tuition hikes and military recruitment on CUNY campuses. As a chapter chair, he helped to wage successful campaigns for health and safety, academic freedom, union membership, adjunct equity, anti-racism and cross-title solidarity.

With the PSC, he has led lobbying teams in Albany and demonstrations in the streets, represented the union in public hearings and helped to negotiate the implementation of the full-time faculty teaching-load reduction. He currently holds an elected position on the American Association of University Professors' national council.

Prior to his Brooklyn College appointment, Davis spent four years adjuncting at NYC-area colleges and two years in a tenure-line position at a community college. A devoted teacher and scholar, he has published widely on American literature and is a recipient of the Excellence in Teaching Award from Brooklyn College.

## STACEY DAVIS GATES

Stacy Davis Gates is president of the Chicago Teachers Union and executive vice president of the Illinois Federation of Teachers.

Before she was elected CTU president in 2022, Davis Gates served four years as vice president of the union. Prior to that, she was the CTU's political and legislative director. In fall 2019, she helped lead a 15-day strike and negotiate a historic contract that provides for smaller class sizes, ensures a nurse and social worker in every Chicago public school, secures sanctuary protections for immigrant families, and supports students and families experiencing homelessness.

While at the CTU, Davis Gates has been the architect of bold political and legislative campaigns for the schools and city that all Chicagoans deserve. She has raised millions of dollars to elect classroom teachers to all levels of local government, and challenge school privatizers and union busters. Davis Gates has also spearheaded statewide legislative campaigns to pass the strongest charter school accountability measures in the country, push for the restoration of the bargaining rights of Chicago Public Schools employees and fully fund public education by ending tax loopholes for the 1 percent.

In 2017, Davis Gates was elected chair of United Working Families, an independent political organization for working class people and movements. She also serves as a board member for the Action Center on Race & the Economy (ACRE), a nexus for organizations working at the intersection of the struggle for racial justice and Wall Street accountability.

Davis Gates is currently on leave from the classroom, where she taught high school social studies for over a decade at Englewood, Clemente, and Mason Community Links high schools. She attended Saint Mary's College, the University of Notre Dame and Concordia University. Davis Gates lives on the South Side of Chicago with her husband and three children.

## **JOLENE T. DIBRANGO**

Jolene T. DiBrango was elected executive vice president of New York State United Teachers in April 2017. She oversees NYSUT's Research and Educational Services Department and the union's professional development arm, the Education & Learning Trust. She leads NYSUT's advocacy with the New York State Board of Regents and State Education Department. DiBrango also leads and facilitates NYSUT's Women's Committee, which is dedicated to fighting for gender and wage equality and equal access to education and healthcare for all women. DiBrango is devoted to lifting up and supporting women. She is committed to supporting the next generation of women leaders through organizing and mentoring efforts.

DiBrango, a longtime middle school teacher and union leader from the Rochester area, was elected to statewide office after serving three terms as president of

the Pittsford District Teachers Association. DiBrango is dedicated to finding solutions to the teacher shortage and teacher diversity challenges facing our schools. She has spearheaded NYSUT's Take a Look at Teaching initiative, a union-led effort to elevate the profession, increase the number of students and career changers entering teaching, improve diversity in the education workforce, and expand preK-12/higher ed partnerships to enhance teacher recruitment and support new teachers.

She also served as one of three active teacher members on the New York State Teachers' Retirement System Board from 2014 to 2017.

A vice president and executive board member of the New York State AFL-CIO, DiBrango is a graduate of the NYSUT Leadership Institute and attended the New York State AFL-CIO Cornell Union Leadership Institute. She was elected as an AFT vice president in October 2017, serving on the AFT Teachers Program and Policy Council, executive council and AFT's Teacher Diversity Advisory Panel.

DiBrango worked as a school-related professional for two years before she began her teaching career in 1994 in the Canandaigua City School District and has spent the majority of her career in the Pittsford Central School District teaching sixth grade. A graduate of Mohawk Valley Community College, SUNY Oswego and Nazareth College, DiBrango holds teaching certificates in elementary education, reading and business education.

## **GLENEVA DUNHAM**

GlenEva Dunham serves as the president of the Gary Teachers Union, Local 4, after years of working up through the ranks. She is also the president of AFT Indiana, a state federation with more than 4,000 members in 24 local unions. Her mentor was the late Sandra C. Irons, a past AFT vice president.

Dunham was born and raised in Gary, Ind., where she attended elementary, middle and high school. As a participant of the integration movement of the 1960s, she was bused from Gary's West Side to the Glen Park area. She graduated from Lew Wallace High School in 1974 and from Purdue University in West Lafayette, Ind., in 1978 with a bachelor's degree in family and consumer sciences. She went on to earn a master's degree in elementary education from Indiana University-Purdue University Indianapolis (IUPUI). At Purdue, she was a member of Alpha Kappa Alpha and held many leadership roles in the sorority.

Dunham has worked for the Gary Community School Corporation for more than 30 years, mostly as a kindergarten teacher. She says, "I have a passion for the children, which I've expressed through years of service as a PTA officer, organization sponsor, basketball coach, union building representative and school leader."

Dunham also serves as a vice president of the Indiana State AFL-CIO. A member of the local branch of the NAACP, she is also a board member of the Gary Educational Development Foundation and is most proud of its work with the students and staff of the Gary Community School Corporation.

Dunham is the recipient of numerous awards, including the Viola Briley Service Award from the Gary Teachers Union, the Soror of the Year Award from the Gamma Psi Omega Chapter of Alpha Kappa Alpha, an Outstanding Parent Award from the Gary Community School Corporation and the Outstanding Young Woman of America Award.

Dunham is married to Henry Dunham and is the mother of two sons, Hank Dunham Jr. and Jimmy Lamont. A member of Trinity Missionary Baptist Church, Dunham serves as a Sunday school teacher and youth supervisor.

## **FRANCIS J. FLYNN**

Francis J. "Frank" Flynn was elected as an AFT vice president at the union's executive council meeting July 9, 2011. Flynn had been the president of the Rhode Island Federation of Teachers and Health Professionals since November 2010. Prior to that, he served as president of the Cranston (R.I.) Teachers' Alliance, Local 1704, for eight years.

Flynn began his career in 1977 as a special education teacher. His 34-year career included working at the elementary, middle and high school levels. He was involved in developing and implementing several highly effective inclusion models to better serve the special needs student population in Cranston.

His union involvement began in 1977 when he was first elected as building delegate, and over the next three decades he served in numerous capacities, including negotiations chair, grievance chair, vice president and president. During his tenure, he was instrumental in negotiating such education reforms as a professional development institute, a new teacher mentor program, and a teacher evaluation model.

Flynn previously served on the AFT Teachers program and policy council. He currently chairs the AFT Legal Defense Fund, and serves on the AFT Constitutional Amendments and Convention Committee as well as other committees in the leadership of AFT.

Additionally, Flynn serves on numerous educational, labor, and civic boards and committees. He sits on the executive committee of the Rhode Island AFL-CIO, Working Rhode Island, and the Providence Central Labor Committee. He chairs the state's Certification Policy Advisory Board and is a board member of the Occupational and Environmental Health Center of Rhode Island.

Flynn holds a bachelor's degree in elementary and special education (1977) and a master's degree in special education (1983), both from Rhode Island College.

## **JEFFERY M. FREITAS**

Jeffery M. Freitas was elected president of the California Federation of Teachers in March 2019 after serving as CFT secretary treasurer for eight years. He is the first LGBTQ member to become president of the CFT. Freitas has advocated on behalf of members for over two decades. Before moving into statewide CFT leadership, he served as president of the Carpinteria Association of United School Employees, AFT Local 2216, and as a vice president of the CFT EC/TK-12 Council. He also served on CFT staff as a field representative and a lobbyist.

As a secondary math teacher and member of CFT in the Carpinteria Unified School District, he created the first all English language learner algebra class and the school's first multicultural studies class. While a local president, he worked to organize the classified workers into the local union so that all of the employees would unite for fair and equitable contracts. He has continued his efforts of full inclusion and equity by also serving on several AFT committees including Futures III, the Racial Justice Task Force, and the Committee on Revenue and Retirement Security.

Freitas attended West Point from 1988 to 1990, then continued his education and received his B.A. in mathematics, his M.Ed. and his teaching credential from the University of California, Santa Barbara. In his role as CFT president, Freitas serves as a vice president of the California Labor Federation and the AFT. He lives in Sacramento with his husband, Doug MacLeod, who is a retired elementary school teacher.

## **DAVID GRAY**

David Gray has been president of the Oklahoma City Federation of Classified Employees since 1988. His early career included a one-year tour of duty in Vietnam and leadership in the building and construction trades. He was the first African-American to join the International Brotherhood of Heat and Frost Insulators, Local 94.

Gray is also a leader in national organizations promoting civil and human rights. He is a former vice president for the Oklahoma City chapter of the A. Philip Randolph Institute. He is chair of the Oklahoma AFL-CIO human rights committee and also chairs the AFT constitutional amendments and convention committee. He is a member of the AFT PSRP program and policy council and chair of the AFT convention and constitutional amendments committee as well as the AFT Annuity Trust.

## **RON GROSS**

Ronald Gross is the second vice president for the New York State United Teachers. Elected to the position in 2020, Gross oversees program services for the union, which address a wide range of issues, including health and safety concerns and the unique needs of small and rural locals. Member constituencies serviced through his office include school-related professionals, healthcare professionals, new members and retiree members.

As part of his union work, Gross strives to foster unity among NYSUT members and to highlight the value of union membership. He believes that when union members work in solidarity, there are few goals that can't be achieved.

President of the William Floyd United Teachers in New York for over 11 years, Gross was born and raised in the William Floyd community. For 30 years, he taught social studies at William Floyd High School, his alma mater.

An AFT delegate, Gross has served since 2017 as one of three active teacher members on the 10-member New York State Teachers' Retirement System board. He conducts pension and retirement workshops, chairs the disability review committee, serves on the investment committee and is a delegate and attendee at the NYSTRS annual meeting. He is also an active member of the National Council on Teacher Retirement.

Gross earned a master's degree from SUNY Stony Brook and a bachelor's degree from SUNY Cortland.

## **ANTHONY M. HARMON**

Anthony Harmon is a whirlwind who turns multitasking into an art form and seems to never get a moment's rest. Currently serving as a director of staff of the United Federation of Teachers, Harmon assists in overseeing the union's day-to-day operations. He has served as the director of parent and community outreach; the director of Dial-a-Teacher, the union's homework help service; the director of the Albert Shanker Scholarship Fund; and chair of the UFT African Heritage Committee. He is always on the go with an abundance of duties and challenges to be met. In his capacity as the UFT's point person on parent and community outreach, Harmon acts as the union's ambassador to many grassroots parent and civic organizations as well as cultural and religious institutions.

Harmon was elected as an AFT vice president in July 2018.

Although his many UFT duties keep him very busy, Harmon still manages to serve in many other capacities, including having served as president of the New York City chapter of the A. Philip Randolph Institute, president of the New York branch of the NAACP, delegate to the New

York City Central Labor Council, member of the board of directors of the New York State United Teachers, member of the board for the Greater New York Labor and Religion Coalition, member of the National Black Leadership Commission on AIDS and a delegate to the AFL-CIO convention. In May 2018, he was elected executive vice president of the Coalition of Black Trade Unionists, a constituency group of the AFL-CIO. He began his education career in 1987 at the High School of Graphic Communication Arts in New York City.

Harmon's enthusiasm and drive make him a model for what a 21st-century educator and trade unionist can be. He is proud of the AFT's long tradition of supporting civil and human rights and fighting for social and economic justice.

## **DAVID HECKER**

David Hecker has served as president of AFT Michigan since 2001. Previously, he was secretary-treasurer of the state federation.

A member of the AFT executive committee, Hecker was first elected as an AFT vice president in 2004. He is co-chair of the AFT organizing committee and also serves on the AFT Annuity Trust Board and the AFT advisory committee on state federations.

Hecker also serves as a trustee of the Metropolitan Detroit AFL-CIO and is a member of the Michigan State AFL-CIO executive council. He is also an officer-at-large of the Michigan Democratic Party.

Hecker is active with various civic organizations. He chairs the board of Communities in Schools Michigan, is the secretary of the Metropolitan Affairs Coalition, and is on the boards of New Detroit, the Michigan League for Public Policy and the Education Alliance.

Hecker has been a member of the AFT since 1977 and has served as president of the Teaching Assistants Association Federation, the union of graduate assistants at the University of Wisconsin-Madison. He is a member of the Lamphere (Mich.) Federation of Teachers. From 1986 to 1996, Hecker served as executive assistant to the president of the Metropolitan Detroit AFL-CIO.

## **KARLA HERNÁNDEZ-MATS**

Karla Hernández is the president of the United Teachers of Dade, the largest teachers union in the southeastern United States. Hernández served her first term as president from 2016 to 2019 and was elected for a second term by 73 percent. Prior to becoming president, she served as UTD's secretary/treasurer from 2013 to 2016.

In 2018, Hernández led the charge to mobilize teachers and the Miami-Dade community, helping to pass Referendum 362, an initiative put forth by the United

Teachers of Dade to give public school teachers a salary raise and improve security in schools. To date, this is the largest pay increase in the history of Miami-Dade County Public Schools, garnering support from more than 70 percent of Miami-Dade voters.

Her goal as a UTD leader is to have a profound impact on education policy and ensure a sound future for all children attending Miami-Dade County Public Schools. In July 2019, Hernández was recognized by Miami Today as part of its Achiever Series for her work in advancing public education throughout the Miami-Dade community.

Hernández serves on the Florida Education Association Governance Board, the FEA Executive Cabinet, the Florida AFL-CIO's executive board, the Children's Trust's executive board and the Education Fund's executive board, and she serves as the chairperson of the AFT's Women's Rights Committee.

She often speaks to national groups about the challenges public education teachers face and is an ardent advocate for immigration reform and the protection of children's rights. In this role, she has served as a featured speaker and presenter for the AFT, the National Education Association, the Labor Council for Latin American Advancement, the Miami Women's March and the Annual Legislative Conference of the Congressional Black Caucus Foundation.

Born and raised in Miami, Hernández is a first-generation American of Honduran descent and is the first Hispanic officer to be elected to the United Teachers of Dade. She holds a bachelor's degree from Florida International University in emotionally handicapped education and a master's degree in business management from St. Thomas University.

Before dedicating her life and career to advocating for public education, Hernández expressed her love for public service in the classroom, where she taught for more than 10 years. In 2010, she was selected as Teacher of the Year at Hialeah Middle School for her outstanding work with special needs children. In 2017, she took a delegation of Miami-Dade educators to Haiti to educate students and staff at Sant Twa Ti Flé school.

Hernández is happily married and the mother of two. In addition to her advocacy and social justice work with the United Teachers of Dade, she is an active member of her church, where she volunteers her time for humanitarian efforts overseas.

## **JAN HOCHADEL**

Jan Hochadel was elected president of AFT Connecticut in May 2015. At the time, she was in her sixth year as an officer of the affiliated State Vocational Federation of Teachers, representing the Connecticut Technical High School System's educators and support personnel.

Hochadel held a variety of union leadership roles with SVFT, including serving on the grievance and arbitration committee and as the building representative for J.M. Wright Technical High School in Stamford. She previously served as treasurer of AFT Connecticut's state employee unions coalition and on the executive committee as jurisdictional vice president for members employed under the State Employees Relations Act.

In addition to her union leadership roles, Hochadel has a deep background in education and public service. She taught science at both Wright Technical High School, where she was the 2006-07 teacher of the year, and Kaynor Technical High School in Waterbury. She also served as an after-school supervisor, class adviser, a Beginning Educator Support Team mentor and chemical hygiene officer while working as an educator in the CTHSS.

In 2016, Hochadel was elected as an AFT vice president where she sits on the organizing committee. She was re-elected in 2018 to another two-year term and additionally serves on the AFT Public Employees program and policy council.

Since 2015, she has represented her state federation on the Connecticut AFL-CIO's leadership board, and in 2017 was elected as the state labor umbrella's executive vice president. In 2019, she was elected to co-chair the inter-American regional executive committee of Public Services International, the global voice for public employee unions.

In late 2018, then Gov.-elect Ned Lamont tapped Hochadel to serve on his transition committee. His administration selected her in spring 2020 for a major role on the state's Reopen Connecticut panel to address the impact of the COVID-19 pandemic. She represented teachers and school support staff on the public education subcommittee charged with developing plans to safely resume in-person learning.

Hochadel earned her Bachelor of Science degree in mechanical engineering from the University of New Haven and holds a Master of Science degree in education and an 092 Intermediate Administrator Certification from Sacred Heart University.

## **JERRY T. JORDAN**

Jerry T. Jordan is president of the Philadelphia Federation of Teachers. Educated in Philadelphia public schools, Jordan came from a family of public school teachers, with his grandparents, an uncle, aunts and cousins teaching in the South and in Philadelphia.

Jordan received his degree in education and Spanish from Temple University and began teaching high school Spanish and English as a Second Language in the Philadelphia school district.

Jordan recalls the pre-collective bargaining, pre-civil rights era of his youth when teachers were not treated

as professionals and African American teachers were barred from teaching in white schools, in high schools or becoming principals. As a result, Jordan became active in the PFT and was elected the PFT building representative at University City High School.

In 1987, he joined the PFT as a district staff representative, representing teachers and support staff in 50 schools and school district offices. He was elected legislative representative on the PFT's executive board and in 1989 was appointed special assistant to the PFT president and was elected general vice president by the members.

A year later, he was appointed director of the PFT staff, a position he held until June 2007, when he was elected to serve the unexpired term of the previous PFT president. He was elected to a four-year term as PFT president in February 2008.

Jordan has been a member of the PFT's negotiating team since 1992 and has been chief negotiator since 2000.

Jordan also is a vice president on the AFT executive council, chair of the AFT standing committee on civil and human rights and a member of the AFT constitutional amendments and convention committee. He has served on the AFT Teachers program and policy council, the AFT urban schools initiative and the AFT task force on No Child Left Behind.

He is a vice president of the Philadelphia Central Labor Council and the Pennsylvania AFL-CIO. He was appointed by Philadelphia Mayor Michael Nutter to the board of the mayor's office of community services.

Jordan has built effective coalitions with parents, education advocates and civic leaders to transform Philadelphia's schools, improve graduation rates and expand educational opportunities for all of Philadelphia's children.

## **FREDERICK E. KOWAL**

Fred Kowal, a professor of political science and Native American Studies at the State University of New York at Cobleskill since 1985, was elected president of the United University Professions/SUNY in May 2013. UUP is the nation's largest public higher education union representing more than 35,000 academic and professional faculty on SUNY's 29 state-operated campuses.

Kowal has been a UUP activist for 20 years on both local and statewide levels. He served as UUP chapter president at SUNY Cobleskill from 1993 to 2003 and again from 2011 until his election as statewide president. He has also been active in UUP's legislative advocacy efforts, pressing for the union's legislative and political action priorities, and he served on the state UUP executive board and negotiations team.

Kowal grew up in Chicopee, Mass., in a family that had strong roots in the union movement, as his father was a lifetime member of International Brotherhood of Electrical Workers Local 7, and his uncles were dedicated members of the Teamsters. He graduated summa cum laude from Western New England College with a B.A. in economics, earned an M.A. in economic history from American University, and received a Ph.D. in political science from SUNY University at Albany. Prior to entering academia, he served as a research intern for the Senate Labor and Human Resources Minority Staff under the late Sen. Edward Kennedy and worked with developmentally challenged adults as a volunteer in Montana on the Flathead Indian Reservation.

## **TERRENCE MARTIN, SR.**

Terrence Martin, Sr. is executive vice president of the Detroit Federation of Teachers (DFT), a union committed to providing Detroit's students and their families with safe, thriving and welcoming public schools. An outspoken advocate for social, educational and economic justice, Martin has spent the past decade fighting for students, educators and the people of Detroit. He is a native of Detroit and attended Detroit public schools.

Martin began his advocacy as a second-grade teacher at John Lynch Elementary on the east side of Detroit, where he became a building representative. His activism led him to the elected role of treasurer of the DFT.

After serving as treasurer for many years, Martin served in a variety of staff capacities at the DFT: labor relations administrator, community engagement coordinator and political action director.

He has been instrumental in reshaping how the DFT organizes and mobilizes its membership, parents and the community. Martin serves on the Michigan Education Justice Coalition and the 13th Congressional District Democratic Committee.

Martin attended Saint Francis University in Pennsylvania, where he earned a bachelor's degree in elementary education. He also received a master's degree in teaching from Marygrove College in Detroit.

He is an athlete who played basketball in high school and college and as a semi-professional. Martin is an active member of the Omega Psi Phi Fraternity Inc., and the proud father of a son who is a public school student in Detroit.

## **KARA MCCORMICK-LYONS**

Kara McCormick-Lyons was born and raised in New York City. She is a graduate of SUNY Albany, where she majored in English and minored in education and Spanish.

She is the first female in her family to graduate college.

In 1997, McCormick-Lyons joined Teach for America because she believed in the power of public education to transform lives. Her career in the classroom quickly taught her that the union is one of the most powerful vehicles to advocate for students, educators and communities. It is this conviction that brought her to union leadership.

After teaching in New Orleans and New York City, McCormick-Lyons taught in Yonkers, N.Y., where she served as the English language arts department chair in her school. McCormick-Lyons has spent the last 18 years as a middle school teacher in White Plains, N.Y., where she has been the president of the White Plains Teachers Association since 2017.

McCormick-Lyons still loves working with students in the classroom and has a passion for writing curriculum. She takes great pride in the critical literacy curriculum that she and her colleagues have written and implemented. McCormick-Lyons has taught undergraduate and graduate education courses to help new educators and has served as a fellow adviser to the NYC Teaching Fellows.

McCormick-Lyons' union work has included advocacy against the misuse of standardized testing to evaluate students and the reevaluation of the Common Core State Standards. McCormick-Lyons' work as a leader with New York State United Teachers began in 2015, when she was appointed to the New York State Education Department's English Language Arts Advisory Panel.

McCormick-Lyons' advocacy also includes fighting for equitable school funding. Her work with NYSUT's Fund Our Future campaign provided a platform for her to deepen community relationships and collaborate with elected representatives to advocate for funding so that students and staff in public schools have access to what they need.

As WPTA's president, McCormick-Lyons continues to work collaboratively with her local school district to ensure a safer learning environment for students and staff throughout COVID-19. During the height of the pandemic, McCormick-Lyons' local distributed over 44,000 books to the community, thanks to a partnership with First Book and the AFT. This work was often paired with food distribution, which grew the local's relationships with community partners and inspired McCormick-Lyons to secure an AFT Innovation Fund grant to help build the infrastructure to address food and clothing insecurity throughout the community.

McCormick-Lyons is committed to the philosophy that leadership is not a position; it is action. She also knows the importance of spreading the word about our mission and our work to the public. She is active on social media and in the press to advocate for her colleagues and students because it has never been more important.

McCormick-Lyons' husband, Michael Lyons, is also a middle school educator. They live in Westchester County, N.Y., with their two daughters, who currently attend K-12 public schools.

## **DANIEL J. MONTGOMERY**

Daniel J. Montgomery was elected as an AFT vice president at the union's executive council meeting July 9, 2011. He also is the president of the 103,000-member Illinois Federation of Teachers.

A veteran educator and union activist, Montgomery has been an IFT member since 1993. He served as head of the 1,700-member North Suburban Teachers Union, Local 1274, for nearly 10 years, and was a vice president on the IFT executive board from 2002 until his election to the IFT presidency in 2010. As a board member, he chaired numerous executive board committees, including the personnel committee, the negotiations committee and the locals committee, and he also was a member of the board's 12-member executive committee.

Montgomery has been active at the national level, as well. Since 2004, he has served on the AFT Teachers program and policy council, a group he now co-chairs. He also has served on committees on teacher evaluation, retirement security and standards.

He currently serves on the executive board of the Illinois AFL-CIO, and on the boards of directors of the Center for Tax and Budget Accountability, Chicago Talent Development High School (a unionized charter school) and Chicago's famed Theater Oobleck.

A dedicated and experienced educator, Montgomery taught English for 18 years at Niles North High School in Skokie, Ill. He also taught in the City Colleges of Chicago and at Northwestern University. His teaching expertise has earned him a place as a member on the board of directors of the National Board for Professional Teaching Standards.

Montgomery is married, has three children and resides in Evanston, Ill.

## **MICHAEL MULGREW**

Michael Mulgrew is the fifth president of the United Federation of Teachers, which represents nearly 200,000 New York City public schools educators and school-related professionals, as well as child care providers, nurses, adult education instructors, retired members and other titles and organizations. He has been president since July 2009.

Under Mulgrew's leadership, the union won two landmark contracts. In 2018, Mulgrew delivered a contract that empowers educators. Centered on the creation of a 400-member negotiating committee that based its approach on "members' priorities," this agreement was ratified four



months early and runs until September 2022. It raised pay and longevities, extended due process rights to paraprofessionals and expanded the authority of school-based UFT consultation committees.

The 2014 agreement included full retroactive pay, with an 18 percent increase over nine years; reductions in paperwork; increased career pathways for teacher leadership, while creating the Lead Teacher Assistant position for paraprofessionals; and a strengthening of parent engagement.

During the 2017-18 school year, Mulgrew increased the union's organizing ahead of the U.S. Supreme Court *Janus v. AFSCME* decision declaring agency fees unconstitutional, potentially destabilizing union finances. Mulgrew's #UnionProud campaign resulted in the UFT's lowest levels of nonmembers in over 40 years.

Mulgrew in 2017 worked with the Municipal Labor Committee to secure health savings for members and the continuation of no health care premiums. He secured both state and city budgets that protected public schools. UFT Teacher Centers and Teacher's Choice reimbursements retained funding.

In November 2017, Mulgrew joined more than 7,000 members in a successful campaign for paid parental leave for UFT-represented employees.

Mulgrew was a leading proponent of United Community Schools, which brings health and social-emotional services to school buildings together with strengthened academic support and engagement for students and their families. He also advocated for the PROSE (Progressive Redesign Opportunity Schools for Excellence) initiative, which gives educators the ability to introduce innovative and productive changes to the way schools function.

He also championed the Positive Learning Collaborative student discipline initiative, which shifts away from punitive action, replacing it with restorative practices that can change school climate and individual behaviors.

Mulgrew promotes issues that include economic fairness, immigration reform, equality, social justice and the union's humanitarian efforts. He has championed women running for public office and challenged educators to "Stand Up and Run" at the 2019 Spring Educational Conference.

He is a vice president of the American Federation of Teachers; an executive board member of New York State United Teachers; a member of both the executive council of the New York State AFL-CIO and the executive board of the New York City Central Labor Council; and executive vice chairman of the city's Municipal Labor Committee.

Mulgrew taught 12 years at William E. Grady HS in Brooklyn, where he was chapter leader. Before becoming UFT president, Mulgrew was vice president for career and technical education high schools and chief operating officer.

The Staten Island native has degrees in English literature and special education from CUNY's College of Staten Island..

## **DR. IRENE MULVEY**

Professor Irene Mulvey is president of the American Association of University Professors. She was elected to that office in June 2020 on a platform that, among its priorities, pledged to begin to reckon with institutional racism in the AAUP and in the academy. Under her leadership, the AAUP has implemented a racial equity initiative involving elected leadership and staff with the ambitious goal of permanent, structural and organizational change and a shift toward viewing all the association's work through a racial equity lens.

Together with other AAUP officers and the AAUP's governing council, she steered the AAUP-AFT affiliation agreement through the AAUP approval process, which resulted in an overwhelming vote in favor of affiliation at the AAUP biennial meeting in June 2022 and the implementation of the agreement on Aug. 1, 2022.

Mulvey taught mathematics for 37 years at Fairfield University, a Jesuit institution in Fairfield, Conn. She retired as a full professor from Fairfield in 2022 and was awarded the title of professor emerita of mathematics. Her activism in higher education began at the local level and grew to national prominence over the course of her career.

At Fairfield, she served many terms, often as chair, on the committee that negotiates with the administration on faculty salaries and benefits and on Fairfield's healthcare committee. She also served as general faculty secretary, the highest elected faculty office, for three consecutive three-year terms. In addition to being a founding member of Fairfield's chapter of the AAUP, she served multiple terms as president of its Faculty Welfare Committee.

At the state level, she served two terms as president of the Connecticut State Conference of the AAUP and many terms as treasurer. Nationally, before being elected as the AAUP's president in 2020, Mulvey served multiple terms on the AAUP's governing council and on key committees of the AAUP, including Committee A on Academic Freedom and Tenure, the Committee on College and University Governance, the Committee on Membership, and the Committee on Organization of the Association.

## **SHARI OBRENSKI**

Shari Obrenski is president of the Cleveland Teachers Union. Prior to becoming president of the CTU, she spent 22 years teaching American history and government at the Jane Addams Business Careers Center in the Cleveland Municipal School District.

Obrenski is a proud product of public education, having graduated from Jefferson (Ohio) Area High School, as well as earning a bachelor's degree in education from Miami University in Oxford, Ohio, and a master's degree in education from Cleveland State University.

Her experience with the CTU before becoming president includes serving as third vice president, senior high and special schools; chair of the CTU publications and social committees; member of the grievance committee (including director of grievances from 2008 to 2014), and director of negotiations.

As director of negotiations, Obrenski led the CTU members to two ratified contracts (2016 and 2019) that were good for the students of Cleveland and fair for the members of the CTU.

Obrenski also serves as the first vice president of the Ohio Federation of Teachers, board chair for the North Shore Federation of Labor (AFL-CIO), and as a vice president for the Ohio AFL-CIO. She and her husband, Dan, have been married for 28 years and have two adult children, Kaitlin and Kyle.

## **ANDREW PALLOTTA**

A grassroots leader and longtime educator, Andrew Pallotta was elected executive vice president of the New York State United Teachers (NYSUT) in 2009 to help guide the union's massive political mobilization and legislative efforts.

An elementary school teacher for more than two decades, Pallotta was an elected leader of the United Federation of Teachers (UFT), NYSUT's affiliate in New York City, representing members in the Bronx.

A product of New York City public schools, Pallotta has been a major voice for public schools and is committed to student achievement. In his work as a union representative in the Bronx, a district of 40,000 students and 57 union chapters, Pallotta helped resolve contractual, educational and community concerns.

A graduate of the NYSUT Leadership Institute, Pallotta served as a delegate to NYSUT, the American Federation of Teachers and UFT conventions.

Pallotta and his wife, Martha, have two children, Andreana and Stephen.

## **DONNA PHILLIPS, RN**

Donna Phillips is the labor council chair of the Alaska Nurses Association, leading the organization's labor program as a tireless advocate for nurses and patients across the Last Frontier.

Phillips began her nursing career in 1979 after she graduated from Kishwaukee College in Malta, Ill., with her associate's degree in nursing. She then went on to earn her bachelor's degree of science in nursing from the University of Illinois at Chicago in 1984, with her first nursing job at Loyola University Hospital in Maywood, Ill. She then worked on a burn unit at Parkland Hospital in Dallas, Texas, before finding her passion, critical care nursing, while working at Lutheran General Hospital in Park

Ridge, Ill. For six years, Phillips worked as a travel nurse, taking assignments across the country before landing in Anchorage, Alaska, in 1994 and beginning as a staff nurse in the adult critical care unit at Providence Alaska Medical Center.

Phillips played an instrumental role on the first Providence Registered Nurses negotiations team, serving as a leader in the effort to secure a fair first contract for the nurses working at the hospital after their successful strike.

Phillips also plays an active role on AaNA's legislative committee, working diligently for more than six years for the 2010 passage of the "No Mandatory Overtime for Nurses" bill, spending countless hours meeting legislators and educating politicians, the public and fellow nurses on the risks to both patients and medical staff due to mandatory overtime. In 2018, Phillips helped to champion the passage of a bill addressing workplace violence in healthcare settings, protecting nurses and healthcare professionals across Alaska.

She has served in many leadership positions within both her local bargaining unit, Providence Registered Nurses, and the Alaska Nurses Association, serving as the labor council chair for a total of 18 years thus far, beginning in 2002. Phillips also currently serves as treasurer of Providence Registered Nurses, a position she has held for more than 20 years total. Over the years, she has also held the positions of health and safety officer for Providence Registered Nurses and treasurer of the AaNA board of directors, and has served on the Anchorage Central Labor Council and as a vice president of the Alaska AFL-CIO.

## **JUAN RAMIREZ**

Juan Ramirez has 24 years teaching experience in kindergarten and grades second through fourth. He also taught adult education at the Wilson Lincoln Adult School for nine years.

His UTLA activism includes serving as:

- Chapter chair at Fishburn Elementary
- Bilingual Education Committee chair and co-chair
- South Area Steering Committee member
- UTLA House of Representatives member
- NEA Representative Assembly delegate
- CTA State Council delegate
- South Area director
- CFT EC/TK-12 Committee Vice President, which advocates for educators and students at the state level.
- UTLA Elementary Vice President (2011 to 2017)
- UTLA/AFT Vice President and AFT 1021 President (2017 - Present)

As Elementary Vice President, he worked with teachers, parents, and community members to counter Parent Revolution as well as standing up for teachers harassed by

administrators and the District. As part of his commitment to working with the community, he also hosted a Spanish radio show written for a Spanish language newspaper.

As UTLA/AFT Vice President, he serves as one of the UTLA Political Officers.

He also represent UTLA as Vice President for the Los Angeles Federation of Labor and the State Federation of Labor. He represents UTLA at the American Federation of Teachers (AFT) and is always looking for new activists to represent and attend CFT and AFT trainings and conferences on behalf of UTLA. He believes it is always important to promote and support new leaders for UTLA.

## **ANDREW SPAR**

Andrew Spar is president of the Florida Education Association, the state's largest association of professional employees.

Spar was born and raised in the suburbs of New York City, attending public schools. A violinist since age 6, he earned his bachelor's degree in music education from Ohio State University, graduating in 1994.

That same year, he went to Daytona Beach to teach at Turie T. Small Elementary School, where more than 90 percent of the students lived in poverty. The music teacher soon found his voice as an advocate and has worked ever since on behalf of public school students, schools, teachers and education staff professionals.

"I could not read when I was in first grade," Spar recalls. "I struggled in school. But the educators in my life were empowered to make my success a priority, and that's just what they did. I want the same world for my family and for all of Florida's children."

At Turie T. Small, Spar served as school-improvement chair for two years and as a union steward for seven years. He would go on to become president of his local union in May 2003 and led Volusia United Educators until he was elected FEA vice president in 2018. In September 2020, he was named FEA president after the previous president, Fedrick C. Ingram, was elected secretary-treasurer of the American Federation of Teachers.

During his 15 years leading the Volusia union, Spar negotiated 14 contracts, handled numerous grievances and arbitrations, and spent many long hours advocating for members and working families.

In 2017, he led the merger of the Volusia Teachers Organization and the Volusia Educational Support Association to create Volusia United Educators. The new union has nearly 3,800 members and represents more than 6,000 teachers, paraprofessionals and office specialists in Volusia County Schools.

Throughout his career, Spar has served on committees and task forces for the AFT. At FEA, he spent eight years on the executive cabinet. He also has served on the executive

board of the Florida AFL-CIO and was secretary-treasurer of the organization from January 2016 until September 2020.

Spar's wife, Vernell, is also a public school music teacher. The Spars have two daughters; both girls attend public schools.

## **DENISE SPECHT**

Denise Specht was elected president of Education Minnesota in 2013 after serving six years as the union's secretary-treasurer and in various other posts on the Education Minnesota governing board. A fourth-generation teacher, Specht was a longtime local union leader, including five years as president of the Centennial Education Association.

She has extensive leadership experience in her district and community as well as in the union. She served on the district budget reduction task force and facility use task force and as president, vice president, treasurer, building representative and alternative compensation committee member in the Centennial Education Association.

At the national level, she has served on the National Education Association's membership advisory committee and its higher education subcommittee. Specht serves on the board of the Minnesota Women's Consortium, a national collaborative of more than 150 member organizations that works to achieve equality and justice for women and their families. She also is a member of the Nellie Stone Johnson Scholarship Program board and the Women in Union Leadership Project steering committee. Specht is especially interested in building relationships that advance support for innovative solutions to the challenges in public education.

## **WAYNE SPENCE**

Wayne Spence became the first African American president of the New York State Public Employees Federation in June 2015. During his 27 years in state government working as a parole officer, he has been very active in the PEF. Among his numerous leadership positions: vice president, shop steward, division health and safety chair, executive board member, Long Island political action co-chair and assistant council leader of Division 236 (New York state parole officers).

Spence is known as a leader who demands the union and the state follow through on mandates, especially for member health and safety and community safety issues. He helped change parole policies to ensure that pregnant officers were not required to place themselves and their unborn children at risk by executing felony warrants, and he secured state management action to install metal detectors after incidents of violence with weapons affecting members.

He currently serves as an appointed member of New York State Comptroller Thomas DiNapoli's advisory council and on the AFT Nurses and Health Professionals program and policy council. In addition, he is on the executive board of the Service Employees International Union and is a member of the Coalition of Black Trade Unionists.

Spence, who was born in Jamaica and moved to the United States when he was 10, is a graduate of the New York Institute of Technology with a bachelor's degree in electrical engineering. He was named to City & State New York's 2016 Albany Power 100 list, is a certified police firearms instructor and instructor evaluator, is a member of Phi Beta Sigma Fraternity Inc. and 100 Blacks in Law Enforcement Who Care, and sits on the First Baptist Church of Freeport board of trustees.

### **ARTHUR G. STEINBERG**

Arthur G. Steinberg was elected as a vice president of the AFT at the July 2022 convention in Boston. He has served as president of AFT Pennsylvania since he was elected in 2019 and was re-elected in 2021. As president of AFT Pennsylvania, Steinberg represents 36,000 teachers, paraprofessionals and other school staff, school nurses, community college faculty, and public and private sector employees in 64 locals across Pennsylvania and Delaware.

While Steinberg has been a member of the AFT Pennsylvania executive council since 2009, his commitment to rehabilitation of toxic school buildings, reforming Pennsylvania's broken charter school laws, and fair funding of public education predates his holding of statewide union office. He began his teaching career and membership in the Philadelphia Federation of Teachers in 1979 as a special education teacher at Philadelphia's Edison High School, following in the footsteps of his parents, who were both teachers.

Steinberg became a PFT staff representative in 1983 and, within three years, began serving as a grievance representative and then coordinator for the PFT Health and Welfare Fund as chief trustee. For nearly 40 years, he has also been responsible for the PFT's Educational Research and Dissemination program, which provides research-based professional development to members. And he helped develop the union's asbestos, lead and mold program to assess the safety of school facilities.

While managing the PFT Health and Welfare Fund, Steinberg hired an environmental scientist on staff, one of only two such scientists in the nation on a local union staff. In collaboration with experts, he oversaw development of the Healthy Schools Tracker phone app, which allows union members to report facility safety issues in real time.

During the COVID-19 pandemic, Steinberg and AFT Pennsylvania became authorities on the safe reopening of school buildings.

Steinberg is the longtime PFT treasurer and co-chairs the AFT State Federation Presidents Advisory Council. He serves on the executive committee of the Pennsylvania AFL-CIO and was tapped by Pennsylvania Gov. Tom Wolf to join the state's Health Care Cost Containment Council.

### **JESSICA J. TANG**

Jessica Tang was elected president of the 10,000-member Boston Teachers Union, Local 66, in June 2017. She was elected as an AFT vice president in July 2018.

Tang began teaching middle school social studies in Boston Public Schools in 2005 and served as the first director of organizing at the Boston Teachers Union from 2013 to 2017. She has served as a vice president for AFT Massachusetts since 2016 and is also currently a vice president of the Massachusetts AFL-CIO. In addition, she is a founding member of the Asian Pacific American Labor Alliance's Massachusetts chapter and was appointed as the AFT representative on the national APALA executive board in 2017. She is the first person of color, first openly LGBTQ leader and first woman in more than 30 years to serve as president of the BTU.

Throughout her years in Boston Public Schools, she served in many teacher-leader positions, including on Gov. Deval Patrick's Teacher Advisory Board, on the BPS Teacher Diversity Work Group and as a BPS history and social studies fellow. She is a co-founder of the Teacher Activist Group Boston, a former co-chair of the Massachusetts Asian American Educators Association and a board member of Citizens for Public Schools. As a teacher activist, she has been involved in many different community organizations that are working to advance racial, social and economic justice. She earned her bachelor's at Harvard University and holds a master's in education from the Harvard Graduate School of Education.

Tang began working in Boston public schools during college as a volunteer tutor and became the tutoring program director at Mather Elementary School in 2000. She began her teaching career as a student teacher at McCormack Middle School in 2004 before teaching at Gavin Middle School and the Young Achievers Science and Math Pilot School. As the founding director of organizing, she spearheaded both internal and community organizing efforts at the BTU. These efforts included the co-founding and creation of the Boston Education Justice Alliance and the Massachusetts Education Justice Alliance, which led the "Save Our Public Schools/No on 2" campaign to defeat the charter expansion ballot question in 2016. In addition, she has successfully led the "Everyone Is Welcome Here" campaign, BTU's Annual Back to School Fair, the "Less Testing, More Learning" campaign and the creation of BTU's organizing committees.

## ADAM URBANSKI

A former high school teacher and college professor, Adam Urbanski has been a national leader in education reform. As president of the Rochester (N.Y.) Teachers Association, he proposed and designed an internship program for new teachers, a peer review and intervention plan, a career ladder, an innovative Living Contract approach to collective bargaining, and a homework hotline for students.

In addition to serving on the AFT executive council, Urbanski is a member of the AFT executive committee and the AFT democracy committee. He also serves on the board of directors and executive committee of the New York State United Teachers.

Urbanski was the founding director of the Teacher Union Reform Network (TURN), an organization aimed at creating a new vision of teachers unions that supports needed changes in education. He was a trustee of the National Center for Education and the Economy and a senior associate to the National Commission on Teaching and America's Future. He has served in an advisory capacity to many professional and community organizations, including the advisory board of Harvard University's National Center for Educational Leadership, the policy working group at the Annenberg Institute for School Reform and the National Board for Professional Teaching Standards.

A native of Poland, Urbanski immigrated to the United States in 1960. He is the author of numerous published articles and has been honored with the Phi Delta Kappa Leadership in Education Award; the Hutchinson Medal Award for Distinguished Public Service from the University of Rochester; and an honorary doctorate from the State University of New York, Oswego. He holds a bachelor's degree in political science and a Ph.D. in American social history, both from the University of Rochester.

## DEBBIE WHITE, RN

Debbie White is a Registered Nurse and President of Health Professionals and Allied Employees (HPAE), the largest healthcare union in New Jersey. With 14,000 members, HPAE was founded by White's well-respected predecessor, Ann Twomey, and includes nurses, social workers, CNAs, phlebotomists, dietary workers, environmental workers, lab techs, pharmacy techs and respiratory therapists.

White, a fierce advocate for quality patient care and worker's rights, got her start as a staff nurse at Virtua Memorial Hospital in New Jersey, and was present in 1996 when its nurses organized with HPAE as Local 5105. White served as president of Local 5105 for eight years before winning election as president of HPAE.

As HPAE president, White has brought her avid advocacy for healthcare workers to many burning issues in both state and national spheres. On safe staffing, while HPAE has found success through collective bargaining, White continues to fight for enforceable staffing regulations at the state and national level. She has also become an expert in addressing workplace violence, filing multiple OSHA complaints when staff were injured by violent patients and pursuing a national OSHA standard for workplace violence.

In fighting for worker safety during the COVID pandemic in New Jersey, HPAE under White's guidance filed OSHA claims resulting in citations for employers who have failed to protect their frontline caregivers. HPAE also successfully pushed the Essential Workers Bill which provides an automatic presumption that essential workers who contract COVID, did so in the workplace. In addition, HPAE drafted legislation that mandates employers to report exposure, sickness and fatalities from COVID.

White also continues to dedicate herself to the fight against privatization and corporatization of healthcare systems in New Jersey and across the nation.

## CARL WILLIAMS

Carl James Williams began his career in California's Lawndale School District in 1994 as a noon duty staff person. A year later, Williams moved into a special education classroom as an instructional assistant. Five years after that, he transitioned to night custodian, and he finally landed in his current role after being promoted to senior day custodian, a position he has held for more than a decade.

In 2008, Williams was elected president of the Lawndale Federation of Classified Employees, and in 2020 was elected as an AFT vice president. In addition to serving as an AFT vice president, Williams also represents classified employees as president of the California Federation of Teachers Council of Classified Employees.

Williams has always been an avid learner. A few years ago, he decided to take a class or two in labor studies to help him be a more effective president, but he enjoyed his classes so much that he ended up completing an entire course of study and now holds a labor studies certification from Los Angeles Trade Technical College.

Williams is proud of the organizing work the Lawndale Federation of Classified Employees has done. Under his leadership, the local has more than doubled, with new paraprofessionals and school support staff who are excited and eager to support students and build their profession. Williams' dedication and tenacity has shown through during the COVID-19 pandemic. The onset of the pandemic brought with it the threat of layoffs for over 70 percent of Lawndale Federation's membership.

Transforming despair into hope, Williams got to work organizing. Over the span of two weeks, he mobilized members, engaged community allies and negotiated with the district to ensure not a single member was laid off due to the pandemic.

Within the national AFT, Williams is a member of the Racial Equity Task Force. The task force was formed shortly after the killing of Trayvon Martin. “This was my first real introduction to the AFT. When I was asked to join this committee, it made me feel like my union didn’t just care about me as a worker, the AFT cared about me as a Black man—not just as a worker but as a human being.”

Williams is the devoted husband to his wife Yolanda, who together have raised three biological children and have been foster parents to 70 foster children. If you ever have the opportunity to speak with Williams, he will quickly tell you that he and his wife don’t like to use the “F-word” in their household. They made no distinction between kids living under their roof and now enjoy relationships with more grandchildren than can easily fit in a small school bus..

## **SARAH WOFFORD**

Sarah Wofford is president of the Oregon School Employees Association, which represents about 24,000 classified school and college workers in 140 chapters statewide. Since 2012, Wofford has been a member of OSEA’s Rogue Community College Chapter 152, but her journey as an activist began before she was a teenager. When she was 12, she went with her sister to a Pride march in Eugene and gained her first sense of how people are stronger together.

Wofford works as an accounting specialist at Rogue Community College in Grants Pass, Ore. When she first joined OSEA, she focused on grievances and communications, and in 2015, she was elected president of her local chapter. For the next few years, she took an active part in statewide activities, serving on the state government relations committee. In 2019, she was elected to a regional seat on OSEA’s board of directors. In 2022, she was elected president of OSEA.

Wofford is a twice-elected member of the Josephine County Democratic Precinct Committee. She was elected vice chair of the AFL-CIO Southern Oregon Central Labor Chapter, making that labor table the first and only female-led CLC in Oregon.

She earned a bachelor’s degree from Western Governors University, and she attended the Oregon Labor Candidate School in 2020-21.

Wofford likes to point out that nearly everyone can remember their favorite custodian, cafeteria worker or school secretary. To this day, she remembers her bus driver in elementary school, Mr. Reagan. He showed his young riders kindness and brought them to school and home safely every day. The daily interactions between support staff and students make a big impression because these employees play key roles in their students’ lives.

Wofford lives in Southern Oregon with her daughter, dog and cat.









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