2020 Virtual Convention
July 28–30
Report

#IamAFT

A Union of Professionals

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.

2020 Virtual Convention
July 28–30
Report

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

A Union of Professionals

2020-22 AFT Officers

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PRESIDENT

Fedrick C. Ingram
SECRETARY-TREASURER

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Section I

THE 86th CONVENTION of the American Federation of Teachers is hereby called to convene at the George R. Brown Convention Center in Houston, Texas, July 27, 2020, 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

LORRETTA JOHNSON
SECRETARY-TREASURER

EVELYN DEJESUS
EXECUTIVE VICE PRESIDENT

HOST COMMITTEE CHAIRS
Zeph Capo, AFT Vice President; President, Texas AFT
Wretha Thomas, President, Houston Educational Support Personnel

REGISTRATION SCHEDULE
George R. Brown Convention Center, Hall B3

Sunday, July 26
1 p.m. to 7 p.m.

Monday, July 27
8:30 a.m. to 5 p.m.

Tuesday, July 28
8:30 a.m. to 5 p.m.*

Wednesday, July 29
9 a.m. to 3 p.m.

> ***VOTING**
> To be eligible to vote in the election of officers on Wednesday, July 29, delegates must be registered by 5 p.m. on Tuesday, July 28.

HOUSING AND MEETING SPACE
Housing information is enclosed. Requests for convention center or hotel space should be sent no later than **Friday, June 26**, to Kitty Owens at 202-879-4514 or kowens@aft.org.

AMERICANS WITH DISABILITIES ACT
The AFT will make every effort to assist in ensuring that accommodations in the Houston hotels and in the facilities at the George R. Brown Convention 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 in the AFT Convention, Meetings and Travel Department at 202-879-4514 or kowens@aft.org by **Tuesday, June 16.** 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. Delegates to the 2021 AFL-CIO convention also will be elected. 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 2018 AFT Constitution and Bylaws.

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 2018 through May 2020

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 is in the national office no later than **June 27, 2020**, as spelled out in the section herein titled "CREDENTIALS."

2. Per capita is paid through May 2020 and sent to the national office by **June 30, 2020**. Affiliates chartered from May 27 to July 27, 2020, inclusive, may secure representation by paying per capita for two months.

3. All other good-standing requirements are met no later than **June 27, 2020**, 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 **https://convention.aft.org**.

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 **https://convention.aft.org**. The credential packet will include detailed login instructions. Online reporting must be completed no later than **June 27, 2020.**

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 27, 2020**, 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 27, 2020.** The resolution may be worded as follows:

   (Name and number of local), at a regular meeting on (date), 2020, has voted to join the (name of council) for the purpose of sending a delegate to the AFT convention in Houston on July 27, 2020.

2. Hold the election of the council delegate no later than **April 27, 2020.**

3. Send to the national office no later than **May 27, 2020**: 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 convention 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, 2020.** Send proposed amendments:

- by email, to presoffice@aft.org;

- by fax, to 202-879-4545; 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 2020, all proposed resolutions:

- Shall be submitted postmarked no later than **June 12, 2020**, 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 12, 2020.** Send proposed resolutions:

  - by email, to presoffice@aft.org;

  - by fax, to 202-879-4545; 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: https://www.aft.org/about/resolutions. Direct all questions to the president's office at 202-879-4400 or 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 27, 2020.** 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. Activities will be held at the George R. Brown Convention Center unless otherwise noted.

Saturday, July 25   Pre-convention Activities
4 p.m. – 6 p.m. ....AFT executive council

**Sunday, July 26   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

Monday, July 27   Convention Day 1
9:30 a.m. ....Opening session
Noon ....Constitutional amendments committee
1 p.m. – 3 p.m. ....Divisional meetings
3:15 p.m. – 5:15 p.m. ....Convention committee meetings
Evening ....Reception for AFT delegates and guests (time and location TBD)

Tuesday, July 28   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

Wednesday, July 29 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, vice presidents and AFL-CIO convention delegates

10 a.m. ....General session
2 p.m. ....General session
4:30 p.m. – 7:30 p.m. ....Elections

Thursday, July 30   Convention Day 4
7:30 a.m. ....Women's rights breakfast
9 a.m. ....General session
2 p.m. ....General session to adjournment

Resolution: Authorizing 2020 AFT Virtual Convention

Adopted May 7, 2020, by the Executive Council

WHEREAS, the members of the American Federation of Teachers are the essence of our union, and those members exercise their rights to elect their national leaders and to consider constitutional amendments, and policy resolutions, biennially as our constitution requires through election of delegates who meet in convention; and

WHEREAS, the AFT is a national labor organization governed by Title IV of the Labor-Management Reporting and Disclosure Act of 1959 (LMRDA) and elects its national leadership pursuant to the act; and

WHEREAS, since the union's founding in 1916, the AFT has a nearly unbroken record of holding our convention in person and as scheduled with two exceptions—in 1921 when the union had insufficient finances to conduct a convention and in 1945 when, during World War II, the convention was not held pursuant to President Roosevelt's urging that "this was no time to hold conventions"; and

WHEREAS, the 2020 AFT Convention has been scheduled to be held July 27- 30 in Houston; and

WHEREAS, the COVID-19 pandemic has upended the world's public health and economies, leaving with it a devastating loss of life; a paused economy; and a continuing threat to the health, safety and economic well-being of the people we represent and the people we serve; and

WHEREAS, much of the nation is still combating this virus, and will be for an indeterminate period of time, as a vaccine is months from fruition; and

WHEREAS, many of the localities in which we serve, as well as the city of Houston and Harris County, Texas, have also adopted stay-at-home orders that remain in effect as of the date of this resolution; and

WHEREAS, the arc of the pandemic is such that communities across America, including Houston and Harris County, will still be operating on some physical distancing guidance, including among other things sheltering in place, or limiting or prohibiting the physical gathering of large numbers of delegates in one place that would be necessary to hold a traditional in-person AFT convention; and

WHEREAS, many members, in the absence of a vaccine, are concerned about their and their families' safety and may not feel comfortable traveling; and

WHEREAS, the AFT places the highest priority on ensuring the safety and health of our members, leaders, delegates invitees and staff; and

WHEREAS, the safety and health concerns arising from the COVID-19 pandemic make it impossible to plan for and undertake a traditional in-person convention; and

WHEREAS, AFT affiliates, other national labor organizations, the Democratic National Committee and numerous other organizations have taken action to either postpone their conventions entirely or hold certain convention sessions virtually; and

WHEREAS, AFT members and leaders have been or have now become very familiar with participation in virtual meetings utilizing computer-based video teleconferencing; and

WHEREAS, the AFT executive council intends to carry out the mandates in its governing documents concerning the convention set forth in: Constitution Article V, § 1 (officers are elected by the convention delegates for a term of two years); Constitution Article VII, § 1 (conventions are to be held biennially in even-numbered years at a place of the executive council's choosing); and Bylaws Article IV, § 1 (convention is to convene in July and/or August at a time and place determined by the executive council); and

WHEREAS, Article VI, § 10 of the AFT Constitution states, in relevant part, "The executive council shall have the power to interpret and enforce [the AFT] constitution and to make rules not in conflict with ... [the] constitution. ...":

RESOLVED, to address the ongoing safety and health concerns arising from COVID-19, as well as with national, state and local public health guidance, including Centers for Disease Control and Prevention recommendations concerning social distancing, the American Federation of Teachers will modify its adopted plan for the 2020 Convention; and

RESOLVED, the dates of the convention will be July 28-30; and

RESOLVED, the AFT will plan for a fully virtual convention where delegates will attend via the internet and where delegates will consider duly noticed constitutional and by-law changes as well as resolutions; and

RESOLVED, the AFT will hold an election for AFT officers among convention delegates via U.S. mail, following LMRDA-compliant procedures with ballots to be returned and received within 30-days from the commencement of the election. In the event a runoff election is necessary, an additional 30-day voting period for ballots to be returned and received will be provided from the time of the certification of results from the first round of voting; and

RESOLVED, the executive council will develop a modified convention agenda and set of procedures that are suitable to an entirely virtual format, and ensure the right of duly elected delegates to meaningfully participate in their national union's convention.

Resolution: Convention Resolution and Compliance Timeline Adjustments

Adopted June 17, 2020, by the Executive Council

WHEREAS, the American Federation of Teachers executive council approved switching to a virtual convention given the shutdown resulting from the COVID-19 pandemic; and

WHEREAS, the shutdown greatly impacted the ability of our affiliates to run the business of their unions when their records were in locked school and office buildings, when they could not conduct in-person meetings, and when they had to turn their attention to working in very different ways; and

WHEREAS, these challenges have resulted in affiliates that are having difficulty meeting constitutional timeliness for resolution submission and/or convention compliance timelines as outlined in the AFT Constitution and Bylaws and which are published in the Convention Call:

RESOLVED, that for the purposes of meeting resolution submission timelines and compliance requirements for participating in the 2020 American Federation of Teachers Virtual Convention, the AFT executive council approves the following timeline and procedural adjustments:

MOVED FROM FRIDAY, JUNE 12, TO MONDAY, JUNE 22, BY CLOSE OF BUSINESS

- **Resolutions due to AFT**

SATURDAY, JUNE 27 (NO CHANGE)

- **Delegate registration**

MOVED FROM TUESDAY, JUNE 30, TO FRIDAY, JULY 17, BY CLOSE OF BUSINESS:

- **National per capita for the month of May 2020 postmarked or transmitted by wire or ACH (Automated Clearing House) to the AFT;**
- **State per capita as per timeline requirements of state constitution;**
- **Officer updates due to AFT;**
- **Executive board updates due to AFT;**
- **Membership updates due to AFT;**
- **Current constitution (if amended since last submission) due to AFT; and**
- **Financial documents submitted to AFT following the requirements set forth below; and**

RESOLVED, affiliates must make a good faith effort to provide required financial documentation to auditreports@aft.org as per AFT Bylaws Article IX, Sections 1-5. In the absence of the timely submission of the required documents, examples of a good faith effort include:

CPA AUDIT AND CPA REVIEW

- **Audit and officers' attestation letter;**
  —or—
- **Letter or email from auditor indicating the work is underway with an estimated date of completion *plus* letter/email from two officers to confirm;**
  —or—
- **Minutes from board meeting indicating that the hiring of auditor was approved *plus* a letter/email from two officers to confirm the process is underway.**

INTERNAL REVIEW COMMITTEE

- **Financial review signed by committee *plus* attestation letter signed by two officers;**
  —or—
- **Minutes of board meeting showing review committee is appointed *plus* letter/email from committee members *or* letter/email from two officers estimating date of first meeting or date of completion.**

COMPILATION

- **Financial compilation *and* attestation letter signed by two officers;**
  —or—
- **Letter from treasurer *and* president attesting that the work is underway.**

Rules of Conduct for the 2020 AFT Virtual Convention

PREAMBLE

AFT's concern for the health, safety and welfare of our delegates and surrounding communities because of the COVID-19 pandemic has compelled us to convert the AFT 2020 Convention to a virtual convention. The challenges of using an all-virtual platform has caused this convention to be conducted with modified rules and scheduling. The executive council adopted these rules on June 17, 2020, in order to allow the committees to operate in this virtual environment.

1. **VIRTUAL SERGEANTS-AT-ARMS**
   a. Delegates shall check in for committees and the convention using the code provided by the AFT.
   b. Delegates shall not be permitted the display of caucus or political signs or placards on their home screen or as background.

2. **"FLOOR MICROPHONES"**
   a. Delegates shall use the digital options to participate in the debate and voting.
   b. When a question before the convention is put to a vote, all delegates who are in queue awaiting their turn to speak shall be cleared.

3. **RECOGNITION TO SPEAK**
   a. A delegate desiring to speak to a question before the convention shall not speak until recognized by the chair.
   b. A delegate recognized by the chair must state his or her name and local number before speaking.
   c. 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. **RESOLUTIONS**
   a. In light of the limitations presented by the virtual convention, the chair shall determine the number of prioritized resolutions put before the delegates.
   b. Resolutions brought to the convention on which no action has been taken by the delegates shall be referred to the executive council when the convention adjourns.

5. **SPECIAL ORDERS OF BUSINESS**
   a. Special Orders of Business must be emailed to presoffice@aft.org at least one business session prior to consideration and, if in order, will be made available to all convention delegates prior to the business session in which it will be considered. The special order shall only be considered if approved for consideration by two-thirds of the delegates who vote.
   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.

6. **MOTIONS AND AMENDMENTS TO MOTIONS**
   a. An amendment to a motion to be duly made shall be submitted by email to presoffice@aft.org no later than 5 p.m. Eastern time on July 24, 2020. No seconds are required for the amendment to be considered. Each proposed amendment shall be considered and the movant shall be the first speaker. If more than one delegate submits a proposed amendment that is the same or very similar, then the first person to have submitted the motion shall be the movant. No one shall speak until the motion is displayed on the screen.
   b. Motion to suspend the rules shall only be in order to allow new motions to amend. No seconds necessary. The motion to suspend shall explain the purpose (e.g., a proposed amendment not timely submitted), shall allow one speaker "for" (the movant) and one speaker "against" and requires a two-thirds vote of those voting to pass. If the motion to suspend passes, then the movant shall immediately email the proposed amendment to presoffice@aft.org and while that is being submitted and posted, the chair shall move on to the next resolution or business item. After that next resolution is decided or business item is completed, the chair shall return to the previous resolution and post the motion to amend to be considered.
   c. The following motions are out of order: motions to table, motions to postpone indefinitely, motions to postpone to a certain time, motions to rescind, motions to limit debate, motions for reconsideration and motions to divide the question.
   d. Delegates may appeal the ruling of the chair (challenge the chair). No second is required for

consideration. After debate, the appeal shall be sustained only if a majority of those voting vote in favor of the appeal.

e. The chair may summarize or repeat the motion or amendment before the convention immediately prior to the vote thereon.

7. **LIMITATIONS ON DEBATE**
   a. 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 will be muted.
   b. The debate on any resolution or amendment shall be limited to 15 minutes total unless the chair, by her discretion, allows further debate, or a motion to expand debate is made and passes. The motion to expand debate requires a two-thirds vote of those voting to pass.

8. **VOTING**
   Voting shall only be conducted by delegates selecting either the "for" or "against" digital option. As a result of the digital tabulation of votes, there shall be no division of the house and no roll-call votes.

9. **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 currently speaking before the convention shall be interrupted.

10. **COMMITTEE MEETINGS**
    a. The chair of each committee shall, at the opening of the committee meeting, appoint a secretary to record the proceedings.
    b. 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 Conduct that can be made applicable to committee meetings shall apply, such as the limitations on debate, and voting procedures. Motions and amendments shall be submitted by email to presoffice@aft.org by July 8, 2020, at 5 p.m. Eastern time except for motion as to priority.

d. 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 presoffice@aft.org for distribution to delegates on or before July 23, 2020.

e. For purposes of clarity and consistency, committee recommendations should be presented in a uniform manner: The committee recommends adoption, adoption as amended, defeated, precluded by other resolutions or referred to the executive council.

f. The number of resolutions to be prioritized for consideration by the committee shall be determined by the committee chair. The motion for priority does not require a second and is not subject to amendment. The motion for priority shall be limited to the number of resolutions that the committee chair has determined.

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.

Election Rules for the 2020 AFT Virtual Convention

1. **THE ELECTIONS COMMITTEE**
   a. The Elections 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 Elections Committee.
   c. The Elections Committee shall have plenary powers to run the election in conjunction with the third-party company that has been retained to conduct the balloting by mail. The committee is authorized to resolve any disputes that may arise, during or out of the election, subject only to the provisions of Article VI of the AFT Bylaws as modified by the AFT executive council for purposes of conducting a virtual convention, which specify the procedures for nomination and election. Questions or concerns regarding the conduct of the election should be directed to the chair of the Elections Committee.
   d. The Elections Committee shall receive the names of the nominees for office from the secretary-treasurer or her designee no later than the close of business of the convention on the second day of the convention (July 29, 2020) after an opportunity for declinations as provided in Article VI, Section 1 of the AFT Bylaws. A portal for submission of nomination petitions will be open beginning on July 13, 2020. The Elections Committee chair should be contacted regarding the website address for the portal at electcha@aft.org.

2. **OBSERVERS**
   a. Each candidate or slate shall appoint their own observer who shall be provided by the third-party company retained to conduct the election, BallotPoint Election Services, with access to view online: (1) the mailing; (2) pick-up from the Post Office; and (3) counting of the ballots.
   b. There may be one observer per independent candidate or two per slate.
   c. Observers may take notes and ask appropriate questions to the extent provided by the online video technology supplied by BallotPoint.
   d. The candidate or slate shall notify the chair of the Elections Committee of the names of the observers by the close of the convention. The chair of the Elections Committee will communicate with the observers the procedures for observing the mailing, collection and counting of the ballots.
   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 individuals. Upon casting a vote for a slate, any vote for an individual will not be tallied.
   d. Every candidate and every slate shall contact the chair of the Elections Committee at electcha@aft.org so that proper information can be provided for the printing of ballots no later than the close of business on the second day (July 29, 2020) of the convention. A draft copy of the ballot will be presented to every candidate running individually and every slate for review.
   e. Requests for access to the convention delegates by caucuses, slates and independent candidates to speak at the nominating session shall be made to the chair of the Elections Committee by close of business on the second day (July 29, 2020). That session will be held during the morning of the third day (July 30, 2020) from 9 a.m. to 10:30 a.m. Eastern time.
   f. Candidates and slates shall have the option of submitting digital copies of campaign literature, which shall be emailed to the chair of the Elections Committee at electcha@aft.org by close of business of the third day. All materials submitted must be camera-ready and formatted for posting. Each candidate and slate will be allowed up to three pieces of literature that may contain still pictures. The literature will be posted on a designated website that will be available to all delegates as well as sent by email to all delegate email addresses provided at registration. In addition, each candidate and slate may conduct further campaigning on their own outside of this process.

4. **VOTING PROCEDURE**
   a. A ballot will be sent to each registered delegate, who has checked in to the convention, via first-class U.S. mail by BallotPoint Election Services as soon as practicable following the close of business of the convention. The mailing package will state clearly on the outside that it contains a ballot to vote for AFT officers, executive council members and delegates to the AFL-CIO Convention. The package will contain a postage-prepaid mailing envelope to return the ballot. Under the direction of the chair of the Elections Committee, BallotPoint Election Services shall establish and make known to the delegates the procedure for requesting a duplicate ballot in the event a delegate does not receive his/her ballot. The last day on which requests for duplicate ballots will be processed will be seven days before the count.
   b. Under the direction of the chair of the Elections Committee, BallotPoint Election Services shall regularly check the post office box established to receive undeliverable ballots and upon receipt of such ballots, work with the chairman or his designee to seek better addresses for the delegates to send them their ballots.
   c. Every ballot shall be signed by the delegate voting that ballot. No ballot shall be counted that is not signed.
   d. The ballot instructions will explain the voting procedure. When a delegate wishes to vote for a slate, that delegate shall mark or fill in the box identifying the slate. Delegates must choose between voting by slate or individually. When the vote is by slate, the delegate is limited to voting for that slate only and may not combine slate voting with individual candidate voting. When a delegate wishes to vote for an individual, that delegate shall mark the box by the candidate's name. The delegate who votes individually may vote for some or all of the vacant positions.
   e. Return ballots must be received at the post office box secured by BallotPoint Election Services before Aug. 31, 2020.
   f. Upon receipt of the ballots from the post office box by BallotPoint Election Services, ballots will be transported to its premises to start the process for tabulation. The Elections Committee will be provided with electronic access to each ballot where there are issues regarding the intent of the voter or compliance with the voting procedures. The designated observers may ask to observe ballots and will be provided online access to view these ballots.
   g. The tabulation of votes will begin at a time to be determined on Monday, Aug. 31, 2020, at the offices of BallotPoint Election Services.
   h. 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 Constitution.
   i. The convention will be extended until Aug. 31, 2020, when ballots will be counted.
   j. The results of the election will be announced on Sept. 1, 2020.

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 THE AFL-CIO CONVENTION**
   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.

Report of the Credentials Committee

Committee Chair: David Kazansky, United Federation of Teachers, Local 2

As of July 28, 2020:

TOTAL DELEGATES 2,772
    334 locals represented
    24 state federations
    0 councils
    7 executive council ex-officio

TOTAL ELECTION VOTES 697,046
    (includes 57,937 sequestered votes)

AFT 2020 ELECTION

VOTING NOTICE & INSTRUCTIONS

A Union of Professionals

AFT 2020 ELECTION

July 31, 2020

Dear AFT Delegate,

The AFT 2020 Election is being conducted by paper ballot, through the BallotPoint Election Services voting system. To vote, follow the instructions shown below.

Ballots will be picked up at the United States Post Office, 715 NW Hoyt, Portland OR 97208, at 10:30 AM PT on August 31, 2020. *No ballots received after that time will be counted.*

REPLACEMENT BALLOTS

Replacement ballots can be provided. If you need to change your mailing address, please contact AFT using the contact information shown at the bottom of this page.

If you need a replacement ballot but don't need to change your mailing address, please contact the BallotPoint Support desk at 1.877.801.8321. This is a voicemail line only. You will be prompted for your full name, Delegate ID, Home Local, mailing address, and a phone number where the service staff can reach you if necessary. If the mailing address matches the one in the voting roster, a replacement ballot will be sent within two business days.

VOTING INSTRUCTIONS

1. After reading the voting instructions on the enclosed ballot, completely fill in the ⬤ circles next to your selections, preferably with a black permanent marker; black or blue ink pens are acceptable. Do not use pencil.
   - *You must sign your ballot*—*unsigned ballots will not be counted.*
   - *This is a 2-sided ballot*—*vote for AFL-CIO delegate candidates on the second page of the ballot.*
   - *Marks made outside the circles—other than your signature—may invalidate your ballot.*
   - *Marking more than the maximum number of candidates for an office as indicated on the ballot will invalidate your selections for that office.*

2. Place your marked ballot into the enclosed RETURN ENVELOPE; seal the RETURN ENVELOPE.
   - *Do not include any other material inside the RETURN ENVELOPE.*

3. Print your name and address in the space provided in the upper-left of the front of the RETURN ENVELOPE.

4. Mail the sealed RETURN ENVELOPE.
   - *The election committee encourages you to vote, sign your ballot and return your ballot in the enclosed envelope immediately. It is recommended you mail the return ballot on or before August 22, 2020 to leave 9 days for delivery.*
   - *Ballots received after 10:30 AM PT on August 31, 2020 will* **not** *be counted.*
   - *Ballots not returned in the provided RETURN ENVELOPE will* **not** *be counted.*
   - *Ballots* **must** *be returned by US Mail to be counted. Hand-delivered ballots will* **not** *be counted.*

Questions? Please contact Election Committee Chair David Kazansky at electcha@aft.org.

ALLIED UNION SERVICES
® TRADES COUNCIL 40
DETROIT MICH

OFFICIAL 2020 AFT CONVENTION BALLOT

VOTING INSTRUCTIONS — THIS IS A 2-SIDED BALLOT

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

Loc 0002 / Del 1017
United Federation of Teachers
Kazansky, David

1017

SLATE VOTING SECTION

To Vote for **all candidates** on the **Progressive Caucus Slate**, fill in this circle .... → ◯

**** *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 No More than One Candidate for Each of the Following Offices

Progressive Caucus ↓

Office		Candidate
President	◯	Weingarten, Randi
Secretary-Treasurer	◯	Ingram, Fedrick
Executive Vice President	◯	DeJesus, Evelyn

AFT Vice Presidents: Vote for Up to 43 Candidates

Progressive Caucus ↓	Progressive Caucus ↓	Progressive Caucus ↓	Progressive Caucus ↓
◯ Ramirez, Juan	◯ Capo, Zeph	◯ Harmon, Anthony	◯ Curtis, Amanda
◯ Albert, Frances	◯ Ly, Stephanie	◯ Mulgrew, Michael	◯ Cropper, Melissa
◯ DiBrango, Jolene	◯ Gross, Ron	◯ Flynn, Frank	◯ Montgomery, Daniel
◯ Specht, Denise	◯ McDonald, John	◯ Chiera, Donna	◯ Sharkey, Jesse
◯ Hernandez-Mats, Karla	◯ Gourley, Lisa	◯ Santos, Elba	◯ Carlisto, Don
◯ Spence, Wayne	◯ Kowal, Frederick	◯ Tang, Jessica	◯ Phillips, Donna
◯ Pallotta, Andrew	◯ Dunham, GlenEva	◯ Hecker, David	◯ Williams, Carl
◯ Jordan, Jerry T.	◯ Gray, David	◯ Abrams, Shelvy Young	◯ Byrd, Vicky
◯ White, Debbie	◯ Bowen, Barbara	◯ Urbanski, Adam	◯ Freitas, Jeff
◯ Abraham, J. Philippe	◯ Hochadel, Jan	◯ Chavez, Kathy	◯ Spar, Andrew
◯ Carter, Jr., Larry J.	◯ Martin, Terrence	◯ English, Marietta	

... please see back to vote for AFL-CIO Convention Delegates ...

ALLIED UNION SERVICES

Delegate Signature: _____

Delegates to the AFL-CIO Convention: Vote for Up to 19 Candidates

Progressive Caucus ↓

- ◯ Hochadel, Jan
- ◯ Cropper, Melissa
- ◯ Spence, Wayne
- ◯ Urbanski, Adam
- ◯ Abrams, Shelvy Young
- ◯ Montgomery, Daniel
- ◯ Ingram, Fedrick

Progressive Caucus ↓

- ◯ Abraham, J. Philippe
- ◯ Specht, Denise
- ◯ English, Marietta
- ◯ Tang, Jessica
- ◯ Capo, Zeph
- ◯ Mulgrew, Michael

Progressive Caucus ↓

- ◯ Hecker, David
- ◯ Gray, David
- ◯ Pallotta, Andrew
- ◯ Chavez, Kathy
- ◯ Jordan, Jerry T.
- ◯ Byrd, Vicky

page 2

Official Vote Tally

St	Local	Local Name	Name	Votes
AK	1953	Alaska Nurses Association	Burlison, Shelley	278.4000
AK	1953	Alaska Nurses Association	Erickson, Jane	278.4000
AK	1953	Alaska Nurses Association	Hazen, Jennifer	278.4000
AK	1953	Alaska Nurses Association	Phillips, Donna	278.4000
AK	1953	Alaska Nurses Association	Sever, Stacey	278.4000
AK	4425	Anchorage Council of Education	Simmons, John	167.0000
AK	4425	Anchorage Council of Education	Sutterfield, Dane	167.0000
AK	4900	Alaska Public Employees Assn/Supervisory	Miller, Mike	449.5000
AK	4900	Alaska Public Employees Assn/Supervisory	Mueller, Marta	449.5000
AK	4900	Alaska Public Employees Assn/Supervisory	Murphy, Robert	449.5000
AK	4900	Alaska Public Employees Assn/Supervisory	White, John	449.5000
AK	6096	Juneau Education Support Staff	Krisjanson, Jerome	246.0000
AK	6265	TOTEM Assn of Educational Support Person	Thompson Wall, Sandra	1075.0000
AL	2143	Central Alabama AFT	Hayward, Marrianne	833.5000
AL	2143	Central Alabama AFT	Hunt, Rebecca	833.5000
CA	0061	United Educators of San Francisco	Arrivukarasu, Anthony	389.6250
CA	0061	United Educators of San Francisco	Bell, Katherine	389.6250
CA	0061	United Educators of San Francisco	Blackburn, Darcie	389.6250
CA	0061	United Educators of San Francisco	Eberhardt, Janet	389.6250
CA	0061	United Educators of San Francisco	Lara, Frank	389.6250
CA	0061	United Educators of San Francisco	Li, Chun Yin	389.6250
CA	0061	United Educators of San Francisco	Martinez, Evelyn	389.6250
CA	0061	United Educators of San Francisco	Meriweather, Elaine	389.6250
CA	0061	United Educators of San Francisco	Mosheim, Mark	389.6250
CA	0061	United Educators of San Francisco	Plack, Linda	389.6250
CA	0061	United Educators of San Francisco	Samoa, Carolyn	389.6250
CA	0061	United Educators of San Francisco	Sobilo, Catherine	389.6250
CA	0061	United Educators of San Francisco	Solomon, Susan	389.6250
CA	0061	United Educators of San Francisco	Sullivan, Catherine	389.6250
CA	0061	United Educators of San Francisco	Tirado, Claudia	389.6250
CA	0061	United Educators of San Francisco	Williams, Van	389.6250
CA	1020	Salinas Valley Federation of Teachers	Bassler, Kati	328.6667
CA	1020	Salinas Valley Federation of Teachers	Carroll, Thomas	328.6667
CA	1020	Salinas Valley Federation of Teachers	Mcdougall, Steven	328.6667
CA	1021	United Teachers Los Angeles	Fuoroli, Mike	991.5000
CA	1021	United Teachers Los Angeles	Gunnell, Ingrid	991.5000
CA	1021	United Teachers Los Angeles	Inouye, Arlene	991.5000
CA	1021	United Teachers Los Angeles	Morzov, Cindy	991.5000
CA	1021	United Teachers Los Angeles	Myart-Cruz, Cecily	991.5000
CA	1021	United Teachers Los Angeles	Ramirez, Juan	991.5000
CA	1021	United Teachers Los Angeles	Rodriguez, Claudia	991.5000
CA	1021	United Teachers Los Angeles	Seal, Steve	991.5000
CA	1388	El Camino College Federation of Teachers	Casper, Joshua	730.0000
CA	1521	Los Angeles College Faculty Guild	Bendavid, Cecile	240.3333
CA	1521	Los Angeles College Faculty Guild	Christian-Bro, Ruby	240.3333
CA	1521	Los Angeles College Faculty Guild	Ferrerosa, Joseph	240.3333
CA	1521	Los Angeles College Faculty Guild	Henderson, Luther	240.3333
CA	1521	Los Angeles College Faculty Guild	Hendricks, Sharon	240.3333
CA	1521	Los Angeles College Faculty Guild	Koupal, Katherine	240.3333
CA	1521	Los Angeles College Faculty Guild	Lambert, Daniel	240.3333
CA	1521	Los Angeles College Faculty Guild	Mizrahi, Leon	240.3333
CA	1521	Los Angeles College Faculty Guild	Morales-Guer, Suzette	240.3333
CA	1521	Los Angeles College Faculty Guild	Roberts, Amy	240.3333
CA	1521	Los Angeles College Faculty Guild	Rose, Mark	240.3333
CA	1521	Los Angeles College Faculty Guild	Toure, Yolanda	240.3333
CA	1521	Los Angeles College Faculty Guild	Vasquez, Elo A.	240.3333
CA	1521	Los Angeles College Faculty Guild	Waddell, Joanne	240.3333
CA	1521	Los Angeles College Faculty Guild	Yasuda, Kathleen	240.3333
CA	1533	State Center Federation of Teachers	Barnes, L. Lacy	311.2500
CA	1533	State Center Federation of Teachers	Ford, Keith	311.2500
CA	1533	State Center Federation of Teachers	Perez, Enid	311.2500
CA	1533	State Center Federation of Teachers	Stannard, Michael	311.2500
CA	1794	Newport Mesa Federation of Teachers	Claytor, Kimberly	253.5000
CA	1794	Newport Mesa Federation of Teachers	Fairbanks, Tamara	253.5000
CA	1794	Newport Mesa Federation of Teachers	Mcfadden, Tim	253.5000
CA	1794	Newport Mesa Federation of Teachers	Zaremba, Charlotte	253.5000
CA	1921	Gilroy Federation of Paraeducators	Chagoya, Cheryl	62.5000
CA	1921	Gilroy Federation of Paraeducators	O'Connor, Arcella	62.5000
CA	1931	AFT Guild, Local 1931	Mayhew, Kelly	1134.3333
CA	1931	AFT Guild, Local 1931	Miller, Jim	1134.3333
CA	1931	AFT Guild, Local 1931	Solrano Flet, Tina	1134.3333
CA	1936	Pajaro Valley Federation of Teachers	Kirkman, Radhika	397.3333
CA	1936	Pajaro Valley Federation of Teachers	Rodriguez, Alejandra	397.3333
CA	1936	Pajaro Valley Federation of Teachers	Vaquera-Boggs, Nelly	397.3333
CA	2121	Community College Teachers of San Franci	Aparicio, Hugo	232.0000
CA	2121	Community College Teachers of San Franci	Berry, Joe	232.0000
CA	2121	Community College Teachers of San Franci	Brady, Stephen	232.0000
CA	2121	Community College Teachers of San Franci	Bravewoman, Mary	232.0000
CA	2121	Community College Teachers of San Franci	Orr, Doug	232.0000
CA	2317	ABC Federation of Teachers	Golden, Tanya	232.0000
CA	2317	ABC Federation of Teachers	Hind, David	147.4286
CA	2317	ABC Federation of Teachers	Mcnutt, Rhonda	147.4286
CA	2317	ABC Federation of Teachers	Nam, Connie	147.4286
CA	2317	ABC Federation of Teachers	Uyekawa, Grace	147.4286
CA	2317	ABC Federation of Teachers	Valenzuela, Vanessa	147.4286
CA	2317	ABC Federation of Teachers	Yastuzaka, Jill	147.4286
CA	6352	Citrus College Adjunct Faculty Federatio	Chan, Linda	276.0000
CA	6554	West Valley-Mission Fed of Teachers	Disney, Kate	200.0000
CA	6554	West Valley-Mission Fed of Teachers	Niven, Margaret	200.0000
CA	6554	West Valley-Mission Fed of Teachers	Pritchard, Melvin H	200.0000
CA	8004	California Federation of Teachers	Freitas, Jeffery	22.5000
CA	8004	California Federation of Teachers	Smith, Luukia	22.5000
CA	9999	University Council - AFT	Baringer, Sandra	408.5000
CA	9999	University Council - AFT	Goral, Miki	408.5000
CA	9999	University Council - AFT	Griffey, Trevor	408.5000
CA	9999	University Council - AFT	Saravia, Paula	408.5000
CA	9999	University Council - AFT	Schoorl, Daniel	408.5000

Candidate columns (voting matrix, top to bottom): Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

Byrd · Jordan · Chavez · Pallotta · Gray · Hecker · Mulgrew · Capo · Tang · English · Specht · Abraham · Ingram · Montgomery · Abrams · Urbanski · Spence · Cropper · Hochadel · Spar · Freitas · Byrd · Williams · Phillips · Carlisto · Sharkey · Montgomery · Cropper · Curtis · English · Chavez · Urbanski · Abrams · Hecker · Tang · Santos · Chiera · Flynn · Mulgrew · Harmon · Martin · Hochadel · Bowen · Gray · Dunham · Kowal · Gourley · McDonald · Gross · Ly · Capo · Carter · Abraham · White · Jordan · Pallotta · Spence · Hernandez-Mat · Specht · DiBrango · Albert · Ramirez · DeJesus · Ingram · Weingarten

St	Local	Local Name	Name	Votes
CA	9999	University Council - AFT	Toccalari, Oana	408.5000
CA	0061R	United Educators of SF - Retired	Faltus, Rudi	1.0000
CA	1521A	AFT College Staff Guild	Hooker, Jonathon	237.6000
CA	1521A	AFT College Staff Guild	Ishaque, Suleman	237.6000
CA	1521A	AFT College Staff Guild	Jeter-William, Sheila	237.6000
CA	1521A	AFT College Staff Guild	Nunez, Luz	237.6000
CA	1521A	AFT College Staff Guild	Pierce, Troy	237.6000
CA	2317R	ABC Federation of Teachers-Retiree Chapt	Rodriguez, Silvia	1.0000
CA	9990R	Santa Cruz Federation of Retired Educati	Philipps, William	1.0000
CO	2265	Douglas County Federation	Leyba, Kallie	894.0000
CO	4463	Denver Federation for Paraprofessionals	Jiron, Bernadette	625.0000
CO	4463	Denver Federation for Paraprofessionals	Pacheco, Victoria	625.0000
CT	0933	New Haven Federation of Teachers	Augustine, Reginald	173.7778
CT	0933	New Haven Federation of Teachers	Gallagher, Melody	173.7778
CT	0933	New Haven Federation of Teachers	Leach, Judith	173.7778
CT	0933	New Haven Federation of Teachers	Roth, Jane	173.7778
CT	0933	New Haven Federation of Teachers	Steele, Joseph	173.7778
CT	0933	New Haven Federation of Teachers	Steele-Distan, Kara	173.7778
CT	0933	New Haven Federation of Teachers	Wells-Jackson, Jennifer	173.7778
CT	0933	New Haven Federation of Teachers	Wetmore, Kristin	173.7778
CT	0933	New Haven Federation of Teachers	Wilson, Peter	173.7778
CT	1018	Hartford Federation of Teachers	Casinghino, Michael	377.0000
CT	1018	Hartford Federation of Teachers	Gale, Carol	377.0000
CT	1018	Hartford Federation of Teachers	Hall, Joshua	377.0000
CT	1018	Hartford Federation of Teachers	Rojas, Iris	377.0000
CT	1018	Hartford Federation of Teachers	Ryan, Jacqueline	377.0000
CT	1381	Middletown Federation of Teachers	Caffrey, Elizabeth	106.2500
CT	1381	Middletown Federation of Teachers	Carluccio, Jane	106.2500
CT	1381	Middletown Federation of Teachers	Heslin, Maghan	106.2500
CT	1381	Middletown Federation of Teachers	Pawlak, Janice	106.2500
CT	1464	Bristol Federation of Teachers	Hayes, David	620.0000
CT	1478	Meriden Federation of Teachers	Baransky, Karl	235.2500
CT	1478	Meriden Federation of Teachers	Cardillo, Chad	235.2500
CT	1478	Meriden Federation of Teachers	Mancini-Averi, Lauren	235.2500
CT	1478	Meriden Federation of Teachers	Matola, Jessica	235.2500
CT	1478	Meriden Federation of Teachers	Yordon, Mary	235.2500
CT	1723	Norwalk Federation of Teachers	Davis, Shellye	954.0000
CT	2221	Hartford Federation of Paraprofessionals	Shepard, Marta	144.0000
CT	2221	Hartford Federation of Paraprofessionals	Thomas, Yokasty	144.0000
CT	2221	Hartford Federation of Paraprofessionals	Baranowski, Peter	144.0000
CT	3837	University Health Professionals	Barrientos, Elizabeth	373.4286
CT	3837	University Health Professionals	Defrancesco, Christopher	373.4286
CT	3837	University Health Professionals	Didden, Laura	373.4286
CT	3837	University Health Professionals	Garrity, William (Bill)	373.4286
CT	3837	University Health Professionals	Hamm, Ivonne	373.4286
CT	3837	University Health Professionals	Roark, Robin	373.4286
CT	4200	Administrative and Residual Employees Un	Bartlett, Tara	633.0000
CT	4200	Administrative and Residual Employees Un	Connors, Tamara	633.0000
CT	4200	Administrative and Residual Employees Un	Graziosa-Nort, Mary	633.0000
CT	4200	Administrative and Residual Employees Un	Hochadel, Jan	633.0000
CT	4200	Administrative and Residual Employees Un	Karres, Nathan	633.0000
CT	4200	Administrative and Residual Employees Un	Lamb, Patrick	633.0000
CT	4200	Administrative and Residual Employees Un	Riccitelli, Bob	633.0000
CT	4200	Administrative and Residual Employees Un	Sexton, Alice	633.0000
CT	5047	Danbury Nurses Union	Hawley, Tiina	192.3333
CT	5047	Danbury Nurses Union	Salazar, Leodivina	192.3333
CT	5047	Danbury Nurses Union	Stauffer, Janice	192.3333
CT	5149	Backus Federation of Nurses	Brady, John	199.5000
CT	5149	Backus Federation of Nurses	Dayton, Sherri	199.5000
CT	8006R	AFT Connecticut At-Large Retiree Chapter	Mandour, Laila	
DC	0006	Washington Teachers Union	Brown, Tiffany	622.6667
DC	0006	Washington Teachers Union	Catapano, Jared	622.6667
DC	0006	Washington Teachers Union	Daniels, Denise	622.6667
DC	0006	Washington Teachers Union	Davis - Presi, Elizabeth	622.6667
DC	0006	Washington Teachers Union	Jackson-Saund, Chandrai	622.6667
DC	0006	Washington Teachers Union	Johnson, Concha	622.6667
FL	1605	Vousia United Educators	Albert, Elizabeth	943.2500
FL	1605	Vousia United Educators	Fried, Beth	943.2500
FL	1605	Vousia United Educators	Williams-Spar, Vernell	943.2500
FL	1605	Vousia United Educators	Allen, Sonji	943.2500
FL	1974	United Teachers of Dade	Andrews, Melissa	330.4348
FL	1974	United Teachers of Dade	Atkinson, Paulette	330.4348
FL	1974	United Teachers of Dade	Bodenheimer, Karen	330.4348
FL	1974	United Teachers of Dade	Bostic, Cedric	330.4348
FL	1974	United Teachers of Dade	Bostic, Sherria	330.4348
FL	1974	United Teachers of Dade	Braye, Lisa	330.4348
FL	1974	United Teachers of Dade	Corugedo, Mari	330.4348
FL	1974	United Teachers of Dade	Diallo, Molly	330.4348
FL	1974	United Teachers of Dade	Doriscar, Ruth	330.4348
FL	1974	United Teachers of Dade	Dowell, Beverley	330.4348
FL	1974	United Teachers of Dade	Duckardt, Claudio	330.4348
FL	1974	United Teachers of Dade	Falcon, Peter	330.4348
FL	1974	United Teachers of Dade	Festge, Don	330.4348
FL	1974	United Teachers of Dade	Firtell, Brian	330.4348
FL	1974	United Teachers of Dade	Foster, Daunte	330.4348
FL	1974	United Teachers of Dade	Grimes Festge, Mindy	330.4348
FL	1974	United Teachers of Dade	Hill, Tyrone	330.4348
FL	1974	United Teachers of Dade	Hines, Cornelius	330.4348
FL	1974	United Teachers of Dade	Holmes, Cassandra	330.4348
FL	1974	United Teachers of Dade	House, Jacqueline	330.4348
FL	1974	United Teachers of Dade	Jackson, Joy	330.4348
FL	1974	United Teachers of Dade	Jackson, Lavenia	330.4348
FL	1974	United Teachers of Dade	Jacques, Wildrede	330.4348
FL	1974	United Teachers of Dade	Johnson, Carol	330.4348
FL	1974	United Teachers of Dade	Kelly, Karen	330.4348
FL	1974	United Teachers of Dade	Louis, Emmanuela	330.4348

Candidate tally columns (top to bottom): Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
FL	1974	United Teachers of Dade	Martin Major, Teresa	330.4348
FL	1974	United Teachers of Dade	Martin, Alexandria	330.4348
FL	1974	United Teachers of Dade	Martinez, Hector	330.4348
FL	1974	United Teachers of Dade	Mats, Karla	330.4348
FL	1974	United Teachers of Dade	Mayo, Felicia	330.4348
FL	1974	United Teachers of Dade	Mcclain, Latonia	330.4348
FL	1974	United Teachers of Dade	Moss, Carolyn	330.4348
FL	1974	United Teachers of Dade	Patterson, Seth	330.4348
FL	1974	United Teachers of Dade	Reddick, Debra	330.4348
FL	1974	United Teachers of Dade	Reddick, Lawanda	330.4348
FL	1974	United Teachers of Dade	Robledo, Ingrid	330.4348
FL	1974	United Teachers of Dade	Roques, John	330.4348
FL	1974	United Teachers of Dade	Stanford, Khalifa	330.4348
FL	1974	United Teachers of Dade	Stewart, Marcela	330.4348
FL	1974	United Teachers of Dade	Symonette, Precious	330.4348
FL	1974	United Teachers of Dade	Tinto, Alfonso	330.4348
FL	1974	United Teachers of Dade	Vetter, Tina	330.4348
FL	1974	United Teachers of Dade	White, Antonio	330.4348
FL	1974	United Teachers of Dade	Williams, Sharon	330.4348
FL	1975	Broward Teachers Union	Allen, Cora	548.0000
FL	1975	Broward Teachers Union	Farrell, Edward	548.0000
FL	1975	Broward Teachers Union	Fenton, Patricia	548.0000
FL	1975	Broward Teachers Union	Flanagan, Carolyn	548.0000
FL	1975	Broward Teachers Union	Foster, Kathleen	548.0000
FL	1975	Broward Teachers Union	Fusco, Anna	548.0000
FL	1975	Broward Teachers Union	Girard, Nympha	548.0000
FL	1975	Broward Teachers Union	Jabonowitz, Alan	548.0000
FL	1975	Broward Teachers Union	Kemp, Bernie	548.0000
FL	1975	Broward Teachers Union	Mcclary Iii, Roosevelt	548.0000
FL	1975	Broward Teachers Union	Minchew, Kenneth	548.0000
FL	1975	Broward Teachers Union	Mirambeau, Waldo	548.0000
FL	1975	Broward Teachers Union	Pierce-Harmon, Velecia	548.0000
FL	1975	Broward Teachers Union	Ruido, Liliana	548.0000
FL	1975	Broward Teachers Union	Savage, Danielle	548.0000
FL	1975	Broward Teachers Union	Soffer, Rochelle	548.0000
FL	1975	Broward Teachers Union	Thompson, Beverly	548.0000
FL	1975	Broward Teachers Union	Townley, Christopher	548.0000
FL	1975	Broward Teachers Union	Walker, Gloria	548.0000
FL	1975	Broward Teachers Union	Warren, Betty	548.0000
FL	1975	Broward Teachers Union	Yurkin, Lisa	548.0000
FL	2098	Brevard Federation of Teachers	Hilliard, Jonathan	907.3333
FL	2098	Brevard Federation of Teachers	Smith, Dawne	907.3333
FL	2098	Brevard Federation of Teachers	Walters, Caitlin	907.3333
FL	3326	Duval Teachers United	Barnes, Paul	2422.3333
FL	3326	Duval Teachers United	Meeks, John	2422.3333
FL	3326	Duval Teachers United	Phelps, Lashonda	2422.3333
FL	3600	United School Employees of Pasco	Armstrong, Annette	891.0000
FL	3600	United School Employees of Pasco	Blankenship, Kenneth	891.0000
FL	3600	United School Employees of Pasco	Mouw, Gloria	891.0000
FL	3600	United School Employees of Pasco	Vinson, Cheryl	891.0000
FL	3709	United Teachers of Monroe	Paul, Scott	569.0000
FL	3821	Manatee Education Association	Kirchberg, Brian	478.5000
FL	3821	Manatee Education Association	Syre, Jonathan	478.5000
FL	3821	Manatee Education Association	Walker, Dawn	478.5000
FL	3821	Manatee Education Association	White, Charlie	478.5000
FL	3842	Desoto County Educators Association	Mead, Jerry	274.0000
FL	4253	United Faculty of Miami Dade College	Plotkin, Sharon	86.3333
FL	4253	United Faculty of Miami Dade College	Ramsay, Elizabeth	86.3333
FL	4253	United Faculty of Miami Dade College	Richard, Mark	86.3333
FL	7407	Citrus County Education Association	Gallery, Christian	244.6667
FL	7407	Citrus County Education Association	Smith, Victoria	244.6667
FL	7407	Citrus County Education Association	Whitaker, Donald	244.6667
FL	7415	Escambia Education Association	Garman, Kimberly	557.7500
FL	7415	Escambia Education Association	Harper, Donna	557.7500
FL	7415	Escambia Education Association	Nickerson, Dorothy	557.7500
FL	7415	Escambia Education Association	Warren, Darzell	557.7500
FL	7418	Union of Escambia Education Support Pers	Elzbeck, David	776.0000
FL	7429	Hernando Classroom Teachers Association	La Borante, Vincent	1045.0000
FL	7432	Hillsborough Classroom Teachers Associat	Carey, Wendy	1257.6250
FL	7432	Hillsborough Classroom Teachers Associat	Hiltz, Julie	1257.6250
FL	7432	Hillsborough Classroom Teachers Associat	Kriete, Robert	1257.6250
FL	7432	Hillsborough Classroom Teachers Associat	Martin Howard, Cara	1257.6250
FL	7432	Hillsborough Classroom Teachers Associat	Murphy, Bailee	1257.6250
FL	7432	Hillsborough Classroom Teachers Associat	Plonta, Florencine	1257.6250
FL	7432	Hillsborough Classroom Teachers Associat	Ruffin-Jeffer, Paula	1257.6250
FL	7439	Leon Classroom Teachers Association	Wellington-Gr, Ann-Marie	1016.0000
FL	7442	Marion Education Association	Mazur, Scott	332.0000
FL	7442	Marion Education Association	Avery, Joy	332.0000
FL	7442	Marion Education Association	Avery, Mark	332.0000
FL	7442	Marion Education Association	Bednar, Michelle	332.0000
FL	7442	Marion Education Association	Flynn, Maleigha	332.0000
FL	7443	Marion Essential Support Personnel	Parker, Emily	295.5000
FL	7448	Orange County Classroom Teachers Associa	Correa-Davila, Lavinia	1936.2500
FL	7448	Orange County Classroom Teachers Associa	Reyes, Krystal	1936.2500
FL	7448	Orange County Classroom Teachers Associa	Hazel, Matthew	1936.2500
FL	7448	Orange County Classroom Teachers Associa	Moore, Dana	1936.2500
FL	7448	Orange County Classroom Teachers Associa	Rodriguez-Heu, Alex	1936.2500
FL	7449	Orange ESP Association	Short Jr, Alfred	669.6667
FL	7449	Orange ESP Association	Anderson, Yolanda	669.6667
FL	7449	Orange ESP Association	Diaz, Emilia	669.6667
FL	7450	Osceola Classroom Teachers Association	Pollard, Ronald	464.6667
FL	7450	Osceola Classroom Teachers Association	Calmont, Ryans	464.6667
FL	7450	Osceola Classroom Teachers Association	Cruz, Maria	464.6667
FL	7450	Osceola Classroom Teachers Association	Gahris, Gregory	464.6667
FL	7450	Osceola Classroom Teachers Association	Isaacs, April	464.6667
FL	7450	Osceola Classroom Teachers Association	Portorreal, Laura	464.6667
FL	7450	Osceola Classroom Teachers Association	Strader, Alvey	464.6667

Voting matrix — candidate columns (row labels, top to bottom):

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
FL	7451	Palm Beach County Classroom Teachers Ass	Longhofer, Gordan	3514.5000
FL	7451	Palm Beach County Classroom Teachers Ass	Morgan Willia, Gilda	3514.5000
FL	7452	Pinellas Classroom Teachers Association	Avery-Wright, Joycelyn	1319.3333
FL	7452	Pinellas Classroom Teachers Association	Edmond, Caprice	1319.3333
FL	7452	Pinellas Classroom Teachers Association	Rushing, Latoyia	1319.3333
FL	7453	Pinellas ESP Association	Henjes, Nelly	879.0000
FL	7454	Polk Education Association	Mangels-Bossm, Carrie	2063.0000
FL	7454	Polk Education Association	Yocum, Stephanie	2063.0000
FL	7461	St. Johns Education Association	Dillon, Michelle	727.0000
FL	7461	St. Johns Education Association	Rapoza, Danielle	727.0000
FL	7462	St. Johns School Support Personnel Assoc	Gauroskias, Carole	489.0000
FL	7463	United Faculty of Florida	Buchler, Michael	1044.8750
FL	7463	United Faculty of Florida	Hodge, Teresa	1044.8750
FL	7463	United Faculty of Florida	Lansing, James	1044.8750
FL	7463	United Faculty of Florida	Morian, Karen	1044.8750
FL	7463	United Faculty of Florida	Pineda, Yovanna	1044.8750
FL	7463	United Faculty of Florida	Riley, Nandi	1044.8750
FL	7463	United Faculty of Florida	Stennett, Yvette	1044.8750
FL	7463	United Faculty of Florida	Williams, Krystal	1044.8750
FL	8008	Florida Education Association	Ingram, Fedrick	1.0000
FL	8008R	Florida Education Association Retirees	Poirier, Janice	1.0000
GU	1581	Guam Federation of Teachers	Fedenko, Timothy	285.0000
GU	1581	Guam Federation of Teachers	Mosher, Lisa	285.0000
GU	1581	Guam Federation of Teachers	Mucho, Corazon	285.0000
GU	1581	Guam Federation of Teachers	Sharma, Sanjay	285.0000
GU	1581	Guam Federation of Teachers	Terijje, Dinis	285.0000
GU	1581	Guam Federation of Teachers	Virgilante, Mary Jean	285.0000
IL	0001	Chicago Teachers Union	Baehrend, Christopher	426.3455
IL	0001	Chicago Teachers Union	Berow, Rhonda	426.3455
IL	0001	Chicago Teachers Union	Boughton, Patricia	426.3455
IL	0001	Chicago Teachers Union	Boyle, Therese	426.3455
IL	0001	Chicago Teachers Union	Carel, Carol	426.3455
IL	0001	Chicago Teachers Union	Carter, Cathaline	426.3455
IL	0001	Chicago Teachers Union	Collins, Stephanie	426.3455
IL	0001	Chicago Teachers Union	Conant, Jennifer	426.3455
IL	0001	Chicago Teachers Union	Dabney-Parker, Sherri	426.3455
IL	0001	Chicago Teachers Union	Doherty Trebl, Bridget	426.3455
IL	0001	Chicago Teachers Union	Edmonds, Mary	426.3455
IL	0001	Chicago Teachers Union	Franzinger Ba, Xian	426.3455
IL	0001	Chicago Teachers Union	Garud, Mihir	426.3455
IL	0001	Chicago Teachers Union	Gibson, Barbara	426.3455
IL	0001	Chicago Teachers Union	Goldbaum, Nathan	426.3455
IL	0001	Chicago Teachers Union	Hathaway, Ida	426.3455
IL	0001	Chicago Teachers Union	Heard, Yvonne	426.3455
IL	0001	Chicago Teachers Union	Heiseiman, Andrew	426.3455
IL	0001	Chicago Teachers Union	Jimenez, Jose	426.3455
IL	0001	Chicago Teachers Union	Knazze, Patricia	426.3455
IL	0001	Chicago Teachers Union	Kuchenbecker, Bess	426.3455
IL	0001	Chicago Teachers Union	Kugler, John	426.3455
IL	0001	Chicago Teachers Union	Lamme, William	426.3455
IL	0001	Chicago Teachers Union	Lerner, Joshua	426.3455
IL	0001	Chicago Teachers Union	Lewis, John	426.3455
IL	0001	Chicago Teachers Union	Lumpkin, Beatrice	426.3455
IL	0001	Chicago Teachers Union	Maberry, Georgia	426.3455
IL	0001	Chicago Teachers Union	Margotte, Glory	426.3455
IL	0001	Chicago Teachers Union	Mhoon, Gloria	426.3455
IL	0001	Chicago Teachers Union	Milkowski, George	426.3455
IL	0001	Chicago Teachers Union	Milkowski, Lawrence	426.3455
IL	0001	Chicago Teachers Union	Moreno, Maria T.	426.3455
IL	0001	Chicago Teachers Union	Murray, Kathleen	426.3455
IL	0001	Chicago Teachers Union	Myo, Myo	426.3455
IL	0001	Chicago Teachers Union	Nelson, Lois	426.3455
IL	0001	Chicago Teachers Union	Parker, Moselean	426.3455
IL	0001	Chicago Teachers Union	Phillips-Mitc, Caprice	426.3455
IL	0001	Chicago Teachers Union	Pigee, Marilyn	426.3455
IL	0001	Chicago Teachers Union	Pope, Deborah	426.3455
IL	0001	Chicago Teachers Union	Potter, Jackson	426.3455
IL	0001	Chicago Teachers Union	Ramirez, Odell, Helen	426.3455
IL	0001	Chicago Teachers Union	Robbins, David	426.3455
IL	0001	Chicago Teachers Union	Sanchez, Jesus	426.3455
IL	0001	Chicago Teachers Union	Sayigh, Sara	426.3455
IL	0001	Chicago Teachers Union	Sharkey, Jesse	426.3455
IL	0001	Chicago Teachers Union	Silver, Jack	426.3455
IL	0001	Chicago Teachers Union	Stewart, James	426.3455
IL	0001	Chicago Teachers Union	Torres, Leonor	426.3455
IL	0001	Chicago Teachers Union	Vanover, Daniel	426.3455
IL	0001	Chicago Teachers Union	Vinson, Tammie	426.3455
IL	0001	Chicago Teachers Union	Wallace, Lashawn	426.3455
IL	0001	Chicago Teachers Union	Ward, Jacquelyn	426.3455
IL	0001	Chicago Teachers Union	Weiner, Queen	426.3455
IL	0001	Chicago Teachers Union	White, Leandres	426.3455
IL	0001	Chicago Teachers Union	Wohl, Raymond	426.3455
IL	0434	Belleville Federation of Teachers	Hodson, Richard	407.0000
IL	0504	Lake County Federation of Teachers	Bickham, Carol	505.1818
IL	0504	Lake County Federation of Teachers	Davis, John	505.1818
IL	0504	Lake County Federation of Teachers	Friedlieb, Andy	505.1818
IL	0504	Lake County Federation of Teachers	Lawson, Deborah	505.1818
IL	0504	Lake County Federation of Teachers	Lindemann, James	505.1818
IL	0504	Lake County Federation of Teachers	Matluck, Eileen	505.1818
IL	0504	Lake County Federation of Teachers	Mcgue, Corinne	505.1818
IL	0504	Lake County Federation of Teachers	Mcgue, Michael	505.1818
IL	0504	Lake County Federation of Teachers	Regnier, Kelly	505.1818
IL	0504	Lake County Federation of Teachers	Regnier, Warren	505.1818
IL	0504	Lake County Federation of Teachers	Solomon, Erik	505.1818
IL	0571	West Suburban Teachers Union	Arguelles, Nicole	145.2500
IL	0571	West Suburban Teachers Union	Bork, Esmeralda	145.2500
IL	0571	West Suburban Teachers Union	Brigel, Gary	145.2500

Voting tally matrix. Candidate columns (left to right): Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten.

St	Local	Local Name	Name	Votes
IL	0571	West Suburban Teachers Union	Chester, Ida	145.2500
IL	0571	West Suburban Teachers Union	Erickson, Sandra	145.2500
IL	0571	West Suburban Teachers Union	Esposito, Rachel	145.2500
IL	0571	West Suburban Teachers Union	Gamez, Nicole	145.2500
IL	0571	West Suburban Teachers Union	Jones, Markeshia	145.2500
IL	0571	West Suburban Teachers Union	Kautsky, Alice	145.2500
IL	0571	West Suburban Teachers Union	Lapaglia, Vincent	145.2500
IL	0571	West Suburban Teachers Union	Lorek, Cynthia	145.2500
IL	0571	West Suburban Teachers Union	Maa Jr., Ramon	145.2500
IL	0571	West Suburban Teachers Union	Maa, Beatriz	145.2500
IL	0571	West Suburban Teachers Union	Martinez, Carlin	145.2500
IL	0571	West Suburban Teachers Union	Meade, Phyllis	145.2500
IL	0571	West Suburban Teachers Union	Misty-Mythia, Amavaz	145.2500
IL	0571	West Suburban Teachers Union	Pazol, Jonathan	145.2500
IL	0571	West Suburban Teachers Union	Perri, Rita	145.2500
IL	0571	West Suburban Teachers Union	Poleski, Kimberly	145.2500
IL	0571	West Suburban Teachers Union	Poleski, Michael	145.2500
IL	0571	West Suburban Teachers Union	Pope, Cathleen	145.2500
IL	0571	West Suburban Teachers Union	Poull, Eugene	145.2500
IL	0571	West Suburban Teachers Union	Putyra, Mary Ann	145.2500
IL	0571	West Suburban Teachers Union	Raddatz, Edward	145.2500
IL	0571	West Suburban Teachers Union	Rivera, Maria	145.2500
IL	0571	West Suburban Teachers Union	Russell, Jane	145.2500
IL	0571	West Suburban Teachers Union	Schramm, Alexandra	145.2500
IL	0571	West Suburban Teachers Union	Schramm, Andrea	145.2500
IL	0571	West Suburban Teachers Union	Schulz, Christine	145.2500
IL	0571	West Suburban Teachers Union	Segovia, Adriana	145.2500
IL	0571	West Suburban Teachers Union	Smith, Thomas	145.2500
IL	0571	West Suburban Teachers Union	Stern, Kyle	145.2500
IL	0571	West Suburban Teachers Union	Stone, Sharon	145.2500
IL	0571	West Suburban Teachers Union	Vazquez, Olga	145.2500
IL	0571	West Suburban Teachers Union	Watson, Marcia	145.2500
IL	0571	West Suburban Teachers Union	Wunschel, Margaret	145.2500
IL	0604	AFT Local 604	Alexander, Kathy	508.0952
IL	0604	AFT Local 604	Anderson, Beth	508.0952
IL	0604	AFT Local 604	Briggs, William	508.0952
IL	0604	AFT Local 604	Calabrese, Renee	508.0952
IL	0604	AFT Local 604	Goebel, Vicki	508.0952
IL	0604	AFT Local 604	Harris, Julie	508.0952
IL	0604	AFT Local 604	Harris, Kathy	508.0952
IL	0604	AFT Local 604	Hunt, Sean	508.0952
IL	0604	AFT Local 604	Kozlarski, Susan	508.0952
IL	0604	AFT Local 604	Laborosian, Jason	508.0952
IL	0604	AFT Local 604	Mercer, Daniel	508.0952
IL	0604	AFT Local 604	Mercer, Darlene	508.0952
IL	0604	AFT Local 604	Mestek, Gerald	508.0952
IL	0604	AFT Local 604	Mleczko, Jeffrey	508.0952
IL	0604	AFT Local 604	Morris, Vicki	508.0952
IL	0604	AFT Local 604	Mosley, Patricia	508.0952
IL	0604	AFT Local 604	Rende, Michael	508.0952
IL	0604	AFT Local 604	Ryan, Kristen	508.0952
IL	0604	AFT Local 604	Scott, Marybeth	508.0952
IL	0604	AFT Local 604	Shanley, Brooke	508.0952
IL	0604	AFT Local 604	Staley, Phil	508.0952
IL	0943	Southwest Suburban Federation of Teacher	Barlos, Elaine	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Bernal, Elaine	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Faheem, Nuhie	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Goldsbury, Robert	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Kendall, Karen	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Leib, Daniel	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Niven, Catrina	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Rehm, Donna	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Slaughter, Elvis	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Spirakes, Judy	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Wagner, Forrest	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Wagner, Renee	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Weber, Andrew	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Wilhoite, Valerie	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Winbush-Acoff, Cynthia	200.8750
IL	0943	Southwest Suburban Federation of Teacher	Zopf, Bill	200.8750
IL	1211	NW Suburban Teachers Union	Songer, Gerri	2370.0000
IL	1220	East St Louis Federation of Teachers	Coleman, Olivia	108.2000
IL	1220	East St Louis Federation of Teachers	Jones, Rhonda	108.2000
IL	1220	East St Louis Federation of Teachers	Moore, Zondra	108.2000
IL	1220	East St Louis Federation of Teachers	Outten, Barbara	108.2000
IL	1220	East St Louis Federation of Teachers	Turley, Terry	108.2000
IL	1274	North Suburban Teachers Union	Baehr, Sherry	254.1429
IL	1274	North Suburban Teachers Union	Conner, Nick	254.1429
IL	1274	North Suburban Teachers Union	Dearmont, Denise	254.1429
IL	1274	North Suburban Teachers Union	Grossman, Steve	254.1429
IL	1274	North Suburban Teachers Union	Melnick, Aaron	254.1429
IL	1274	North Suburban Teachers Union	Murphy, Ryan	254.1429
IL	1274	North Suburban Teachers Union	Sharma, Pankaj	254.1429
IL	1600	Cook County College Teachers Union	Brandt, Debra	314.0000
IL	1600	Cook County College Teachers Union	Carrillo, Cristina	314.0000
IL	1600	Cook County College Teachers Union	Estrada, Maria	314.0000
IL	1600	Cook County College Teachers Union	Grace, Susan	314.0000
IL	1600	Cook County College Teachers Union	Guzman, Roberto	314.0000
IL	1600	Cook County College Teachers Union	Hildebrand, Lesa	314.0000
IL	1600	Cook County College Teachers Union	Radtke, Donald	314.0000
IL	1600	Cook County College Teachers Union	Sakanis, Rose	314.0000
IL	1600	Cook County College Teachers Union	Swanson, Troy	314.0000
IL	1600	Cook County College Teachers Union	Ward, Ayndrielle	314.0000
IL	1600	Cook County College Teachers Union	Wickliffe-Lew, Vernita	314.0000
IL	1600	Cook County College Teachers Union	Winters-Palac, Cntl	314.0000
IL	1600	Cook County College Teachers Union	Wiot, Gail	314.0000
IL	1642	McHenry County Federation of Teachers	Casalino, Anthony	346.6667

This page is a vote tally matrix from a convention report. Candidate names label the rows (read top-to-bottom along the left edge); delegate records (State, Local number, Local Name, Delegate Name, Votes) appear along the bottom. Each "×" marks a vote cast. The candidate row-labels are:

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
IL	1642	McHenry County Federation of Teachers	Casalino, Martha	346.6667
IL	1642	McHenry County Federation of Teachers	Peiffer, Duane	346.6667
IL	3791	Elgin Community College Faculty Associat	Birch, Terri	121.6667
IL	3791	Elgin Community College Faculty Associat	Munson, Dawn	121.6667
IL	3791	Elgin Community College Faculty Associat	Tarver, Kimberly	121.6667
IL	4100	University Professionals of Illinois	Barnwell, Kristi	372.0000
IL	4100	University Professionals of Illinois	Canalini, Araceli	372.0000
IL	4100	University Professionals of Illinois	Ludlow, Jeannie	372.0000
IL	4100	University Professionals of Illinois	Matthews, Nancy	372.0000
IL	4100	University Professionals of Illinois	Miller, John	372.0000
IL	4131	District #175 Teachers	Edwards, Mary	55.0000
IL	4408	Illinois Federation of Public Employees	Aguirre, Veronica	266.5000
IL	4408	Illinois Federation of Public Employees	Emghotz, Matthew	266.5000
IL	4408	Illinois Federation of Public Employees	Harrison, Gwendolyn	266.5000
IL	4408	Illinois Federation of Public Employees	Jackson, Tom	266.5000
IL	6456	UIC United Faculty	Kennelly, Joan Frances	400.5000
IL	6456	UIC United Faculty	Smith, Janet	400.5000
IL	8011	Illinois Federation of Teachers	Montgomery, Dan	1.0000
IN	0394	Hammond Teachers Federation	Del Rio, Diana	146.0000
IN	0394	Hammond Teachers Federation	Gikas, Louis	146.0000
IN	0394	Hammond Teachers Federation	Jancosek, Jeanette	146.0000
IN	0394	Hammond Teachers Federation	Odom, Brandi	146.0000
IN	0394	Hammond Teachers Federation	Ullstam, Gladys	146.0000
IN	0519	Anderson Federation of Teachers	Cochran, Marci	241.5000
IN	0519	Anderson Federation of Teachers	Skipper, Cynthia	241.5000
IN	8012	AFT Indiana	Duhon, Geneva	912.0000
KS	0300	Kansas Organization of State Employees	Lafferz, Sarah	206.5556
KS	0725	United Teachers of Wichita	Costilla, Ralph	206.5556
KS	0725	United Teachers of Wichita	Edwards, Shannon	206.5556
KS	0725	United Teachers of Wichita	Gallaway, Allen	206.5556
KS	0725	United Teachers of Wichita	Hobert, Ronald	206.5556
KS	0725	United Teachers of Wichita	Howard, Kimberly	206.5556
KS	0725	United Teachers of Wichita	Jamis, Julia	206.5556
KS	0725	United Teachers of Wichita	Shultz, Mark	206.5556
KS	0725	United Teachers of Wichita	Uley, Shirley	206.5556
KS	0725	United Teachers of Wichita	Young, Mae	206.5556
LA	0527	United Teachers of New Orleans	Lacour, Nathaniel	186.0000
LA	0527	United Teachers of New Orleans	Richard, Wanda	186.0000
LA	0527	United Teachers of New Orleans	Blunt, Joyce	186.0000
LA	1559	Jefferson Federation of Teachers	Camese-Jones, Kesler	271.7778
LA	1559	Jefferson Federation of Teachers	Deloch, Maria	271.7778
LA	1559	Jefferson Federation of Teachers	Looney, Rosamund	271.7778
LA	1559	Jefferson Federation of Teachers	Lyons, Erin	271.7778
LA	1559	Jefferson Federation of Teachers	Riggleman, Karen	271.7778
LA	1559	Jefferson Federation of Teachers	Sargent, Wanda	271.7778
LA	1559	Jefferson Federation of Teachers	Smith, Vanessa	271.7778
LA	1559	Jefferson Federation of Teachers	Winesberry, Nathan	271.7778
LA	3952	St. Tammany Federation of Teachers & Sch	Green, Deborah	779.0000
LA	3952	St. Tammany Federation of Teachers & Sch	Green, Orlando	779.0000
LA	3952	St. Tammany Federation of Teachers & Sch	Lacour, Connie	779.0000
LA	4995	Red River United	Flores, Rhonda	779.0000
LA	6451	St. Martin Federation of Teachers/School	Ventroy, Toni	2657.0000
MA	0066	Boston Teachers Union	Agrail, Maritza	179.0000
MA	0066	Boston Teachers Union	Avant, Roslyn	170.5814
MA	0066	Boston Teachers Union	Berg, Erik	170.5814
MA	0066	Boston Teachers Union	Berkley, Denise	170.5814
MA	0066	Boston Teachers Union	Butiglieri, Christine	170.5814
MA	0066	Boston Teachers Union	Cable, Layla	170.5814
MA	0066	Boston Teachers Union	Carew, Caren	170.5814
MA	0066	Boston Teachers Union	Chaney, Brenda	170.5814
MA	0066	Boston Teachers Union	Chouinard, Christine	170.5814
MA	0066	Boston Teachers Union	Crain, Diane	170.5814
MA	0066	Boston Teachers Union	Crosby, Marjorie	170.5814
MA	0066	Boston Teachers Union	Devlin, Joan	170.5814
MA	0066	Boston Teachers Union	Doherty, Edward	170.5814
MA	0066	Boston Teachers Union	Drinan, Elizabeth	170.5814
MA	0066	Boston Teachers Union	Gorman-Arnold, Christine	170.5814
MA	0066	Boston Teachers Union	Gosnell, Thomas	170.5814
MA	0066	Boston Teachers Union	Hart, Colleen	170.5814
MA	0066	Boston Teachers Union	Hocker, Thomas	170.5814
MA	0066	Boston Teachers Union	Johnson, Charles	170.5814
MA	0066	Boston Teachers Union	Lascaro, Josefina	170.5814
MA	0066	Boston Teachers Union	Lestrade, Sylvaine	170.5814
MA	0066	Boston Teachers Union	Maguire, Michael	170.5814
MA	0066	Boston Teachers Union	Marion, Marilyn	170.5814
MA	0066	Boston Teachers Union	Marrow, Gayle	170.5814
MA	0066	Boston Teachers Union	Mcinnis, Johnny	170.5814
MA	0066	Boston Teachers Union	O'Dwyer, Sharon	170.5814
MA	0066	Boston Teachers Union	Pedone, Sheryl	170.5814
MA	0066	Boston Teachers Union	Peterson, Seth	170.5814
MA	0066	Boston Teachers Union	Philip, James	170.5814
MA	0066	Boston Teachers Union	Pinto, Kristen	170.5814
MA	0066	Boston Teachers Union	Power, Declan	170.5814
MA	0066	Boston Teachers Union	Price, Debra	170.5814
MA	0066	Boston Teachers Union	Reaves, Teresa	170.5814
MA	0066	Boston Teachers Union	Samuel, Cassandra	170.5814
MA	0066	Boston Teachers Union	Simonetti, John	170.5814
MA	0066	Boston Teachers Union	Simonetti, Linda	170.5814
MA	0066	Boston Teachers Union	Tang, Jessica	170.5814
MA	0066	Boston Teachers Union	Urban, Mary Ann	170.5814
MA	0066	Boston Teachers Union	Wells, Darren	170.5814
MA	0066	Boston Teachers Union	Whyte, Colum	170.5814
MA	0066	Boston Teachers Union	Williams-Rodf, Tatiana	170.5814
MA	0066	Boston Teachers Union	Wood, Karen	170.5814
MA	0066	Boston Teachers Union	Yong, Alice	170.5814
MA	0495	United Teachers of Lowell	Farrell, Margaret	432.0000
MA	0495	United Teachers of Lowell	Freeman, Kevin	432.0000

Vote matrix — candidate columns (left, rotated labels), each marked with × across delegate rows:

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
MA	0495	United Teachers of Lowell	Krowchun, Robin	432.0000
MA	0495	United Teachers of Lowell	Myers, Patricia	432.0000
MA	1019	Lawrence Teachers Union	Barry, Kimberly	238.6000
MA	1019	Lawrence Teachers Union	Cahill, Jennifer	238.6000
MA	1019	Lawrence Teachers Union	Delaney, Katherine	238.6000
MA	1019	Lawrence Teachers Union	Travers, Cheryl	238.6000
MA	1019	Lawrence Teachers Union	Woolley, Patricia	238.6000
MA	1019	Lawrence Teachers Union	Yetman, Cynthia	280.0000
MA	1033	AFT Amesbury	Burke, Patricia	211.2500
MA	1037	Lynn Teachers Union	Duncan, Brant	211.2500
MA	1037	Lynn Teachers Union	Lapierre, Brian	211.2500
MA	1037	Lynn Teachers Union	Malboux, Paul	211.2500
MA	1037	Lynn Teachers Union	Mcelligott-Li, Colleen	211.2500
MA	1037	Lynn Teachers Union	O'Neil, Sheila	211.2500
MA	1037	Lynn Teachers Union	Rodriguez-Fus, Miriam	211.2500
MA	1037	Lynn Teachers Union	Thomas, Gale	211.2500
MA	1258	Salem Teachers Union	Breman, Ann	128.4000
MA	1258	Salem Teachers Union	Kontos, Beth	128.4000
MA	1258	Salem Teachers Union	Mandel-Steine, Ellen	128.4000
MA	1258	Salem Teachers Union	Tucker, Karen	128.4000
MA	1258	Salem Teachers Union	Zimmermann, Cheryl	128.4000
MA	1289	Peabody Federation of Teachers	Blake, Eric R.	716.0000
MA	1677	Billerica Federation of Teachers	Adams, David	127.6000
MA	1677	Billerica Federation of Teachers	Depierro, Marion	127.6000
MA	1677	Billerica Federation of Teachers	Hamelin, Tara	127.6000
MA	1677	Billerica Federation of Teachers	Lipsett, Andrew	127.6000
MA	1677	Billerica Federation of Teachers	Macneil, Bonnie	127.6000
MA	3954	LEA Professional Association	Lochatto, Stephen	93.0000
MA	4098	Springfield Federation of Paraprofession	Mastronardi, Catherine	373.0000
MA	4098	Springfield Federation of Paraprofession	Thompson, Kim	373.0000
MA	4928	Massachusetts Library Staff Association	Amory, Matthew	269.0000
MA	4928	Massachusetts Library Staff Association	Best, Mary Frances	269.0000
MD	0340	Baltimore Teachers Union	Aguas, Mila	176.5526
MD	0340	Baltimore Teachers Union	Ball, Sharon	176.5526
MD	0340	Baltimore Teachers Union	Ballentine, James	176.5526
MD	0340	Baltimore Teachers Union	Berkley, Shavonne	176.5526
MD	0340	Baltimore Teachers Union	Campbell, Kenya	176.5526
MD	0340	Baltimore Teachers Union	Carriere, Chandra	176.5526
MD	0340	Baltimore Teachers Union	Casey, John	176.5526
MD	0340	Baltimore Teachers Union	Colbert, Cheryl	176.5526
MD	0340	Baltimore Teachers Union	Cornish, Krystal	176.5526
MD	0340	Baltimore Teachers Union	Crockett, Deborah	176.5526
MD	0340	Baltimore Teachers Union	Davis, Sandra	176.5526
MD	0340	Baltimore Teachers Union	Denby, Clifton	176.5526
MD	0340	Baltimore Teachers Union	Desierto, Diana	176.5526
MD	0340	Baltimore Teachers Union	Dew, Wanda	176.5526
MD	0340	Baltimore Teachers Union	Edwards, Dawn	176.5526
MD	0340	Baltimore Teachers Union	English, Raymond	176.5526
MD	0340	Baltimore Teachers Union	Foster Willia, Gloria	176.5526
MD	0340	Baltimore Teachers Union	Fowkes, Tracey	176.5526
MD	0340	Baltimore Teachers Union	Garofalo, Fernanda	176.5526
MD	0340	Baltimore Teachers Union	Gladden, Peggy	176.5526
MD	0340	Baltimore Teachers Union	Glover Fakie, Jennifer	176.5526
MD	0340	Baltimore Teachers Union	Hendricks, George	176.5526
MD	0340	Baltimore Teachers Union	Higgins, Shelly	176.5526
MD	0340	Baltimore Teachers Union	Hopkins, Labrina	176.5526
MD	0340	Baltimore Teachers Union	Johnson, Lorretta	176.5526
MD	0340	Baltimore Teachers Union	Johnston, Brittany	176.5526
MD	0340	Baltimore Teachers Union	Kerr, Shawn	176.5526
MD	0340	Baltimore Teachers Union	Legaspi, Rogie	176.5526
MD	0340	Baltimore Teachers Union	Mc Kay, Shawn	176.5526
MD	0340	Baltimore Teachers Union	Mccoy, Carla	176.5526
MD	0340	Baltimore Teachers Union	Mcfadden, Brendan	176.5526
MD	0340	Baltimore Teachers Union	Mosher, Brian	176.5526
MD	0340	Baltimore Teachers Union	Preston, Harry	176.5526
MD	0340	Baltimore Teachers Union	Showalter, Morgan	176.5526
MD	0340	Baltimore Teachers Union	Smith, Tangie	176.5526
MD	0340	Baltimore Teachers Union	Thompson, Wanda	176.5526
MD	0340	Baltimore Teachers Union	Turner, Yvette	176.5526
MD	0800	City Union of Baltimore	English, Gary	1096.0000
MD	0800	City Union of Baltimore	Holmes, Maxine	1096.0000
MD	0800	City Union of Baltimore	Dowell, Yvonne	1096.0000
MD	5197	AFT Healthcare Maryland	Smith, Jerry	752.0000
MD	6197	Maryland Professional Employees Council	English, Marietta	1417.0000
MD	8018	AFT-Maryland	Bonacci, Vida	1.0000
MI	0231	Detroit Federation of Teachers	Booker, Glenda	139.7500
MI	0231	Detroit Federation of Teachers	Brantley-Phil, Elena	139.7500
MI	0231	Detroit Federation of Teachers	Davis, Cassandra	139.7500
MI	0231	Detroit Federation of Teachers	Green, Rachele	139.7500
MI	0231	Detroit Federation of Teachers	Hoskin, Samantha	139.7500
MI	0231	Detroit Federation of Teachers	Jennings, Robin	139.7500
MI	0231	Detroit Federation of Teachers	King, Yolanda	139.7500
MI	0231	Detroit Federation of Teachers	Lee, Crystal	139.7500
MI	0231	Detroit Federation of Teachers	Mitchell, Kimberly D	139.7500
MI	0231	Detroit Federation of Teachers	Nix, Sarah	139.7500
MI	0231	Detroit Federation of Teachers	Posey, Jason	139.7500
MI	0231	Detroit Federation of Teachers	Walton, Marcus	139.7500
MI	0231	Detroit Federation of Teachers	Wasilewski, Jeffrey	139.7500
MI	0231	Detroit Federation of Teachers	Wilkerson, Beverly	139.7500
MI	0231	Detroit Federation of Teachers	Wilson, Lakia	139.7500
MI	0337	Henry Ford Community College Adjunct Fac	Boza, Lynn	176.0000
MI	0337	Henry Ford Community College Adjunct Fac	Morgan, Sherry	176.0000
MI	0477	Union of Part-Time Faculty	Allen, Rochelle	97.7500
MI	0477	Union of Part-Time Faculty	Anderson, Thomas	97.7500
MI	0477	Union of Part-Time Faculty	Tarpening Sz, Karin	97.7500
MI	0477	Union of Part-Time Faculty	Welter, Nancy	97.7500

St	Local	Local Name	Name	Votes
MI	0681	Dearborn Federation of Teachers	Kalaj, Kristina	285.6000
MI	0681	Dearborn Federation of Teachers	Ladach, Suzanne	285.6000
MI	0681	Dearborn Federation of Teachers	Liepe, Bruce	285.6000
MI	0681	Dearborn Federation of Teachers	Liepe, Julie	285.6000
MI	0681	Dearborn Federation of Teachers	Mazza, Jane	285.6000
MI	1071	Roseville Federation of Teachers	Earl, Stasi	93.3333
MI	1071	Roseville Federation of Teachers	Gitter, Theodore	93.3333
MI	1071	Roseville Federation of Teachers	Teutsch, Jodi	93.3333
MI	1085	Taylor Federation of Teachers	Devlin, Terrence	211.5000
MI	1085	Taylor Federation of Teachers	Moore, Linda	211.5000
MI	1650	Henry Ford Community College Federation	Claybourne, Chardin	58.6667
MI	1650	Henry Ford Community College Federation	Mcdonald, John	58.6667
MI	1650	Henry Ford Community College Federation	Rader, Eric	58.6667
MI	2144	Macomb Intermediate Federation of Teache	Gibson, Rebecca	119.0000
MI	2144	Macomb Intermediate Federation of Teache	Goosen, Jacqueline	119.0000
MI	2144	Macomb Intermediate Federation of Teache	Schornak, Jessica	119.0000
MI	2350	Detroit Federation of Paraprofessionals	Adridge, Rosemarie	114.0000
MI	2350	Detroit Federation of Paraprofessionals	Jackson, Donna	114.0000
MI	2350	Detroit Federation of Paraprofessionals	White, Angela	114.0000
MI	6075	Wayne State University AAUP/AFT Faculty	Daugherty, Jackie	460.3333
MI	6075	Wayne State University AAUP/AFT Faculty	Dobbie, David	460.3333
MI	6075	Wayne State University AAUP/AFT Faculty	Golodner, Dan	460.3333
MI	6216	Macomb Intermediate Federation of Parapr	Whittle, Jeffrey	291.0000
MI	6533	Association of Adjunct Faculty of Macomb	Fenwick, Rick	313.0000
MI	8020	AFT Michigan	Hecker, David	11.0000
MN	0028	St. Paul Federation of Educators	Faber, Nicholas	1808.5000
MN	0028	St. Paul Federation of Educators	Popa, Eugenia	1808.5000
MN	0059	Minneapolis Fed of Tchrs and Educ/ Suppo	Callahan, Greta	2138.5000
MN	0059	Minneapolis Fed of Tchrs and Educ/ Suppo	Wyatt, Marcia	2138.5000
MN	0692	Duluth Federation of Teachers	Burnham, Bernadette	665.0000
MN	0872	Robbinsdale Federation of Teachers	Davis, Annette	1356.0000
MN	1125	United Teachers of South Washington Coun	Fridgen, Marty	1378.0000
MN	1212	Education Minnesota - Osseo	Burroughs, Temesha	270.1667
MN	1212	Education Minnesota - Osseo	Diem, Jenna	270.1667
MN	1212	Education Minnesota - Osseo	Eckdahl, Kristi	270.1667
MN	1212	Education Minnesota - Osseo	Frayseth, Brett	270.1667
MN	1212	Education Minnesota - Osseo	Park, Lana	270.1667
MN	1355	Spring Lake Park Teachers United	Wilson, Kelly	374.0000
MN	1803	Lakeville Federation of Teachers	Sheppard, Cassandra	721.0000
MN	1977	Education Minnesota St. Francis	Dykhoff, Kari	506.0000
MN	2006	Dakota County United Educators	Fiereck, Ryan	709.3333
MN	2006	Dakota County United Educators	Mathews, Heather	709.3333
MN	2006	Dakota County United Educators	Mathews, Joey	709.3333
MN	4901	Minnesota State College Faculty	Schmidt, Kate	3612.0000
MN	7078	Education Minnesota - Plainview-Elgin-Mi	Williams, Matthew	104.0000
MN	7101	Granada Huntley East Chain Education Ass	Memenga, Roxanne	22.0000
MN	7106	Education Minnesota - Hastings	Brest, Lori	294.0000
MN	7117	River Valley Educ Assoc - Houston Chapte	Momsen, Martin	127.0000
MN	7144	Education Minnesota - Lewiston-Altura	Noll, Laura	28.5000
MN	7144	Education Minnesota - Lewiston-Altura	Wilmes, Matthew	28.5000
MN	7225	Rochester Education Association	Kuhlman, Dan	454.3333
MN	7225	Rochester Education Association	Querio, Donald	454.3333
MN	7225	Rochester Education Association	Sparks, Carrie	454.3333
MN	7263	Tri-County Education Association	Halstein, Heidi	19.0000
MN	7264	Triton Education Association	Maloney, Monica	84.0000
MN	7286	White Bear Lake Teachers Association	Hogen, Karin	321.0000
MN	7286	White Bear Lake Teachers Association	Luger, Claire	321.0000
MN	7290	Winona Education Association	Nysse, Jill	82.3333
MN	7290	Winona Education Association	Spartz, Terri	82.3333
MN	7290	Winona Education Association	Svendsen, Brenda	82.3333
MN	7291	Education Minnesota - Worthington	Rowe, Rodney	274.0000
MN	7300R	Education Minnesota Retired	Jagusch, Julie	1.0000
MO	0691	Kansas City Federation of Teachers & SRP	Flinders, Andrea	959.0000
MT	0332	Butte Teachers Union	Lee, Krystin	332.0000
MT	4573	The Federation of Public Health & Human	Cohenour, Jill	233.5000
MT	4573	The Federation of Public Health & Human	Wilkowski, Frederick	233.5000
MT	4711	Merged Missoula Classified Education Org	Folk, Patti	406.0000
MT	5902	Montana Nurses Association	Anderson, Melissa	1131.5000
MT	5902	Montana Nurses Association	Brandenburg, Katrina	1131.5000
MT	7510	Big Horn Mea Unit	Clark, Karla	101.0000
MT	7583	Great Falls Education Association	Cubbage, Thomas	716.0000
MT	7593	Helena Education Association	Shawn, Jane	369.0000
MT	7593	Helena Education Association	Stout, Kimberly	369.0000
MT	7638	Missoula Education Association	Ballou, Kacee	172.2500
MT	7638	Missoula Education Association	Hull, Sara	172.2500
MT	7638	Missoula Education Association	Meurer, Christine	172.2500
MT	7638	Missoula Education Association	Molloy, Laurie	172.2500
MT	7793	DPHHS Office of Public Assistance Employ	Harrington, Samantha	303.0000
MT	8024	MEA-MFT	Curtis, Amanda	1.0000
MT	8521	Montana University System Classified Emp	Dwyer, William	1073.0000
ND	4660	North Dakota Public Employees	Feist, Gary	506.0000
ND	4660	North Dakota Public Employees	Severson, Jerry	506.0000
ND	8082	North Dakota United	Archuleta, Nick	329.0000
NH	1044	Nashua Teachers' Union	Howes, Debrah	500.3333
NH	1044	Nashua Teachers' Union	Johnson, Patrick	500.3333
NH	1044	Nashua Teachers' Union	Marcoux, Adam	500.3333
NJ	1060	North Bergen Federation of Teachers	Toomey, Carol	325.5000
NJ	1060	North Bergen Federation of Teachers	Toomey, Laurie	325.5000
NJ	1766	Union of Rutgers Administrators	Caputo, Virginia	588.0000
NJ	1766	Union of Rutgers Administrators	Nagle, Josephine	588.0000
NJ	1766	Union of Rutgers Administrators	O'Connell, Christine	588.0000
NJ	1904	Montclair State Faculty Prof Staff & Lib	Higgins, Jennifer	416.5000
NJ	1904	Montclair State Faculty Prof Staff & Lib	Wolfson, Richard	416.5000
NJ	2187	Kean College Federation of Teachers	Castiglione, James	416.0000
NJ	2222	United Adjunct Faculty of New Jersey	Bobrove, Elaine	193.3333
NJ	2222	United Adjunct Faculty of New Jersey	Brotsky, Mark	193.3333

This page presents a union election voting tally matrix. Candidate names are listed as row labels on the left, each associated with a grid of "×" vote marks. The columns of the matrix correspond to the data rows listed below (St, Local, Local Name, Name, Votes).

Candidate row labels (top to bottom):
Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

Data rows:

St	Local	Local Name	Name	Votes
NJ	2222	United Adjunct Faculty of New Jersey	Cummins, Lynne	193.3333
NJ	2222	United Adjunct Faculty of New Jersey	Hynes Lasek, Nancy	193.3333
NJ	2222	United Adjunct Faculty of New Jersey	Lipkin, William	193.3333
NJ	2222	United Adjunct Faculty of New Jersey	Marjikian, Raffi	193.3333
NJ	2222	United Adjunct Faculty of New Jersey	Merrill, Nancy	193.3333
NJ	2222	United Adjunct Faculty of New Jersey	Smith, John	193.3333
NJ	2222	United Adjunct Faculty of New Jersey	Winogora, Leonard	193.3333
NJ	5004	Health Professionals and Allied Employee	Ball, Mary Elizabeth	322.5000
NJ	5004	Health Professionals and Allied Employee	Barden, Alice	322.5000
NJ	5004	Health Professionals and Allied Employee	Marino,Jr., Martin	238.7500
NJ	5058	Health Professionals and Allied Employee	Mccann, Kendra	238.7500
NJ	5058	Health Professionals and Allied Employee	Reinhardt, Pamela	238.7500
NJ	5058	Health Professionals and Allied Employee	Witt, Adam	238.7500
NJ	5089	Health Professionals and Allied Employee	Baez, Cynthia	200.4000
NJ	5089	Health Professionals and Allied Employee	Fitzgerald, Janice	200.4000
NJ	5089	Health Professionals and Allied Employee	Gerard Jr., Bernard	200.4000
NJ	5089	Health Professionals and Allied Employee	Henton, Davita	200.4000
NJ	5089	Health Professionals and Allied Employee	Mcdougall, Cynthia	200.4000
NJ	5091	Health Professionals and Allied Employee	Davis, Robert	231.5000
NJ	5091	Health Professionals and Allied Employee	Rosen, Barbara	231.5000
NJ	5094	Health Professionals and Allied Employee	Cruz, Deborah	261.8333
NJ	5094	Health Professionals and Allied Employee	Delgado, Ava	261.8333
NJ	5094	Health Professionals and Allied Employee	Rean-Walker, Alexis	261.8333
NJ	5094	Health Professionals and Allied Employee	Roberts, Arthur	261.8333
NJ	5094	Health Professionals and Allied Employee	Toussaint, Mendes	261.8333
NJ	5094	Health Professionals and Allied Employee	Vincenty, Carmen	261.8333
NJ	5094	Health Professionals and Allied Employee	Merkowsky, Judith	99.5000
NJ	5103	Health Professionals and Allied Employee	Scaramuzzo, Lisa	99.5000
NJ	5105	Health Professionals and Allied Employee	Cohen, Beth	147.6000
NJ	5105	Health Professionals and Allied Employee	Jones, Dawn	147.6000
NJ	5105	Health Professionals and Allied Employee	Mount, Sheryl	147.6000
NJ	5105	Health Professionals and Allied Employee	Schantz, Melody	147.6000
NJ	5107	Health Professionals and Allied Employee	Storicks, Claudia	147.6000
NJ	5118	Health Professionals and Allied Employee	Umoru, Ibidulla	176.0000
NJ	5118	Health Professionals and Allied Employee	Bell, Doris	436.6667
NJ	5118	Health Professionals and Allied Employee	Davis, Joan	436.6667
NJ	5131	Health Professionals and Allied Employee	Salerno, Diana	436.6667
NJ	5131	Health Professionals and Allied Employee	Barrett, Dana	277.3333
NJ	5131	Health Professionals and Allied Employee	Dejesus, Jose	277.3333
NJ	5147	Health Professionals and Allied Employee	Silvio, Michelle	277.3333
NJ	5185	Health Professionals and Allied Employee	Jeter, Curtis	244.0000
NJ	5186	Health Professionals and Allied Employee	Crowe, Charlotte	676.0000
NJ	5621	HPAE local 5621	Zitzman, Joan	338.0000
NJ	5629	Health Professionals and Allied Employee	Ferrara, April	443.0000
NJ	5629	Health Professionals and Allied Employee	Cuccovia, Jerice	40.5000
NJ	6025	Montclair State University Fed of Adjunc	Turner, Mark	40.5000
NJ	6025	Montclair State University Fed of Adjunc	Korokin, Arnold	309.5000
NJ	6323	Rutgers Council of AAUP Chapters	Russo, Robert	309.5000
NJ	6028	AFT New Jersey	Hughes, David	3023.0000
NJ	8071	Health Professionals & Allied Employees	Chiera, Donna	1.0000
NM	3878	Socorro School Employees Association	White, Deborah	3.0000
NM	3902	Los Alamos Federation of School Employee	Attleson, Sara	406.7778
NM	4129	Abuquerque Educational Assistants Assoc	Bernstein, Ellen	406.7778
NM	4524	Federation of Indian Service Employees	Hernandez, Celeste	406.7778
NM	4524	Federation of Indian Service Employees	Krosinsky, Jason	406.7778
NM	4933	Rio Rancho School Employees Union	Macklin, James	406.7778
NM	8029	AFT New Mexico	Martinez, Miriam	406.7778
NY	0002	United Federation of Teachers	O'Connell, Chelsea	406.7778
NY	0002	United Federation of Teachers	Spielman, Desiree	406.7778
NY	0002	United Federation of Teachers	Steiner, Ben	406.7778
NY	0002	United Federation of Teachers	Keeney, Nicole	39.0000
NY	0002	United Federation of Teachers	Muziani-Holla, Whitney	203.0000
NY	0002	United Federation of Teachers	Chavez, Katherine	793.0000
NY	0002	United Federation of Teachers	Gertner, Jim	571.5000
NY	0002	United Federation of Teachers	Parton, Sue	571.5000
NY	0002	United Federation of Teachers	Satriana, William Gino	301.0000
NY	0002	United Federation of Teachers	Ly, Stephanie	8.0000
NY	0002	United Federation of Teachers	Abrams, Shelvy	201.0098
NY	0002	United Federation of Teachers	Abreu, Marie	201.0098
NY	0002	United Federation of Teachers	Achiron, Kenneth	201.0098
NY	0002	United Federation of Teachers	Ackerman, Leona	201.0098
NY	0002	United Federation of Teachers	Adika, Yona	201.0098
NY	0002	United Federation of Teachers	Aglialoro, Nancy	201.0098
NY	0002	United Federation of Teachers	Aklu, Chaitram	201.0098
NY	0002	United Federation of Teachers	Albright Jr., Donald	201.0098
NY	0002	United Federation of Teachers	Aldorando, Karen	201.0098
NY	0002	United Federation of Teachers	Alexander, Bernadette	201.0098
NY	0002	United Federation of Teachers	Alexander, Emma	201.0098
NY	0002	United Federation of Teachers	Alexander, Farrah	201.0098
NY	0002	United Federation of Teachers	Alford, Karen	201.0098
NY	0002	United Federation of Teachers	Ali, Joann	201.0098
NY	0002	United Federation of Teachers	Alkhatib, Roseanne	201.0098
NY	0002	United Federation of Teachers	Allen-Walker, Renee	201.0098
NY	0002	United Federation of Teachers	Allen, Lorna	201.0098
NY	0002	United Federation of Teachers	Allison, Tanitha	201.0098
NY	0002	United Federation of Teachers	Alston, Bradley	201.0098
NY	0002	United Federation of Teachers	Altomare, George	201.0098
NY	0002	United Federation of Teachers	Alvarez, Carmen	201.0098
NY	0002	United Federation of Teachers	Alvarez, Fernando	201.0098
NY	0002	United Federation of Teachers	Amato, John	201.0098
NY	0002	United Federation of Teachers	Amede, Sandra	201.0098
NY	0002	United Federation of Teachers	Amos, Seva	201.0098
NY	0002	United Federation of Teachers	Anastasi-Carr, Joanne	201.0098
NY	0002	United Federation of Teachers	Anastasiou, Melody	201.0098
NY	0002	United Federation of Teachers	Anderson, Sharon	201.0098
NY	0002	United Federation of Teachers	Arboleda, Charlotte	201.0098

Voting record table — United Federation of Teachers, Local 0002, NY.

Row labels (candidates), each row marked with × across all columns, Votes = 201.0098:

Candidate	Votes
Byrd	201.0098
Jordan	201.0098
Chavez	201.0098
Pallotta	201.0098
Gray	201.0098
Hecker	201.0098
Mulgrew	201.0098
Capo	201.0098
Tang	201.0098
English	201.0098
Specht	201.0098
Abraham	201.0098
Ingram	201.0098
Montgomery	201.0098
Abrams	201.0098
Urbanski	201.0098
Spence	201.0098
Cropper	201.0098
Hochadel	201.0098
Spar	201.0098
Freitas	201.0098
Byrd	201.0098
Williams	201.0098
Phillips	201.0098
Carlisto	201.0098
Sharkey	201.0098
Montgomery	201.0098
Cropper	201.0098
Curtis	201.0098
English	201.0098
Chavez	201.0098
Urbanski	201.0098
Abrams	201.0098
Hecker	201.0098
Tang	201.0098
Santos	201.0098
Chiera	201.0098
Flynn	201.0098
Mulgrew	201.0098
Harmon	201.0098
Martin	201.0098
Hochadel	201.0098
Bowen	201.0098
Gray	201.0098
Dunham	201.0098
Kowal	201.0098
Gourley	201.0098
McDonald	201.0098
Gross	201.0098
Ly	201.0098
Capo	201.0098
Carter	201.0098
Abraham	201.0098
White	201.0098
Jordan	201.0098
Pallotta	201.0098
Spence	201.0098
Hernandez-Mat	201.0098
Specht	201.0098
DiBrango	201.0098
Albert	201.0098
Ramirez	201.0098
DeJesus	201.0098
Ingram	201.0098
Weingarten	201.0098

Column names (St = NY, Local = 0002, Local Name = United Federation of Teachers for all):

Name
Arellano, Michelle
Arian, Lisa
Armstrong, Portia
Arnold, Trisha
Aromando, Nancy
Arroyo, Ariel
Atkinson, Mary
Azar, Lynette
Bacon, Nicholas
Bailey, Sherylyn
Baity, Jessica
Baker, Regina
Balboa, Dolores
Barber, Gloria
Barker, Deshanna
Barnes, Anthony
Barr, Leroy
Barros, Corrine
Bart, Claudette
Bassil, Suzann
Bayer, Kathleen
Beatrice, Julie
Beauvais, Jose
Becker, Timothy
Bell, Mashantuck
Belluzzi, Michelle
Bell-Lee, Bertha
Belton-Bourjo, Gretta
Bennett, Jacqueline
Bennett, Thomas
Berger, Robert
Beriguete, Angela
Berk, Phyllis
Bernstein, Amy
Biggs, Linda
Blackman, Sherrice
Blanks, Sean
Blatman, Benjy
Bloch, Peter
Blum, Steven
Bonadoma, Patricia
Bongovanni, Sally-Ann
Boothe, Karen
Bornemann, Klaus
Bornemann, Mindy
Borelli, Margaret
Braithwaite, Dexter
Braithwaite, Jocelyn
Brevil-Portes, Margarette
Brown, Erika
Brown, Rashad
Brown, Shajada
Brown, Thomas
Brown-Arroyo, Catherine
Bucca, Maria
Buccellato, Vasiliki
Buford, Regina
Burke, Daniel
Burwick, Robert
Butler, Henry
Cabali, Ruth
Cabbell, Michelle
Calderon, Isabel
Callahan, Sandra
Calvo, Tonia
Camacho Mende, Emelina
Cambria, Carl
Cano-Lawson, Jeanette
Caquias, Brenda
Carbonaro, Nicholas
Careccia, Jeanine
Carte, Andrea
Carucci, Frank
Casey, Leo
Castro, Priscilla
Chalmers, Sabrina
Chapman, Angela
Chartash, Donna
Chiauzzi, Diane
Chodan, Ross
Christie, Monica
Ciffone, Jaime
Clark, Dwayne
Clark, Geraldine
Clemons, Bernadette
Cochran, James
Cole, Freddie
Coletti, Joseph
Colon, Dominique
Colon, Maria
Colvin, Reginald
Connolly, Catherine
Connolly, Myrna
Cooper, Alice
Coppola, Donna
Cortez, Cecilia
Cortijo, Rosemarie

Byrd ×
Jordan ×
Chavez ×
Pallotta ×
Gray ×
Hecker ×
Mulgrew ×
Capo ×
Tang ×
English ×
Specht ×
Abraham ×
Ingram ×
Montgomery ×
Abrams ×
Urbanski ×
Spence ×
Cropper ×
Hochadel ×
Spar ×
Freitas ×
Byrd ×
Williams ×
Phillips ×
Carlisto ×
Sharkey ×
Montgomery ×
Cropper ×
Curtis ×
English ×
Chavez ×
Urbanski ×
Abrams ×
Hecker ×
Tang ×
Santos ×
Chiera ×
Flynn ×
Mulgrew ×
Harmon ×
Martin ×
Hochadel ×
Bowen ×
Gray ×
Dunham ×
Kowal ×
Gourley ×
McDonald ×
Gross ×
Ly ×
Capo ×
Carter ×
Abraham ×
White ×
Jordan ×
Pallotta ×
Spence ×
Hernandez-Mat ×
Specht ×
DiBrango ×
Albert ×
Ramirez ×
DeJesus ×
Ingram ×
Weingarten ×

St	Local	Local Name	Name	Votes
NY	0002	United Federation of Teachers	Council, James	20.10098
NY	0002	United Federation of Teachers	Cirinigan, Doreen	20.10098
NY	0002	United Federation of Teachers	Crispino, Patricia	20.10098
NY	0002	United Federation of Teachers	Crowley, Patricia	20.10098
NY	0002	United Federation of Teachers	Cruz, Yadira	20.10098
NY	0002	United Federation of Teachers	Curry, Latrice	20.10098
NY	0002	United Federation of Teachers	Curry-Smithso, Robert	20.10098
NY	0002	United Federation of Teachers	Cusumano, Kevin	20.10098
NY	0002	United Federation of Teachers	Cutrone, Jamie	20.10098
NY	0002	United Federation of Teachers	Da Cruz, Tabio	20.10098
NY	0002	United Federation of Teachers	Daley, Clare	20.10098
NY	0002	United Federation of Teachers	Dalton-Diakit, Margaret	20.10098
NY	0002	United Federation of Teachers	D'Ambroso, Teresa	20.10098
NY	0002	United Federation of Teachers	D'Amico, Joseph	20.10098
NY	0002	United Federation of Teachers	Daniels, Michelle	20.10098
NY	0002	United Federation of Teachers	Danis, Rita	20.10098
NY	0002	United Federation of Teachers	Davis, Melody	20.10098
NY	0002	United Federation of Teachers	De Candia, Maria	20.10098
NY	0002	United Federation of Teachers	Debetta, Anthony	20.10098
NY	0002	United Federation of Teachers	Dejean, Regine	20.10098
NY	0002	United Federation of Teachers	Dejesus, Evelyn	20.10098
NY	0002	United Federation of Teachers	Delhoyo, Raul	20.10098
NY	0002	United Federation of Teachers	Deloach, Alevia	20.10098
NY	0002	United Federation of Teachers	Deveaux, Adhim	20.10098
NY	0002	United Federation of Teachers	Devine, Lamar	20.10098
NY	0002	United Federation of Teachers	Diamond-Jones, Ellen	20.10098
NY	0002	United Federation of Teachers	Dibenedetto, Charles	20.10098
NY	0002	United Federation of Teachers	Dindal, Saviti	20.10098
NY	0002	United Federation of Teachers	Dinkins, Cynthia	20.10098
NY	0002	United Federation of Teachers	Dipalma, Robin	20.10098
NY	0002	United Federation of Teachers	Ditargiani, Joseph	20.10098
NY	0002	United Federation of Teachers	Dixon, Sheryl	20.10098
NY	0002	United Federation of Teachers	Donato, Donna	20.10098
NY	0002	United Federation of Teachers	Donnelly, Josef	20.10098
NY	0002	United Federation of Teachers	Dowling, Kerry	20.10098
NY	0002	United Federation of Teachers	Doyle, Joseph	20.10098
NY	0002	United Federation of Teachers	Driesen, Ellen	20.10098
NY	0002	United Federation of Teachers	Durante, Pamela	20.10098
NY	0002	United Federation of Teachers	Durosinmi, Tammie	20.10098
NY	0002	United Federation of Teachers	Duruaku, Emmanuel	20.10098
NY	0002	United Federation of Teachers	Dyer, Jennifer	20.10098
NY	0002	United Federation of Teachers	Dyzenhaus, Bridget	20.10098
NY	0002	United Federation of Teachers	Eadcy, Camille	20.10098
NY	0002	United Federation of Teachers	Edwards, Evelyn	20.10098
NY	0002	United Federation of Teachers	Eisenberg, Roberta	20.10098
NY	0002	United Federation of Teachers	Eisman, Frederick	20.10098
NY	0002	United Federation of Teachers	Elhadri, Debra	20.10098
NY	0002	United Federation of Teachers	Emanuele, Salvatore	20.10098
NY	0002	United Federation of Teachers	Ericson, Gail	20.10098
NY	0002	United Federation of Teachers	Espert, Elizabeth	20.10098
NY	0002	United Federation of Teachers	Espinoza, Giovanni	20.10098
NY	0002	United Federation of Teachers	Evans, Timothy	20.10098
NY	0002	United Federation of Teachers	Evans, Sarah	20.10098
NY	0002	United Federation of Teachers	Feder, June	20.10098
NY	0002	United Federation of Teachers	Federico, Daniel	20.10098
NY	0002	United Federation of Teachers	Feliciano, Eileen	20.10098
NY	0002	United Federation of Teachers	Ferrarini, Lorraine	20.10098
NY	0002	United Federation of Teachers	Ferraro, Michele	20.10098
NY	0002	United Federation of Teachers	Ferruso, Michael	20.10098
NY	0002	United Federation of Teachers	Fialo, Deborah	20.10098
NY	0002	United Federation of Teachers	Fields, Tracie	20.10098
NY	0002	United Federation of Teachers	Filomena, Patricia	20.10098
NY	0002	United Federation of Teachers	Finkelstein, Katherine	20.10098
NY	0002	United Federation of Teachers	Fiscina, Donnamarie	20.10098
NY	0002	United Federation of Teachers	Fleming, Melissa	20.10098
NY	0002	United Federation of Teachers	Flisser, Charles	20.10098
NY	0002	United Federation of Teachers	Fluitt, Conchita	20.10098
NY	0002	United Federation of Teachers	Fogelman Birm, Meredith	20.10098
NY	0002	United Federation of Teachers	Foglino, Matthew	20.10098
NY	0002	United Federation of Teachers	Forbes, Judy	20.10098
NY	0002	United Federation of Teachers	Forbes, Stephanie	20.10098
NY	0002	United Federation of Teachers	Franks, Tanisha	20.10098
NY	0002	United Federation of Teachers	Freeman, Renee	20.10098
NY	0002	United Federation of Teachers	Freisler, Rona	20.10098
NY	0002	United Federation of Teachers	Friedman, Michael	20.10098
NY	0002	United Federation of Teachers	Friedman, Sherry	20.10098
NY	0002	United Federation of Teachers	Fuccio, Antonietta	20.10098
NY	0002	United Federation of Teachers	Gabela, Erika	20.10098
NY	0002	United Federation of Teachers	Gaglione, Vincent	20.10098
NY	0002	United Federation of Teachers	Galeano, Lia	20.10098
NY	0002	United Federation of Teachers	Gappelberg, Stephen	20.10098
NY	0002	United Federation of Teachers	Garcia, Ana	20.10098
NY	0002	United Federation of Teachers	Garcia, Marissa	20.10098
NY	0002	United Federation of Teachers	Garcia, Raul	20.10098
NY	0002	United Federation of Teachers	Garrabrant, Rebecca	20.10098
NY	0002	United Federation of Teachers	Garvey, John	20.10098
NY	0002	United Federation of Teachers	Gault, Dennis	20.10098
NY	0002	United Federation of Teachers	Gausman, Jeanne	20.10098
NY	0002	United Federation of Teachers	Gavin, Brian	20.10098
NY	0002	United Federation of Teachers	Gentiviso, Ellen	20.10098
NY	0002	United Federation of Teachers	Gerard, Ayala	20.10098
NY	0002	United Federation of Teachers	Gerard, Trevor	20.10098
NY	0002	United Federation of Teachers	Gerowitz, Judith	20.10098
NY	0002	United Federation of Teachers	Giambol, Eva	20.10098
NY	0002	United Federation of Teachers	Giammarusco, Tina	20.10098
NY	0002	United Federation of Teachers	Gimondo, Sonya	20.10098

This page is a roll-call voting matrix. The rows at left are candidate surnames; the columns correspond to voters, each of whom is marked "×". The lower portion of the grid lists, for each voter column, the Votes, Name, Local Name, Local, and St.

Candidate rows (left labels, top to bottom):
Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

Each voter column records a vote ("×") for the candidates listed above.

Votes	Name	Local Name	Local	St
20.1.0098	Ginese, Mary	United Federation of Teachers	0002	NY
20.1.0098	Giustra, Gino	United Federation of Teachers	0002	NY
20.1.0098	Glaberman, Mildred	United Federation of Teachers	0002	NY
20.1.0098	Goasdoue, Charles	United Federation of Teachers	0002	NY
20.1.0098	Goldberg, Adele	United Federation of Teachers	0002	NY
20.1.0098	Goldberg, Jason	United Federation of Teachers	0002	NY
20.1.0098	Goldberg, Steven	United Federation of Teachers	0002	NY
20.1.0098	Goldman, Anne	United Federation of Teachers	0002	NY
20.1.0098	Goldstein, Arthur	United Federation of Teachers	0002	NY
20.1.0098	Gonzalez, Angelina	United Federation of Teachers	0002	NY
20.1.0098	Goodman, Peter	United Federation of Teachers	0002	NY
20.1.0098	Gordon, John	United Federation of Teachers	0002	NY
20.1.0098	Gordon, Leo	United Federation of Teachers	0002	NY
20.1.0098	Gotimer, Sarah	United Federation of Teachers	0002	NY
20.1.0098	Greco, Michelle	United Federation of Teachers	0002	NY
20.1.0098	Greenberg, Barry	United Federation of Teachers	0002	NY
20.1.0098	Greene, Monique	United Federation of Teachers	0002	NY
20.1.0098	Greenhut, Gloria	United Federation of Teachers	0002	NY
20.1.0098	Gresham, Steven	United Federation of Teachers	0002	NY
20.1.0098	Guzman, Maria	United Federation of Teachers	0002	NY
20.1.0098	Guzman, Maria	United Federation of Teachers	0002	NY
20.1.0098	Hall, Elvera	United Federation of Teachers	0002	NY
20.1.0098	Hall, Hyacinth	United Federation of Teachers	0002	NY
20.1.0098	Hansen-Velazq, Greer	United Federation of Teachers	0002	NY
20.1.0098	Harmon, Anthony	United Federation of Teachers	0002	NY
20.1.0098	Harrington, John	United Federation of Teachers	0002	NY
20.1.0098	Harrison, Carol	United Federation of Teachers	0002	NY
20.1.0098	Harrison, Lynn	United Federation of Teachers	0002	NY
20.1.0098	Harrison, Marquis	United Federation of Teachers	0002	NY
20.1.0098	Harrison-Ribo, Annastacia	United Federation of Teachers	0002	NY
20.1.0098	Hayes, Michael	United Federation of Teachers	0002	NY
20.1.0098	Hayesworth, Elaine	United Federation of Teachers	0002	NY
20.1.0098	Heitner, Esta	United Federation of Teachers	0002	NY
20.1.0098	Herbst, Carolyn	United Federation of Teachers	0002	NY
20.1.0098	Hernandez, Alexandra	United Federation of Teachers	0002	NY
20.1.0098	Hernandez-Sot, Nancy	United Federation of Teachers	0002	NY
20.1.0098	Herron, Michael	United Federation of Teachers	0002	NY
20.1.0098	Herskowitz, Geraldine	United Federation of Teachers	0002	NY
20.1.0098	Highland, Lisa	United Federation of Teachers	0002	NY
20.1.0098	Hill, Sonja	United Federation of Teachers	0002	NY
20.1.0098	Hill, Virginia	United Federation of Teachers	0002	NY
20.1.0098	Hilliard, Christine	United Federation of Teachers	0002	NY
20.1.0098	Hilton, Monica	United Federation of Teachers	0002	NY
20.1.0098	Hinds, Janella	United Federation of Teachers	0002	NY
20.1.0098	Hochstatter, Amanda	United Federation of Teachers	0002	NY
20.1.0098	Hoenig, Leopold	United Federation of Teachers	0002	NY
20.1.0098	Holleran, John	United Federation of Teachers	0002	NY
20.1.0098	Holt, Deborah	United Federation of Teachers	0002	NY
20.1.0098	Holz, Andrew	United Federation of Teachers	0002	NY
20.1.0098	Horowitz, Tamara	United Federation of Teachers	0002	NY
20.1.0098	Hosten, Leah	United Federation of Teachers	0002	NY
20.1.0098	Houston, Joshua	United Federation of Teachers	0002	NY
20.1.0098	Higgins, Judith	United Federation of Teachers	0002	NY
20.1.0098	Hughes, Lamar	United Federation of Teachers	0002	NY
20.1.0098	Hugh, Quentin	United Federation of Teachers	0002	NY
20.1.0098	Hurt, Jasmin	United Federation of Teachers	0002	NY
20.1.0098	Hunter-Tindal, Shameeka	United Federation of Teachers	0002	NY
20.1.0098	Hyman, Nomvuyo	United Federation of Teachers	0002	NY
20.1.0098	Innis, Shauna	United Federation of Teachers	0002	NY
20.1.0098	Irizarry Jr, Edgar	United Federation of Teachers	0002	NY
20.1.0098	Jacobs, Jessica	United Federation of Teachers	0002	NY
20.1.0098	Jacobson-Gang, Stacy	United Federation of Teachers	0002	NY
20.1.0098	Janousek, Theresa	United Federation of Teachers	0002	NY
20.1.0098	Jean, Jose	United Federation of Teachers	0002	NY
20.1.0098	Jelks, Mona	United Federation of Teachers	0002	NY
20.1.0098	Jenkins, Raymond	United Federation of Teachers	0002	NY
20.1.0098	Johnson, Ponzella	United Federation of Teachers	0002	NY
20.1.0098	Jones, Shantae	United Federation of Teachers	0002	NY
20.1.0098	Jonson, Jep	United Federation of Teachers	0002	NY
20.1.0098	Josaphat, Johanna	United Federation of Teachers	0002	NY
20.1.0098	Joseph-Olebun, Christine	United Federation of Teachers	0002	NY
20.1.0098	Joseph-Solomo, Regina	United Federation of Teachers	0002	NY
20.1.0098	Kalogeras, William	United Federation of Teachers	0002	NY
20.1.0098	Kamps, Dorothy	United Federation of Teachers	0002	NY
20.1.0098	Kamps, John	United Federation of Teachers	0002	NY
20.1.0098	Kaplan, Stuart	United Federation of Teachers	0002	NY
20.1.0098	Katz, Bonnie	United Federation of Teachers	0002	NY
20.1.0098	Katz, Herbert	United Federation of Teachers	0002	NY
20.1.0098	Kazansky, David	United Federation of Teachers	0002	NY
20.1.0098	Keegan, Mary	United Federation of Teachers	0002	NY
20.1.0098	Kent, Lisa	United Federation of Teachers	0002	NY
20.1.0098	Kessler, Joseph	United Federation of Teachers	0002	NY
20.1.0098	Khalid, Faiza	United Federation of Teachers	0002	NY
20.1.0098	Kilroy, Lynne	United Federation of Teachers	0002	NY
20.1.0098	Kim, Kelly	United Federation of Teachers	0002	NY
20.1.0098	King, Rick	United Federation of Teachers	0002	NY
20.1.0098	Kirwan, Matthew	United Federation of Teachers	0002	NY
20.1.0098	Kissoon, Robin	United Federation of Teachers	0002	NY
20.1.0098	Klipss-Bombic, Mitchell	United Federation of Teachers	0002	NY
20.1.0098	Kletzkin, Sharon	United Federation of Teachers	0002	NY
20.1.0098	Koppenburg, Guy	United Federation of Teachers	0002	NY
20.1.0098	Knight, Lawrence	United Federation of Teachers	0002	NY
20.1.0098	Kohler, Lillian	United Federation of Teachers	0002	NY
20.1.0098	Kullman, Michael	United Federation of Teachers	0002	NY
20.1.0098	Kurjakovic, Katherine	United Federation of Teachers	0002	NY
20.1.0098	Kurland, Celeste	United Federation of Teachers	0002	NY
20.1.0098	Kuzar Jr, George	United Federation of Teachers	0002	NY

This page is a voting tally grid. The left column lists candidate/position names (rows); the columns correspond to voters. Each cell is marked with ×. Below are the legible labels.

Row labels (top to bottom):

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

Votes: 201.0098 (each column)

Name	Local Name	Local	St
Kuzar, Christina	United Federation of Teachers	0002	NY
Labissiere, Pierre	United Federation of Teachers	0002	NY
Lago, Jose	United Federation of Teachers	0002	NY
Laney, Shirley	United Federation of Teachers	0002	NY
Lara, Eliu	United Federation of Teachers	0002	NY
Last, Neal	United Federation of Teachers	0002	NY
Laval, Sheila	United Federation of Teachers	0002	NY
Lee, Seung	United Federation of Teachers	0002	NY
Lee, Tracy	United Federation of Teachers	0002	NY
Lehon, Lester	United Federation of Teachers	0002	NY
Leonardi, Kristine	United Federation of Teachers	0002	NY
Lerner, Cindy	United Federation of Teachers	0002	NY
Leung-Tokar, Mae	United Federation of Teachers	0002	NY
Levine, Josephine	United Federation of Teachers	0002	NY
Levine, Robert	United Federation of Teachers	0002	NY
Lewis, Katherine	United Federation of Teachers	0002	NY
Lewis, Loretta	United Federation of Teachers	0002	NY
Lisowski, Jessica	United Federation of Teachers	0002	NY
Lisowski, Kristian	United Federation of Teachers	0002	NY
Lockhart, Patricia	United Federation of Teachers	0002	NY
Loder, Florida	United Federation of Teachers	0002	NY
Lookrazco, Rosemarie	United Federation of Teachers	0002	NY
Loomis, Helene	United Federation of Teachers	0002	NY
Lozapone, Dolores	United Federation of Teachers	0002	NY
Lubin, Alan	United Federation of Teachers	0002	NY
Lubman, Laurie	United Federation of Teachers	0002	NY
Lucas, Diane	United Federation of Teachers	0002	NY
Lustberg, Jonathan	United Federation of Teachers	0002	NY
Madigan, Thomas	United Federation of Teachers	0002	NY
Mahl, David	United Federation of Teachers	0002	NY
Mailman, Ronald	United Federation of Teachers	0002	NY
Maldonado, Geraldo	United Federation of Teachers	0002	NY
Maloney, Angela	United Federation of Teachers	0002	NY
Marmolito, Diane	United Federation of Teachers	0002	NY
Marcuso, Alphonse	United Federation of Teachers	0002	NY
Mandes, Armando	United Federation of Teachers	0002	NY
Manley, Marilyn	United Federation of Teachers	0002	NY
Marks, Todd	United Federation of Teachers	0002	NY
Marshall, Gordon	United Federation of Teachers	0002	NY
Marte, Julio	United Federation of Teachers	0002	NY
Martin, Maggie	United Federation of Teachers	0002	NY
Martin, Marva	United Federation of Teachers	0002	NY
Martinez, Robert	United Federation of Teachers	0002	NY
Martinez-Garo, Josefina	United Federation of Teachers	0002	NY
Marvul, John	United Federation of Teachers	0002	NY
Massar, Kathleen	United Federation of Teachers	0002	NY
Matte, Jeffrey	United Federation of Teachers	0002	NY
Mazzola, Diane	United Federation of Teachers	0002	NY
Mccourt, Michael	United Federation of Teachers	0002	NY
Mccrann, John	United Federation of Teachers	0002	NY
Mccrea, Belinda	United Federation of Teachers	0002	NY
Mcdonald, Dawn	United Federation of Teachers	0002	NY
Mcdonnell, Leslie	United Federation of Teachers	0002	NY
Mcglynn, Crystal	United Federation of Teachers	0002	NY
Mckeown, Martin	United Federation of Teachers	0002	NY
Mckesey-Johns, Helena	United Federation of Teachers	0002	NY
Meehan, DJ	United Federation of Teachers	0002	NY
Mena, Jazlyn	United Federation of Teachers	0002	NY
Mendel, Lisa	United Federation of Teachers	0002	NY
Mendel, Michael	United Federation of Teachers	0002	NY
Mendez, Kenneth	United Federation of Teachers	0002	NY
Mercado, Teresa	United Federation of Teachers	0002	NY
Metellus, Alain	United Federation of Teachers	0002	NY
Mezzacappa, Patricia	United Federation of Teachers	0002	NY
Midy, Francis	United Federation of Teachers	0002	NY
Miller, Fran	United Federation of Teachers	0002	NY
Miller, Keith	United Federation of Teachers	0002	NY
Miller, Tammie	United Federation of Teachers	0002	NY
Miller, Tracey	United Federation of Teachers	0002	NY
Mintz, Brenna	United Federation of Teachers	0002	NY
Mintaar, Steven	United Federation of Teachers	0002	NY
Monteforte, John	United Federation of Teachers	0002	NY
Moore, Adrienne	United Federation of Teachers	0002	NY
Moquete, Elisa	United Federation of Teachers	0002	NY
Morgan, Angela	United Federation of Teachers	0002	NY
Moroney, Marybeth	United Federation of Teachers	0002	NY
Morrison, Paula	United Federation of Teachers	0002	NY
Moyer, Jennifer-Jo	United Federation of Teachers	0002	NY
Mulgrew, Michael	United Federation of Teachers	0002	NY
Mulvey, John	United Federation of Teachers	0002	NY
Munet, Iradies	United Federation of Teachers	0002	NY
Munet, Marylin	United Federation of Teachers	0002	NY
Murphy, Caroline	United Federation of Teachers	0002	NY
Murphy, Rebecca	United Federation of Teachers	0002	NY
Muray, Martha	United Federation of Teachers	0002	NY
Mylle, Barbara	United Federation of Teachers	0002	NY
Myrick, Zina	United Federation of Teachers	0002	NY
Naing, Annawa	United Federation of Teachers	0002	NY
Natale, Joseph	United Federation of Teachers	0002	NY
Negron-Ishich, Evelyn	United Federation of Teachers	0002	NY
Neison, Lee	United Federation of Teachers	0002	NY
Nesmith, Deborah	United Federation of Teachers	0002	NY
Niccolich, Richard	United Federation of Teachers	0002	NY
Nimmo, Thomas	United Federation of Teachers	0002	NY
Nixon, Thomas	United Federation of Teachers	0002	NY
Norman, Nicholas	United Federation of Teachers	0002	NY
Nuwesra, Jonathan	United Federation of Teachers	0002	NY

Voting matrix — column headers (candidates), top to bottom:

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
NY	0002	United Federation of Teachers	Nwenyi, Sabina	20.1.0098
NY	0002	United Federation of Teachers	Oates, Erin	20.1.0098
NY	0002	United Federation of Teachers	O'Callaghan, Christine	20.1.0098
NY	0002	United Federation of Teachers	O'Donnell, Peter	20.1.0098
NY	0002	United Federation of Teachers	Ogir, Crystal	20.1.0098
NY	0002	United Federation of Teachers	O'Neil, Alice	20.1.0098
NY	0002	United Federation of Teachers	Orozco, Victoria	20.1.0098
NY	0002	United Federation of Teachers	Ouding, Ladesha	20.1.0098
NY	0002	United Federation of Teachers	Pallotta, Andrew	20.1.0098
NY	0002	United Federation of Teachers	Panagiotopoul, Giannoula	20.1.0098
NY	0002	United Federation of Teachers	Pandolfino, Glen	20.1.0098
NY	0002	United Federation of Teachers	Panebianco Jr, Frank	20.1.0098
NY	0002	United Federation of Teachers	Paradiso, Maria	20.1.0098
NY	0002	United Federation of Teachers	Paredes, Juan	20.1.0098
NY	0002	United Federation of Teachers	Parker, Rosemary	20.1.0098
NY	0002	United Federation of Teachers	Parliaros, Paraskevi	20.1.0098
NY	0002	United Federation of Teachers	Pascarella, Thomas	20.1.0098
NY	0002	United Federation of Teachers	Paul, Christie	20.1.0098
NY	0002	United Federation of Teachers	Pearson, Linda	20.1.0098
NY	0002	United Federation of Teachers	Pelzer, Marie	20.1.0098
NY	0002	United Federation of Teachers	Pena Sabio b, Khiera	20.1.0098
NY	0002	United Federation of Teachers	Pena, Magdalena	20.1.0098
NY	0002	United Federation of Teachers	Penny, Debra	20.1.0098
NY	0002	United Federation of Teachers	Perez, Elizabeth	20.1.0098
NY	0002	United Federation of Teachers	Perez, John	20.1.0098
NY	0002	United Federation of Teachers	Perez-Gonzale, Susan	20.1.0098
NY	0002	United Federation of Teachers	Perschetz-Gon, Mona	20.1.0098
NY	0002	United Federation of Teachers	Peters, Jacquelyn	20.1.0098
NY	0002	United Federation of Teachers	Pichardo, Fredda	20.1.0098
NY	0002	United Federation of Teachers	Pierce, John	20.1.0098
NY	0002	United Federation of Teachers	Plato, Vincent	20.1.0098
NY	0002	United Federation of Teachers	Piscitelli, Shari	20.1.0098
NY	0002	United Federation of Teachers	Pitula, Jaclyn	20.1.0098
NY	0002	United Federation of Teachers	Plotkin, Zachariah	20.1.0098
NY	0002	United Federation of Teachers	Polite, Undrea	20.1.0098
NY	0002	United Federation of Teachers	Pozin, Jamie	20.1.0098
NY	0002	United Federation of Teachers	Poon-Huie, Suzy	20.1.0098
NY	0002	United Federation of Teachers	Post, Darlene	20.1.0098
NY	0002	United Federation of Teachers	Poulos, Debra	20.1.0098
NY	0002	United Federation of Teachers	Pressley, Vanessa	20.1.0098
NY	0002	United Federation of Teachers	Puglia, Nicole	20.1.0098
NY	0002	United Federation of Teachers	Pulice, Susan	20.1.0098
NY	0002	United Federation of Teachers	Quarmina, Rana	20.1.0098
NY	0002	United Federation of Teachers	Rabbach, Charles	20.1.0098
NY	0002	United Federation of Teachers	Randazzo, Lucille	20.1.0098
NY	0002	United Federation of Teachers	Rawle, Andrea	20.1.0098
NY	0002	United Federation of Teachers	Reed, Melissa	20.1.0098
NY	0002	United Federation of Teachers	Regan, James	20.1.0098
NY	0002	United Federation of Teachers	Reill, Barbara	20.1.0098
NY	0002	United Federation of Teachers	Rein, Briget	20.1.0098
NY	0002	United Federation of Teachers	Reis, Nadine	20.1.0098
NY	0002	United Federation of Teachers	Reiskin, Marvin	20.1.0098
NY	0002	United Federation of Teachers	Richardson, Parniece	20.1.0098
NY	0002	United Federation of Teachers	Roberson, Sterling	20.1.0098
NY	0002	United Federation of Teachers	Robinson, Analiese	20.1.0098
NY	0002	United Federation of Teachers	Rodriguez, Daniel	20.1.0098
NY	0002	United Federation of Teachers	Rodriguez, Elba	20.1.0098
NY	0002	United Federation of Teachers	Rodriguez, Rita	20.1.0098
NY	0002	United Federation of Teachers	Rodriguez, Sandra Electra	20.1.0098
NY	0002	United Federation of Teachers	Romero, Lorine	20.1.0098
NY	0002	United Federation of Teachers	Rosa, Thomas	20.1.0098
NY	0002	United Federation of Teachers	Rosario-Sanch, Nanette	20.1.0098
NY	0002	United Federation of Teachers	Rosen, Ann	20.1.0098
NY	0002	United Federation of Teachers	Rosenblum, Martin	20.1.0098
NY	0002	United Federation of Teachers	Rosier-Raybur, Mindy	20.1.0098
NY	0002	United Federation of Teachers	Rotkowitz, Sean	20.1.0098
NY	0002	United Federation of Teachers	Ruiz Jr, Hector	20.1.0098
NY	0002	United Federation of Teachers	Rzonca, Ashley	20.1.0098
NY	0002	United Federation of Teachers	Sachs, Laurence	20.1.0098
NY	0002	United Federation of Teachers	Saide, Debra	20.1.0098
NY	0002	United Federation of Teachers	Saladis, Meredith	20.1.0098
NY	0002	United Federation of Teachers	Salkowski, Denise	20.1.0098
NY	0002	United Federation of Teachers	Sanchez, Adeliz	20.1.0098
NY	0002	United Federation of Teachers	Sanchez, Washington	20.1.0098
NY	0002	United Federation of Teachers	Sandau, Howard	20.1.0098
NY	0002	United Federation of Teachers	Santos-Torres, Mayra	20.1.0098
NY	0002	United Federation of Teachers	Sario, Catherine	20.1.0098
NY	0002	United Federation of Teachers	Savage, Joann	20.1.0098
NY	0002	United Federation of Teachers	Schafer, Doreen	20.1.0098
NY	0002	United Federation of Teachers	Scheiff, Rosemary	20.1.0098
NY	0002	United Federation of Teachers	Schoor, Howard	20.1.0098
NY	0002	United Federation of Teachers	Schoor, Michael	20.1.0098
NY	0002	United Federation of Teachers	Schnurl-Monte, Cynthia	20.1.0098
NY	0002	United Federation of Teachers	Schwartz, Joyce	20.1.0098
NY	0002	United Federation of Teachers	Schwimmer, Bernard	20.1.0098
NY	0002	United Federation of Teachers	Scimeca Iii, Anthony	20.1.0098
NY	0002	United Federation of Teachers	Scott, Catherine	20.1.0098
NY	0002	United Federation of Teachers	Scott, Denise	20.1.0098
NY	0002	United Federation of Teachers	Scott, Jan	20.1.0098
NY	0002	United Federation of Teachers	Sepulveda, Albania	20.1.0098
NY	0002	United Federation of Teachers	Sepulveda, Melanie	20.1.0098
NY	0002	United Federation of Teachers	Serrano, Pedro	20.1.0098
NY	0002	United Federation of Teachers	Setoute, Penny	20.1.0098
NY	0002	United Federation of Teachers	Settle, John	20.1.0098
NY	0002	United Federation of Teachers	Settles, Helen	20.1.0098
NY	0002	United Federation of Teachers	Sferrazza, Dino	20.1.0098
NY	0002	United Federation of Teachers	Shabazz, Sahar	20.1.0098

Note: Each delegate row is marked with an "×" vote across all candidate columns listed above.

Vote tally matrix — United Federation of Teachers, Local 0002, NY

Candidate rows (left-hand labels), each followed by a row of "×" marks indicating votes across the listed members:

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

Votes: 20.0098 (each column)

Name	Local Name	Local	St
Shepherd, Fain	United Federation of Teachers	0002	NY
Sherlock, Deborah	United Federation of Teachers	0002	NY
Sherron, Marian	United Federation of Teachers	0002	NY
Shore, Dario	United Federation of Teachers	0002	NY
Siemiński, Kris	United Federation of Teachers	0002	NY
Sill, Troy	United Federation of Teachers	0002	NY
Silva, Servia	United Federation of Teachers	0002	NY
Silverio-Alza, Estela	United Federation of Teachers	0002	NY
Sims, Joann	United Federation of Teachers	0002	NY
Skibins, Bonnie	United Federation of Teachers	0002	NY
Skibins, Richard	United Federation of Teachers	0002	NY
Small, Grace	United Federation of Teachers	0002	NY
Smith, Barry	United Federation of Teachers	0002	NY
Smith, Celeste	United Federation of Teachers	0002	NY
Smith, Genoveba	United Federation of Teachers	0002	NY
Smith, Joan	United Federation of Teachers	0002	NY
Smith, Maria	United Federation of Teachers	0002	NY
Solla, Gloria	United Federation of Teachers	0002	NY
Solomon, Angela	United Federation of Teachers	0002	NY
Solomon, Howard	United Federation of Teachers	0002	NY
Sorkin, Geoffrey	United Federation of Teachers	0002	NY
Sow, Abdij	United Federation of Teachers	0002	NY
Stark, Susan	United Federation of Teachers	0002	NY
Stein, Andrew	United Federation of Teachers	0002	NY
Steinberg, Penina	United Federation of Teachers	0002	NY
Stevenson, Sharine	United Federation of Teachers	0002	NY
Stewart, Shawndel	United Federation of Teachers	0002	NY
Strack-Cregan, Deborah	United Federation of Teachers	0002	NY
Surpris, Joseph	United Federation of Teachers	0002	NY
Sutherland, Oswald	United Federation of Teachers	0002	NY
Tally, Mark	United Federation of Teachers	0002	NY
Tamburo, Laura	United Federation of Teachers	0002	NY
Taylor, Corey	United Federation of Teachers	0002	NY
Tewksbury, Christina	United Federation of Teachers	0002	NY
Thom, Marian	United Federation of Teachers	0002	NY
Thomas, Murphy	United Federation of Teachers	0002	NY
Thomas, Paula	United Federation of Teachers	0002	NY
Thomas, Ron	United Federation of Teachers	0002	NY
Thompson, Rosemarie	United Federation of Teachers	0002	NY
Thompson, Winnie	United Federation of Teachers	0002	NY
Tineo, Juan	United Federation of Teachers	0002	NY
Tokar, Richard	United Federation of Teachers	0002	NY
Tomkin, Raphael	United Federation of Teachers	0002	NY
Toney-Jones, Nicola	United Federation of Teachers	0002	NY
Tribble, Nina	United Federation of Teachers	0002	NY
Tripoulas, Lenore	United Federation of Teachers	0002	NY
Tumbarello, Loretta	United Federation of Teachers	0002	NY
Turner, Karlene	United Federation of Teachers	0002	NY
Urbaez, Lourdes	United Federation of Teachers	0002	NY
Usatch, Joseph	United Federation of Teachers	0002	NY
Vaccaro, Mary	United Federation of Teachers	0002	NY
Vaccaro, Vincent	United Federation of Teachers	0002	NY
Valentino, Anthony	United Federation of Teachers	0002	NY
Vargas, Evelyn	United Federation of Teachers	0002	NY
Vargas, Jose	United Federation of Teachers	0002	NY
Vasquez, James	United Federation of Teachers	0002	NY
Velazquez, Arnulfo	United Federation of Teachers	0002	NY
Velazquez, Wilma	United Federation of Teachers	0002	NY
Velez, Janet	United Federation of Teachers	0002	NY
Venneri, Maryanne	United Federation of Teachers	0002	NY
Verde, Denise	United Federation of Teachers	0002	NY
Verdone, Christopher	United Federation of Teachers	0002	NY
Viscovi, Lisa	United Federation of Teachers	0002	NY
Vitucci, Patti	United Federation of Teachers	0002	NY
Volpicella, Frank	United Federation of Teachers	0002	NY
Wade, Mary	United Federation of Teachers	0002	NY
Waithe, Marcia	United Federation of Teachers	0002	NY
Walden Cranst, Rachel	United Federation of Teachers	0002	NY
Walker Wilson, Wendy	United Federation of Teachers	0002	NY
Wall, Melissa	United Federation of Teachers	0002	NY
Waltzer, David	United Federation of Teachers	0002	NY
Ward, Margaret	United Federation of Teachers	0002	NY
Washington, Paula	United Federation of Teachers	0002	NY
Webb Geddes, Raquel	United Federation of Teachers	0002	NY
Weinerman, Ilene	United Federation of Teachers	0002	NY
Weingarten, Randi	United Federation of Teachers	0002	NY
Weintraub-Tho, Lauren	United Federation of Teachers	0002	NY
White, Anna	United Federation of Teachers	0002	NY
Whittaker, Nyree	United Federation of Teachers	0002	NY
Wilensky-Sork, Veronica	United Federation of Teachers	0002	NY
Wilhelm, Peter	United Federation of Teachers	0002	NY
Wilkes-Duplan, Sandra	United Federation of Teachers	0002	NY
Williams, Charlayne	United Federation of Teachers	0002	NY
Williams, Renee	United Federation of Teachers	0002	NY
Wilson, Lisa	United Federation of Teachers	0002	NY
Wilson, Vanecia	United Federation of Teachers	0002	NY
Winograd, Gloria	United Federation of Teachers	0002	NY
Wiprovnick, Jay	United Federation of Teachers	0002	NY
Wisdom-Perkin, Gina	United Federation of Teachers	0002	NY
Wisdom-Perkin, Gina	United Federation of Teachers	0002	NY
Woodruff, William	United Federation of Teachers	0002	NY
Yrfel, Kerry	United Federation of Teachers	0002	NY
Yodice, Diane	United Federation of Teachers	0002	NY
Yon, Mavis	United Federation of Teachers	0002	NY
Zahler, Gail	United Federation of Teachers	0002	NY
Zahler, Jeffrey	United Federation of Teachers	0002	NY
Zamora, Sergio	United Federation of Teachers	0002	NY

Candidate columns (left-side row labels, top to bottom): Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
NY	0002	United Federation of Teachers	Zingone, Joseph	2010.0098
NY	0616	Rochester Teachers Association	Brody, Patricia	197.0000
NY	0616	Rochester Teachers Association	Fager, Kevin	197.0000
NY	0616	Rochester Teachers Association	Gilbert, Jeanette	197.0000
NY	0616	Rochester Teachers Association	Humphrey, Willie	197.0000
NY	0616	Rochester Teachers Association	Jenkins-Cox, Marie	197.0000
NY	0616	Rochester Teachers Association	Jones, Valerie	197.0000
NY	0616	Rochester Teachers Association	Keating, Martha	197.0000
NY	0616	Rochester Teachers Association	Linzai, Paula	197.0000
NY	0616	Rochester Teachers Association	Mcmindes, Pamela	197.0000
NY	0616	Rochester Teachers Association	Montalvo, Yolanda	197.0000
NY	0616	Rochester Teachers Association	Rapkin, Linda	197.0000
NY	0616	Rochester Teachers Association	Rinere, Aimee	197.0000
NY	0616	Rochester Teachers Association	Rubin, Candice	197.0000
NY	0616	Rochester Teachers Association	Schultz, Kenneth	197.0000
NY	0616	Rochester Teachers Association	Shakes, Gaya	197.0000
NY	0616	Rochester Teachers Association	Urbanski, Adam	197.0000
NY	0616	Rochester Teachers Association	Valenti, Jason	197.0000
NY	0616	Rochester Teachers Association	Wooten, Yolanda	197.0000
NY	0616	Rochester Teachers Association	Wurz, David	197.0000
NY	0616	Rochester Teachers Association	Zimmer, Mary	197.0000
NY	0616	Rochester Teachers Association	Zuniga, Joseph	197.0000
NY	0803	Schenectady Federation of Teachers	Benaquisto, Juliet	451.6667
NY	0803	Schenectady Federation of Teachers	Carhart, Kathleen	451.6667
NY	0803	Schenectady Federation of Teachers	Moehle, Karen	451.6667
NY	0860	Yonkers Federation of Teachers	Boyd, Bryan	130.9375
NY	0860	Yonkers Federation of Teachers	Casella, Joanne	130.9375
NY	0860	Yonkers Federation of Teachers	Cirello, Michael	130.9375
NY	0860	Yonkers Federation of Teachers	Deluca, Elizabeth	130.9375
NY	0860	Yonkers Federation of Teachers	Downes, Jayme	130.9375
NY	0860	Yonkers Federation of Teachers	Ellerbe, Kemba	130.9375
NY	0860	Yonkers Federation of Teachers	Foster, Brian	130.9375
NY	0860	Yonkers Federation of Teachers	Gorman, Erin	130.9375
NY	0860	Yonkers Federation of Teachers	Harrington, Patrick	130.9375
NY	0860	Yonkers Federation of Teachers	Kendrick-Jone, Roselyn	130.9375
NY	0860	Yonkers Federation of Teachers	Leoni, Lynn	130.9375
NY	0860	Yonkers Federation of Teachers	Madigan, Kerri	130.9375
NY	0860	Yonkers Federation of Teachers	Mccue, Florence	130.9375
NY	0860	Yonkers Federation of Teachers	Odonnell, Elizabeth	130.9375
NY	0860	Yonkers Federation of Teachers	Polay, Mitchell	130.9375
NY	0860	Yonkers Federation of Teachers	Rosado-Ciriel, Samantha	130.9375
NY	1568	William Floyd United Teachers	Gleason, Susan	353.0000
NY	1568	William Floyd United Teachers	Gross, Wendy	353.0000
NY	1660	Teachers Association of Lindenhurst	Mcgevna, Sean	178.0000
NY	1660	Teachers Association of Lindenhurst	Read, Douglas	178.0000
NY	1660	Teachers Association of Lindenhurst	Read, Elizabeth	178.0000
NY	1683	Middle Country Teachers Association, Inc	Drespel, Debra	251.5000
NY	1683	Middle Country Teachers Association, Inc	Kollar, Rebecca	251.5000
NY	1683	Middle Country Teachers Association, Inc	Lambert, Krista	251.5000
NY	1683	Middle Country Teachers Association, Inc	Resnikoff, Nadia	251.5000
NY	1889	Farmingdale Federation Teachers	Anthony, Cordelia	207.6667
NY	1889	Farmingdale Federation Teachers	Dieso, Janet	207.6667
NY	1889	Farmingdale Federation Teachers	Hernandez-Kra, Esther	207.6667
NY	2190	United University Professions	Africa, Benjamin	492.8308
NY	2190	United University Professions	Anselmi, Lisa	492.8308
NY	2190	United University Professions	Ayo, Solomon	492.8308
NY	2190	United University Professions	Berger, Jacqualine	492.8308
NY	2190	United University Professions	Blackman-Stro, Rowena	492.8308
NY	2190	United University Professions	Braund, Carol	492.8308
NY	2190	United University Professions	Bryan, Rebecca	492.8308
NY	2190	United University Professions	Cannon, Nancy	492.8308
NY	2190	United University Professions	Cody, Douglas	492.8308
NY	2190	United University Professions	Day, Doreen	492.8308
NY	2190	United University Professions	Drescher, Nuala	492.8308
NY	2190	United University Professions	Drummond, Edward	492.8308
NY	2190	United University Professions	Fallek, Maryann	492.8308
NY	2190	United University Professions	Flax, Henry	492.8308
NY	2190	United University Professions	Floss, Frederick	492.8308
NY	2190	United University Professions	Franco, Candelario	492.8308
NY	2190	United University Professions	Gizzi, Carol	492.8308
NY	2190	United University Professions	Glick, Philip	492.8308
NY	2190	United University Professions	Goldsmith, Frank	492.8308
NY	2190	United University Professions	Guydosh, Raymond	492.8308
NY	2190	United University Professions	Hartshorn, Walter	492.8308
NY	2190	United University Professions	Hinkle, Stephen	492.8308
NY	2190	United University Professions	Hoey, Thomas	492.8308
NY	2190	United University Professions	Hogle, Thomas	492.8308
NY	2190	United University Professions	Inventasch, Harvey	492.8308
NY	2190	United University Professions	Kasprak, Robert	492.8308
NY	2190	United University Professions	Keliar, Kathleen	492.8308
NY	2190	United University Professions	Kowal, Frederick	492.8308
NY	2190	United University Professions	Kreh, David	492.8308
NY	2190	United University Professions	Kube, Carolyn	492.8308
NY	2190	United University Professions	Lamy, Ellen	492.8308
NY	2190	United University Professions	Lawhorne, Stephanie	492.8308
NY	2190	United University Professions	Lewis, Milton	492.8308
NY	2190	United University Professions	Lewis, Sandra	492.8308
NY	2190	United University Professions	Livingston, Martha	492.8308
NY	2190	United University Professions	Malone, Pamela	492.8308
NY	2190	United University Professions	Marriott, Cheryl	492.8308
NY	2190	United University Professions	Matthews, Thomas	492.8308
NY	2190	United University Professions	Mayers, Darleyne	492.8308
NY	2190	United University Professions	Mcateer, Charles	492.8308
NY	2190	United University Professions	Mccarthy, Joseph	492.8308
NY	2190	United University Professions	Mcnitt, F.	492.8308
NY	2190	United University Professions	Norton, David	492.8308
NY	2190	United University Professions	O'Bryan-Losee, Jeriluanne	492.8308

Candidate columns (top to bottom): Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
NY	2190	United University Professions	Patterson, Shirley	492.8308
NY	2190	United University Professions	Quinn, Edward	492.8308
NY	2190	United University Professions	Relan, Nand	492.8308
NY	2190	United University Professions	Richman, Shaun	492.8308
NY	2190	United University Professions	Schaffer, D. Jo	492.8308
NY	2190	United University Professions	Schumacher, John	492.8308
NY	2190	United University Professions	Simons, William	492.8308
NY	2190	United University Professions	Smith, Patricia	492.8308
NY	2190	United University Professions	Stahl, Martin	492.8308
NY	2190	United University Professions	Stern, Irene	492.8308
NY	2190	United University Professions	Tang, Chi-Ming	492.8308
NY	2190	United University Professions	Tang, Jasmine	492.8308
NY	2190	United University Professions	Torre, Jason	492.8308
NY	2190	United University Professions	Torres, Idalia	492.8308
NY	2190	United University Professions	Tucker, Thomas	492.8308
NY	2190	United University Professions	Ukeina, Bekah	492.8308
NY	2190	United University Professions	Walker, Michael	492.8308
NY	2190	United University Professions	Wesnofske, Edward	492.8308
NY	2190	United University Professions	Wiegard, Anne	492.8308
NY	2190	United University Professions	Wishnia, Judith	492.8308
NY	2190	United University Professions	Wishkill, Pamela	492.8308
NY	2193	Bellport Teachers Association	White, Wayne	623.0000
NY	2334	Professional Staff Congress	Bastas, Hera	92.1743
NY	2334	Professional Staff Congress	Cermele, Robert	92.1743
NY	2334	Professional Staff Congress	Chitty, Arthur	92.1743
NY	2334	Professional Staff Congress	Davis, James	92.1743
NY	2334	Professional Staff Congress	Deluro, Iris	92.1743
NY	2334	Professional Staff Congress	Digirolamo, Vincent	92.1743
NY	2334	Professional Staff Congress	Gallagher, John	92.1743
NY	2334	Professional Staff Congress	Gronowicz, Anthony	92.1743
NY	2334	Professional Staff Congress	Gruber, Orit	92.1743
NY	2334	Professional Staff Congress	Jeu, Amy	92.1743
NY	2334	Professional Staff Congress	Kissack, Glenn	92.1743
NY	2334	Professional Staff Congress	Macdonald, Sean	92.1743
NY	2334	Professional Staff Congress	Meltzar, Howard	92.1743
NY	2334	Professional Staff Congress	Mirer, Franklin	92.1743
NY	2334	Professional Staff Congress	Narkunas, Paul	92.1743
NY	2334	Professional Staff Congress	Newfield, Marcia	92.1743
NY	2334	Professional Staff Congress	Persinger, Sharon	92.1743
NY	2334	Professional Staff Congress	Pinello, Daniel	92.1743
NY	2334	Professional Staff Congress	Sherman, Albert	92.1743
NY	2334	Professional Staff Congress	Utakis, Sharon	92.1743
NY	2334	Professional Staff Congress	Vasquez, Andrea	92.1743
NY	2512	Bolivar-Richburg Faculty Association	Bogey, Andrew	89.0000
NY	2525	Buffalo Teachers Federation, Inc.	Garcia, Lynn	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Herkey, Nicole	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Howard-Johnso, Sophia	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Mecca, Mark	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Montante, Joseph	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Pordum, Rebecca	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Raichilson, M Sue	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Rosokoff, Trisha	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Rumore, Philip	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Salamone, Christine	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Sawicki, Gregory	329.1667
NY	2525	Buffalo Teachers Federation, Inc.	Townsend, Ruyvette	329.1667
NY	2664	Fulton Teachers Association	Wirelk, Nathan	374.0000
NY	2718	Hempstead Classroom Teachers Association	Brown-Cooke, Winsome	110.4000
NY	2718	Hempstead Classroom Teachers Association	Byrd-Watkins, Lisa	110.4000
NY	2718	Hempstead Classroom Teachers Association	Cady, Maria	110.4000
NY	2718	Hempstead Classroom Teachers Association	Curiel-Gaffne, Danielle	110.4000
NY	2718	Hempstead Classroom Teachers Association	Day, Joelle	110.4000
NY	2768	Kenmore Teachers Association	Brydalski, Robyn	205.0000
NY	2768	Kenmore Teachers Association	Hyzy, Diane	205.0000
NY	2768	Kenmore Teachers Association	Orlowski, Jeffrey	205.0000
NY	2768	Kenmore Teachers Association	Stuhmiller, Peter	205.0000
NY	2794	Lockport Education Association	Bronson, Gregory	119.2500
NY	2794	Lockport Education Association	Flaherty, Joseph	119.2500
NY	2794	Lockport Education Association	Haley, Shawn	119.2500
NY	2794	Lockport Education Association	Larkin, Cheryl	119.2500
NY	2867	Newburgh Teachers Association	Catalano, Jennifer	320.2500
NY	2867	Newburgh Teachers Association	Mazza, Claudine	320.2500
NY	2867	Newburgh Teachers Association	Nonnon, Angela	320.2500
NY	2867	Newburgh Teachers Association	Sculley, Matthew	320.2500
NY	2873	North Babylon Teachers Organization	Durio, Selina	583.0000
NY	2888	Nyack Teachers Association	Potter, Tracy	396.0000
NY	2930	Plattsburgh Teachers Association	Sherman, Roderick	265.0000
NY	2938	Port Washington Teachers Association	Grasso Krebs, Joy	131.2500
NY	2938	Port Washington Teachers Association	Mclean, Regina	131.2500
NY	2938	Port Washington Teachers Association	Rosenbaum, Kim	131.2500
NY	2938	Port Washington Teachers Association	Zeh, Jeanne	131.2500
NY	2961	Rome Teachers Association	Wood, Robert	529.0000
NY	2969	Rush Henrietta Employees Association	Arthmann, Karen/Lee	270.2500
NY	2969	Rush Henrietta Employees Association	Bradstreet, Heather	270.2500
NY	2969	Rush Henrietta Employees Association	Buck, Sheila Sullivan	270.2500
NY	2969	Rush Henrietta Employees Association	Rush, Marcie	270.2500
NY	2982	Saranac Lake Central School Teachers Ass	Carlisto, Donald	164.0000
NY	2999	Syracuse Teachers Association, Inc.	Cappiello, Nicole	764.5000
NY	2999	Syracuse Teachers Association, Inc.	Little, Don	764.5000
NY	2999	Syracuse Teachers Association, Inc.	Little, Thomas	764.5000
NY	2999	Syracuse Teachers Association, Inc.	Scott, William	764.5000
NY	3003	Shenendehowa Teachers Association	Borns, Susan	759.0000
NY	3011	Sodus Faculty Association	Sprague, Corey	134.0000
NY	3037	Eastern Suffolk BOCES Educators	Stenberg, Ray	1495.0000
NY	3038	Faculty Association of Suffolk Community	Digregorio, Peter	432.0000
NY	3038	Faculty Association of Suffolk Community	Morelli, Dante	432.0000
NY	3038	Faculty Association of Suffolk Community	Pappas, Matthew	432.0000

Candidate columns (listed top to bottom):

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
NY	3038	Faculty Association of Suffolk Community	Stone, Andrew	432.0000
NY	3041	Sweet Home Education Association	Baetzhold, Kirsten	336.0000
NY	3059	Tri Valley Teachers Association	Hayres, Matthew	115.0000
NY	3119	White Plains Teachers Association	Levant, Caren	730.0000
NY	3150	Nassau Community College Federation Teac	Newman, Richard	281.0000
NY	3150	Nassau Community College Federation Teac	Smith, Dawn	281.0000
NY	3457	United College Employees of FIT	Bertoletti, Isabella	256.2000
NY	3457	United College Employees of FIT	Clement, Paul	256.2000
NY	3457	United College Employees of FIT	Elins, Roberta	256.2000
NY	3457	United College Employees of FIT	Gugel, Craig	256.2000
NY	3457	United College Employees of FIT	Payton-Jones, Deborah	256.2000
NY	3882	Union of Clerical, Technical & Admin Sta	Crowe, Christopher	460.0000
NY	3882	Union of Clerical, Technical & Admin Sta	Griffin, Sharmaine	460.0000
NY	3882	Union of Clerical, Technical & Admin Sta	Rechner, Stephen	460.0000
NY	4053	Public Employees Federation	Cole, Carolyn	2365.3636
NY	4053	Public Employees Federation	Desilva, Sharon	2365.3636
NY	4053	Public Employees Federation	Diantonio, Randi	2365.3636
NY	4053	Public Employees Federation	Giddings, Bruce	2365.3636
NY	4053	Public Employees Federation	Holdings, Bruce	2365.3636
NY	4053	Public Employees Federation	Lozinsky Jr., Thomas	2365.3636
NY	4053	Public Employees Federation	Matb Iii, Ralph	2365.3636
NY	4053	Public Employees Federation	Marsland, Scott	2365.3636
NY	4053	Public Employees Federation	Puleo, Andrew	2365.3636
NY	4053	Public Employees Federation	Spence, Wayne	2365.3636
NY	4053	Public Employees Federation	Wilkie, Kay Alison	2365.3636
NY	4451	West Genesee Substitute Teachers Associa	Ventucci, Jean	21.0000
NY	4662	School District Office Personnel Of Unio	Mathis, Andre	51.0000
NY	6273	Hicksville Congress Of Teachers	Sulo, Stephanie	479.0000
NY	7847	Faculty Federation Of Erie Community Col	Crocker, Angela	300.0000
NY	7847	Faculty Federation Of Erie Community Col	Sako, Andrew	300.0000
NY	8030	New York State United Teachers	Abraham, J Philipe	18.0000
NY	8030	New York State United Teachers	Cantafio, Joseph	18.0000
NY	8030	New York State United Teachers	Dibrango, Jolene	18.0000
NY	9507R	NYSUT Retiree Council 10	Donlon, Loretta	1.0000
NY	9510R	New York State United Teachers Retiree C	Maxon, Bonita	1.0000
NY	9516R	New York State United Teachers Retiree C	O'Connor, Veronica	1.0000
NY	9518R	New York State United Teachers Retiree C	Keilly-Michal, Barbara	1.0000
NY	9519R	New York State United Teachers Retiree C	Catanzariti, Rosemary	1.0000
NY	9520R	New York State United Teachers Retiree C	Stern, Mel	1.0000
NY	9521R	New York State United Teachers Retiree C	Eiermann, Louisa	1.0000
NY	9525R	NYSUT Retiree Council 25	Caquias, Deborah	1.0000
NY	9526R	NYSUT Retiree Council 26	Cohen, Stewart	1.0000
NY	9528R	NYSUT Retiree Council 28	Kenneth, Goodfriend	1.0000
NY	9529R	NYSUT Retiree Council 29	Grant, Diane	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	Reynolds, Clarence	1.0000
NY	9533R	NYSUT Retiree Council 33	Rowland, Christine	1.0000
NY	9534R	NYSUT Retiree Council 34	Whitman, Thomas	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
NY	9544R	New York State United Teachers Retiree C	Gross, Fori	1.0000
OH	0250	Toledo Federation of Teachers	Al-Hayani, Mona	290.0000
OH	0250	Toledo Federation of Teachers	Barnhill, Sara	290.0000
OH	0250	Toledo Federation of Teachers	Fray, Daniel	290.0000
OH	0250	Toledo Federation of Teachers	Haney, Kristin	290.0000
OH	0250	Toledo Federation of Teachers	Hernandez, Catherine	290.0000
OH	0250	Toledo Federation of Teachers	Mcpherson, Cerssandra	290.0000
OH	0250	Toledo Federation of Teachers	Price, Dale	290.0000
OH	0250	Toledo Federation of Teachers	Schwarzkopf, Kristina	290.0000
OH	0250	Toledo Federation of Teachers	Smith, Lynn	290.0000
OH	0279	Cleveland Teachers Union	Ahrens, Jillian	315.8667
OH	0279	Cleveland Teachers Union	Antonio, Cynthia	315.8667
OH	0279	Cleveland Teachers Union	Baumgartner, Mark	315.8667
OH	0279	Cleveland Teachers Union	Carter, Cassandra	315.8667
OH	0279	Cleveland Teachers Union	Dockery-Murra, Andrea	315.8667
OH	0279	Cleveland Teachers Union	Fair, Dorothy	315.8667
OH	0279	Cleveland Teachers Union	Forrai-Gunter, Patricia	315.8667
OH	0279	Cleveland Teachers Union	Hedges, Bonnie	315.8667
OH	0279	Cleveland Teachers Union	Henderson, Stephanie	315.8667
OH	0279	Cleveland Teachers Union	Kudsar, Michael	315.8667
OH	0279	Cleveland Teachers Union	Moore, Mary	315.8667
OH	0279	Cleveland Teachers Union	Neylon, Cheryl	315.8667
OH	0279	Cleveland Teachers Union	Obrenski, Shari	315.8667
OH	0279	Cleveland Teachers Union	Paden, Deborah	315.8667
OH	0279	Cleveland Teachers Union	Rzuidilo, Michelle	315.8667
OH	1520	Cincinnati Federation of Teachers	Albertson-Fon, Deann	144.4500
OH	1520	Cincinnati Federation of Teachers	Allen, Milbeth	144.4500
OH	1520	Cincinnati Federation of Teachers	Allen, Theresa	144.4500
OH	1520	Cincinnati Federation of Teachers	Archer, Angel	144.4500
OH	1520	Cincinnati Federation of Teachers	Bennett-Poett, Sandra	144.4500
OH	1520	Cincinnati Federation of Teachers	Black, Raymond	144.4500
OH	1520	Cincinnati Federation of Teachers	Black, Ronnie X	144.4500
OH	1520	Cincinnati Federation of Teachers	Couch, Angela	144.4500
OH	1520	Cincinnati Federation of Teachers	Frank, Thomas	144.4500
OH	1520	Cincinnati Federation of Teachers	Gardner, Chandra	144.4500
OH	1520	Cincinnati Federation of Teachers	Knudsen, Richard	144.4500
OH	1520	Cincinnati Federation of Teachers	Kreusch, Megan	144.4500
OH	1520	Cincinnati Federation of Teachers	Phelps, Kendra	144.4500
OH	1520	Cincinnati Federation of Teachers	Rieman-Klingl, John	144.4500
OH	1520	Cincinnati Federation of Teachers	Sanegret, Laura	144.4500
OH	1520	Cincinnati Federation of Teachers	Sellers, Julia	144.4500
OH	1520	Cincinnati Federation of Teachers	Simon, Jane	144.4500
OH	1520	Cincinnati Federation of Teachers	Smith, Brad	144.4500
OH	1520	Cincinnati Federation of Teachers	Stewart, Neil	144.4500
OH	1520	Cincinnati Federation of Teachers	White, Sybyl	144.4500

Candidate columns (rotated headers, left to right):

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
OH	4989	Crestview Employees Association	Lautzenheiser, James	76.0000
OH	5903	Ohio Nurses Association	Arora, Diamantina	615.7500
OH	5903	Ohio Nurses Association	Clark, Candace	615.7500
OH	5903	Ohio Nurses Association	Frymyer, Jessie	615.7500
OH	5903	Ohio Nurses Association	Law, Amy	615.7500
OH	5903	Ohio Nurses Association	Lucas, Rick	615.7500
OH	5903	Ohio Nurses Association	Ochs, Lisa	615.7500
OH	5903	Ohio Nurses Association	Pompeii, Amy	615.7500
OH	5903	Ohio Nurses Association	Rowe, Holly	615.7500
OH	5903	Ohio Nurses Association	Schweighart-H, Sammie	615.7500
OH	5903	Ohio Nurses Association	Thoman, Michelle	615.7500
OH	5903	Ohio Nurses Association	Tucker, Jacinta	615.7500
OH	5903	Ohio Nurses Association	Weitzel, Robert	615.7500
OH	8033	Cincinnati Fed of Teachers	Cropper, Melissa	1.0000
OH	2309	Ohio Federation of Teachers	Jones, Elizabeth	1.0000
OK	1520R	Oklahoma City Federation of Classified E	Luster-Shboer, Torie	1128.0000
OK	4574	Oklahoma City AFT	Gray, David	596.0000
OK	3209	AFT - Oklahoma	Best, Mary	30.0000
OR		United Academics of the University of Or	Bremer, Mark	908.0000
OR	3922	Portland Comm Coll Fed of Classified Emp	Grider, Jeff	137.5000
OR	3922	Portland Comm Coll Fed of Classified Emp	Loghry, Juanita	137.5000
OR	3922	Portland Comm Coll Fed of Classified Emp	Odeh, Susan	137.5000
OR	3922	Portland Comm Coll Fed of Classified Emp	Peterson, Denyse	137.5000
OR	4671	Hillsboro Classified United	Hernandez-Vas, Anastasia	384.0000
OR	4671	Hillsboro Classified United	Langworthy, Debbie	384.0000
OR	5017	Oregon FNHP	Barschow, Jodi	500.5455
OR	5017	Oregon FNHP	Boesen, Sherri	500.5455
OR	5017	Oregon FNHP	Erghouse, Adrienne	500.5455
OR	5017	Oregon FNHP	Faulkner, Carol	500.5455
OR	5017	Oregon FNHP	Fjelstad, Carolyn	500.5455
OR	5017	Oregon FNHP	Holt, Joshua	500.5455
OR	5017	Oregon FNHP	Martin, Tiffani	500.5455
OR	5017	Oregon FNHP	Moen, Stephanie	500.5455
OR	5017	Oregon FNHP	Ross, Shawna	500.5455
OR	5017	Oregon FNHP	Silva, Caretia	500.5455
OR	5017	Oregon FNHP	Wagstaff, Vienna	500.5455
OR	5905	Oregon Nurses Association	Cooper, Kathleen	1969.3333
OR	5905	Oregon Nurses Association	Dillon, Jacqueline	1969.3333
OR	5905	Oregon Nurses Association	Dunsmuir, Larlene	1969.3333
OR	5905	Oregon Nurses Association	Logsdon, Lisa	1969.3333
OR	5905	Oregon Nurses Association	Pond, Lynda	1969.3333
OR	5905	Oregon Nurses Association	Rompala, Christopher	1969.3333
OR	6732	Oregon School Employees Association	Gourley, Lisa	3634.2500
OR	6732	Oregon School Employees Association	Hofer, Mary	3634.2500
OR	6732	Oregon School Employees Association	Jones, Teri	3634.2500
OR	6732	Oregon School Employees Association	Luisi, Bonnie	3634.2500
OR	8035	AFT Oregon	Erbs, Ira	0.5000
OR	8035	AFT Oregon	Rodriguez, Jaime	0.5000
PA	0003	Philadelphia Federation of Teachers	Adeshigbin, Emily	154.5000
PA	0003	Philadelphia Federation of Teachers	Aichele, Christopher	154.5000
PA	0003	Philadelphia Federation of Teachers	Aristolis, Victoria G	154.5000
PA	0003	Philadelphia Federation of Teachers	Babich, Ryan	154.5000
PA	0003	Philadelphia Federation of Teachers	Bavaro, Sonny	154.5000
PA	0003	Philadelphia Federation of Teachers	Bentum, Bonnie B	154.5000
PA	0003	Philadelphia Federation of Teachers	Blaustein, Eric	154.5000
PA	0003	Philadelphia Federation of Teachers	Bolden, Cynthia	154.5000
PA	0003	Philadelphia Federation of Teachers	Brody, Marjorie	154.5000
PA	0003	Philadelphia Federation of Teachers	Bullock, Ayo	154.5000
PA	0003	Philadelphia Federation of Teachers	Calimag, Antoinette P	154.5000
PA	0003	Philadelphia Federation of Teachers	Capo, Suzanne	154.5000
PA	0003	Philadelphia Federation of Teachers	Carden, Brian K	154.5000
PA	0003	Philadelphia Federation of Teachers	Cataline, Suzanne	154.5000
PA	0003	Philadelphia Federation of Teachers	Coats, John N	154.5000
PA	0003	Philadelphia Federation of Teachers	Coleman, Leshawna K	154.5000
PA	0003	Philadelphia Federation of Teachers	Conaghan, Stephanie	154.5000
PA	0003	Philadelphia Federation of Teachers	Curry, Viola	154.5000
PA	0003	Philadelphia Federation of Teachers	Davis, Antoinette L	154.5000
PA	0003	Philadelphia Federation of Teachers	Dean, Trina	154.5000
PA	0003	Philadelphia Federation of Teachers	Desnoyers, Suzanne	154.5000
PA	0003	Philadelphia Federation of Teachers	Dimartino, Daniel J	154.5000
PA	0003	Philadelphia Federation of Teachers	Dougan, Luke	154.5000
PA	0003	Philadelphia Federation of Teachers	Dzelinski-Ya, Christina	154.5000
PA	0003	Philadelphia Federation of Teachers	Felton, Cynthia	154.5000
PA	0003	Philadelphia Federation of Teachers	Fitzsimmons, Daniel	154.5000
PA	0003	Philadelphia Federation of Teachers	Fleming, Erik D	154.5000
PA	0003	Philadelphia Federation of Teachers	Garcia, Ruth	154.5000
PA	0003	Philadelphia Federation of Teachers	Gaskins-West, Andrea	154.5000
PA	0003	Philadelphia Federation of Teachers	Glover, Lestona	154.5000
PA	0003	Philadelphia Federation of Teachers	Gottesman, Amy	154.5000
PA	0003	Philadelphia Federation of Teachers	Guzman, Rainel	154.5000
PA	0003	Philadelphia Federation of Teachers	Hampton, Glen	154.5000
PA	0003	Philadelphia Federation of Teachers	Henderson, Wilma	154.5000
PA	0003	Philadelphia Federation of Teachers	Hicks, Rhonda	154.5000
PA	0003	Philadelphia Federation of Teachers	Horton, Sharon	154.5000
PA	0003	Philadelphia Federation of Teachers	Hover, Benjamin	154.5000
PA	0003	Philadelphia Federation of Teachers	Hudecki, Kelli	154.5000
PA	0003	Philadelphia Federation of Teachers	Jones, Evette	154.5000
PA	0003	Philadelphia Federation of Teachers	Jones-Johnson, Rosalind	154.5000
PA	0003	Philadelphia Federation of Teachers	Jordan, Jerry	154.5000
PA	0003	Philadelphia Federation of Teachers	Judge, Louise	154.5000
PA	0003	Philadelphia Federation of Teachers	Judge, Kelly	154.5000
PA	0003	Philadelphia Federation of Teachers	Kemp, Arlene	154.5000
PA	0003	Philadelphia Federation of Teachers	King, Syead	154.5000
PA	0003	Philadelphia Federation of Teachers	Lafferty, Jason	154.5000
PA	0003	Philadelphia Federation of Teachers	Lee, Patricia M	154.5000
PA	0003	Philadelphia Federation of Teachers	Levister, Michael	154.5000
PA	0003	Philadelphia Federation of Teachers	Linardopoulos, Hillary	154.5000

Candidate columns (left to right):
Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten

St	Local	Local Name	Name	Votes
PA	0003	Philadelphia Federation of Teachers	Lindsay, Leyla	154.5000
PA	0003	Philadelphia Federation of Teachers	Mack, Eartha P	154.5000
PA	0003	Philadelphia Federation of Teachers	Matranga, Peter	154.5000
PA	0003	Philadelphia Federation of Teachers	Matthews, Donna R	154.5000
PA	0003	Philadelphia Federation of Teachers	Mccleary, Donna	154.5000
PA	0003	Philadelphia Federation of Teachers	Mcgowan, Joan M	154.5000
PA	0003	Philadelphia Federation of Teachers	Meskill, Lorenea	154.5000
PA	0003	Philadelphia Federation of Teachers	Mickens, Karen	154.5000
PA	0003	Philadelphia Federation of Teachers	Moleski, Stanley	154.5000
PA	0003	Philadelphia Federation of Teachers	Montgomery, Levella	154.5000
PA	0003	Philadelphia Federation of Teachers	Morris, Dolores	154.5000
PA	0003	Philadelphia Federation of Teachers	Nesmith, Cheryl	154.5000
PA	0003	Philadelphia Federation of Teachers	Olsen, Edward	154.5000
PA	0003	Philadelphia Federation of Teachers	Peterson-John, Ethel C	154.5000
PA	0003	Philadelphia Federation of Teachers	Phillps, Beatrice	154.5000
PA	0003	Philadelphia Federation of Teachers	Price, Jeffrey E	154.5000
PA	0003	Philadelphia Federation of Teachers	Richardson, Erin	154.5000
PA	0003	Philadelphia Federation of Teachers	Robinson, Dr Stephanie	154.5000
PA	0003	Philadelphia Federation of Teachers	Rogers, Denise	154.5000
PA	0003	Philadelphia Federation of Teachers	Rosenfeld, Jaclyn	154.5000
PA	0003	Philadelphia Federation of Teachers	Ruff, Marguerite	154.5000
PA	0003	Philadelphia Federation of Teachers	Rutland, Vincent W	154.5000
PA	0003	Philadelphia Federation of Teachers	Santana, Sharahn	154.5000
PA	0003	Philadelphia Federation of Teachers	Schlein-Kaufm, Amy	154.5000
PA	0003	Philadelphia Federation of Teachers	Schultz, Julie	154.5000
PA	0003	Philadelphia Federation of Teachers	Shaw-Carpente, Michelle	154.5000
PA	0003	Philadelphia Federation of Teachers	Stubbs, Claire	154.5000
PA	0003	Philadelphia Federation of Teachers	Sundeen, Kathryn	154.5000
PA	0003	Philadelphia Federation of Teachers	Tull, Theressa	154.5000
PA	0003	Philadelphia Federation of Teachers	Valentine, Lorraine	154.5000
PA	0003	Philadelphia Federation of Teachers	Ward, Cassandra	154.5000
PA	0003	Philadelphia Federation of Teachers	Welshans, Ivey	154.5000
PA	0003	Philadelphia Federation of Teachers	Young, Kristine	154.5000
PA	0400	Pittsburgh Federation of Teachers	Beleisis, Christine	135.8636
PA	0400	Pittsburgh Federation of Teachers	Donnelly, Melissa	135.8636
PA	0400	Pittsburgh Federation of Teachers	Esposito-Visg, Nina	135.8636
PA	0400	Pittsburgh Federation of Teachers	Ferrari, Christian	135.8636
PA	0400	Pittsburgh Federation of Teachers	Grant, Harold	135.8636
PA	0400	Pittsburgh Federation of Teachers	Hall, Candace	135.8636
PA	0400	Pittsburgh Federation of Teachers	Hileman, Bill	135.8636
PA	0400	Pittsburgh Federation of Teachers	Hughes, Bernadette	135.8636
PA	0400	Pittsburgh Federation of Teachers	Mandarino, Scott	135.8636
PA	0400	Pittsburgh Federation of Teachers	Marks, Brenda	135.8636
PA	0400	Pittsburgh Federation of Teachers	Mezzocco, Jennifer	135.8636
PA	0400	Pittsburgh Federation of Teachers	Mitchell, Brittny	135.8636
PA	0400	Pittsburgh Federation of Teachers	Mitchell, Robert	135.8636
PA	0400	Pittsburgh Federation of Teachers	Monti-Treivel, Kathy	135.8636
PA	0400	Pittsburgh Federation of Teachers	Mueller, Sarah	135.8636
PA	0400	Pittsburgh Federation of Teachers	Parker, Jonathan	135.8636
PA	0400	Pittsburgh Federation of Teachers	Partee, Teresa	135.8636
PA	0400	Pittsburgh Federation of Teachers	Schmitt, Rosemary	135.8636
PA	0400	Pittsburgh Federation of Teachers	Tarka-Dinurzi, Anna	135.8636
PA	0400	Pittsburgh Federation of Teachers	Vinston, Karen	135.8636
PA	0400	Pittsburgh Federation of Teachers	Vislay, Michelle	135.8636
PA	0400	Pittsburgh Federation of Teachers	Young, Mary	135.8636
PA	1147	Scranton Federation of Teachers	Baldauff, Gerald J.	171.0000
PA	1147	Scranton Federation of Teachers	Boland, Rosemary	171.0000
PA	1147	Scranton Federation of Teachers	Byron, Marissa	171.0000
PA	1147	Scranton Federation of Teachers	Wojnar, Vincent	171.0000
PA	1147	Scranton Federation of Teachers	Zaleski, Jennifer	171.0000
PA	1417	Neshaminy Federation of Teachers	D'Entremont, Monique	206.6667
PA	1417	Neshaminy Federation of Teachers	Drake, Suzanne	206.6667
PA	1417	Neshaminy Federation of Teachers	Huber, Tara	206.6667
PA	2026	The Faculty & Staff Fed Comm Coll of Phi	Braxton, John	420.5000
PA	2026	The Faculty & Staff Fed Comm Coll of Phi	Schermerhorn, Karen	420.5000
PA	2097	North Allegheny Federation of Teachers	Allen, Bruce	163.0000
PA	2097	North Allegheny Federation of Teachers	Conrad, Stephanie	163.0000
PA	2097	North Allegheny Federation of Teachers	Harrell, John	163.0000
PA	2097	North Allegheny Federation of Teachers	Harrell, Joyce	163.0000
PA	2097	North Allegheny Federation of Teachers	Uhernik, Leah	163.0000
PA	2099	Girard Federation of Teachers	Mikovich, Matt	129.0000
PA	2238	Bucks County Community College Fed of Te	Bennett, Stacey	134.5000
PA	2238	Bucks County Community College Fed of Te	Hennessey, Michael	134.5000
PA	3942	Western Pennsylvania School for Blind Ch	Corbin, Sandy	46.5000
PA	3942	Western Pennsylvania School for Blind Ch	Horgan, Sheila	46.5000
PA	3942	Western Pennsylvania School for Blind Ch	Jordan, Will	46.5000
PA	4531	Temple Association of University Profess	Newman, Steve	475.0000
PA	4531	Temple Association of University Profess	Burns, Joseph	182.0000
PA	8606	Alliance of Charter School Employees	Pieczskon, Daniel	265.0000
PA	9608	United Academics of Philadelphia	Colangelo, Patricia	1.0000
PA	0400R	Pittsburgh Federation of Teachers-AFT Re	Evans, Howard	1.0000
PA	0400R	Scranton Fed of Teachers	Bonilla Del R, Sara	1682.1818
PR	6582	AMPR-Local Sindical	Filpo Urena, Nerys	1682.1818
PR	6582	AMPR-Local Sindical	Morales Pania, Sybaris	1682.1818
PR	6582	AMPR-Local Sindical	Ortiz Burgos, Eulogia	1682.1818
PR	6582	AMPR-Local Sindical	Ortiz Castill, Myrna	1682.1818
PR	6582	AMPR-Local Sindical	Perez Hernand, Angel	1682.1818
PR	6582	AMPR-Local Sindical	Ramirez Matos, Yamille	1682.1818
PR	6582	AMPR-Local Sindical	Reyes Flores, Ana	1682.1818
PR	6582	AMPR-Local Sindical	Rodriguez Gar, Kiomary	1682.1818
PR	6582	AMPR-Local Sindical	Sanchez Rodri, Pedro	1682.1818
PR	6582	AMPR-Local Sindical	Toledo Correa, Grichelle	1682.1818
PR	8050	Asociación de Maestros de Puerto Rico	Aponte Santos, Elba	355.5000
PR	8050	Asociación de Maestros de Puerto Rico	Bonilla Sanch, Victor	355.5000
PR	8050	Asociación de Maestros de Puerto Rico	Cosme Ardino, Fabian	355.5000
PR	8050	Asociación de Maestros de Puerto Rico	Diaz De Rodri, Aida	355.5000
RI	0920	North Providence Federation of Teachers	Batek, Laurie	157.0000

Byrd, Jordan, Chavez, Pallotta, Gray, Hecker, Mulgrew, Capo, Tang, English, Specht, Abraham, Ingram, Montgomery, Abrams, Urbanski, Spence, Cropper, Hochadel, Spar, Freitas, Byrd, Williams, Phillips, Carlisto, Sharkey, Montgomery, Cropper, Curtis, English, Chavez, Urbanski, Abrams, Hecker, Tang, Santos, Chiera, Flynn, Mulgrew, Harmon, Martin, Hochadel, Bowen, Gray, Dunham, Kowal, Gourley, McDonald, Gross, Ly, Capo, Carter, Abraham, White, Jordan, Pallotta, Spence, Hernandez-Mat, Specht, DiBrango, Albert, Ramirez, DeJesus, Ingram, Weingarten.

St	Local	Local Name	Name	Votes
RI	0920	North Providence Federation of Teachers	Cicerone, Michael	157.0000
RI	0930	Pawtucket Teachers Alliance	Beaupre, Ronald	149.6000
RI	0930	Pawtucket Teachers Alliance	Diprete, Christina	149.6000
RI	0930	Pawtucket Teachers Alliance	Erander, Jo-Ann	149.6000
RI	0930	Pawtucket Teachers Alliance	Lancellotti, Dean	149.6000
RI	0930	Pawtucket Teachers Alliance	Olivo, Jodie	149.6000
RI	0951	Woonsocket Teachers Guild	Crane, Robin	322.5000
RI	0951	Woonsocket Teachers Guild	Ozanian, Barbara	322.5000
RI	1461	Lincoln Teachers Association	Rowland, Donna	277.0000
RI	1702	Johnston Federation of Teachers	Horton, Melissa	158.0000
RI	1702	Johnston Federation of Teachers	Kandzierski, Kathleen	158.0000
RI	1704	Cranston Teachers Alliance	Diorio, Kevin	136.7778
RI	1704	Cranston Teachers Alliance	Jimenez-Long, Cathy	136.7778
RI	1704	Cranston Teachers Alliance	Karkas, Michael	136.7778
RI	1704	Cranston Teachers Alliance	Larkin, Lizbeth	136.7778
RI	1704	Cranston Teachers Alliance	Marro, Rhonda	136.7778
RI	1704	Cranston Teachers Alliance	Misbin, Amy	136.7778
RI	1704	Cranston Teachers Alliance	Palumbo, Jessica	136.7778
RI	1704	Cranston Teachers Alliance	Santangelo, John	136.7778
RI	1704	Cranston Teachers Alliance	Toregrossa, Kathleen	136.7778
RI	1819	Rhode Island College Chapter	Ramos, Carse	347.0000
RI	8037	Rhode Island Fed of Teachers & Health Pr	Maguire, John	3.0000
RI	8037	Rhode Island Fed of Teachers & Health Pr	Flynn, Francis	3.0000
RI	8037R	Rhode Island Federation of Teachers Reti	Boudreau, Roger	1.0000
TX	2048	Education Austin	Maffeo, Louis	2504.0000
TX	2260	Alliance/AFT	Averanga, Karem	245.4706
TX	2260	Alliance/AFT	Bazan, Juan	245.4706
TX	2260	Alliance/AFT	Brown, Alister	245.4706
TX	2260	Alliance/AFT	Chenevert, Llorens	245.4706
TX	2260	Alliance/AFT	Derochic, Kristen	245.4706
TX	2260	Alliance/AFT	Diaz, Keila	245.4706
TX	2260	Alliance/AFT	Fisher, Yolanda	245.4706
TX	2260	Alliance/AFT	Hernandez, Jose Enriquez	245.4706
TX	2260	Alliance/AFT	Honea, Rena	245.4706
TX	2260	Alliance/AFT	Jones, Patricia	245.4706
TX	2260	Alliance/AFT	Lewis, Liza	245.4706
TX	2260	Alliance/AFT	Mccowan, Angela	245.4706
TX	2260	Alliance/AFT	Rangel, George	245.4706
TX	2260	Alliance/AFT	Robinson, Sherry	245.4706
TX	2260	Alliance/AFT	Washington, Shawana	245.4706
TX	2260	Alliance/AFT	Zamudio, Rosario	245.4706
TX	2260	Alliance/AFT	Zuniga, Maricela	245.4706
TX	2415	Houston Federation of Teachers	Anderson, Jackie	490.3077
TX	2415	Houston Federation of Teachers	Brown, Rennette	490.3077
TX	2415	Houston Federation of Teachers	Capo, Zeph	490.3077
TX	2415	Houston Federation of Teachers	Dewey, Andrew	490.3077
TX	2415	Houston Federation of Teachers	Faber, James	490.3077
TX	2415	Houston Federation of Teachers	Fontenot, Coretta	490.3077
TX	2415	Houston Federation of Teachers	Hollingsworth, Maxie	490.3077
TX	2415	Houston Federation of Teachers	Khalil, Hany	490.3077
TX	2415	Houston Federation of Teachers	Latson, Traci	490.3077
TX	2415	Houston Federation of Teachers	Reichek, Starla	490.3077
TX	2415	Houston Federation of Teachers	Rhodes, Quanethia	490.3077
TX	2415	Houston Federation of Teachers	Santos, Daniel	490.3077
TX	2415	Houston Federation of Teachers	Taylor, Sharon	490.3077
TX	3216	Northside AFT	Barnes, Norma	512.0000
TX	3216	Northside AFT	Jordan, Tracy	512.0000
TX	3216	Northside AFT	Medenborg, Kathryn	512.0000
TX	3456	Corpus Christi AFT	Crowder, Melba	259.2000
TX	3456	Corpus Christi AFT	Mcmurrey, Ray	259.2000
TX	3456	Corpus Christi AFT	Valentine, Leti	259.2000
TX	3456	Corpus Christi AFT	Vera, Nancy	259.2000
TX	4632	La Joya Federation of Teachers	Villanueva, Amelia	255.4000
TX	4632	La Joya Federation of Teachers	Castro, Alfredo	255.4000
TX	4632	La Joya Federation of Teachers	Esquivel, Estela	255.4000
TX	4632	La Joya Federation of Teachers	Lopez, Norma	255.4000
TX	4632	La Joya Federation of Teachers	Luna, Juan	255.4000
TX	6198	Fort Bend Employees Federation	Salinas, Brenda	273.8333
TX	6198	Fort Bend Employees Federation	Davis, Rita	273.8333
TX	6198	Fort Bend Employees Federation	Jackson-Gurne, Tongela	273.8333
TX	6198	Fort Bend Employees Federation	Menon, Michelle	273.8333
TX	6198	Fort Bend Employees Federation	Merenini, Wanda	273.8333
TX	6198	Fort Bend Employees Federation	Quinagon, Michelle	273.8333
TX	6249	Austin Community College/AFT	Taylor, Marilyn	257.0000
TX	6329	McAllen Federation of Teachers	Priddy, Mickey	991.0000
TX	6345	Aldine - AFT	Tanguma, Sylvia	381.5000
TX	6345	Aldine - AFT	Barr-Williams, Shirley	381.5000
TX	6427	Socorro AFT	Carrie-Willi, Carolyn	903.5000
TX	6427	Socorro AFT	Hernandez, Veronica	903.5000
TX	6568	Northeast Houston AFT	Lindsey, Veronica	809.0000
TX	6683	Edinburg AFT	Dishongh, Lisa	122.6667
TX	6683	Edinburg AFT	Gonzalez, Marsha	122.6667
TX	6683	Edinburg AFT	Hernandez, Lucila	122.6667
TX	2415R	Houston Federation of Teachers - Retired	Rodriguez, Ruby	122.6667
UT	8042	AFT Utah	Clark, Vergie	1.0000
VA	4261	Norfolk Federation of Teachers	Asay, Brad	38.0000
VI	1825	St. Thomas St. John Federation of Teache	Calhoun, Thomas	1463.0000
VI	1825	St. Thomas St. John Federation of Teache	Benjamin, Sandra M	215.0000
VI	1825	St. Thomas St. John Federation of Teache	Callwood, Carol	215.0000
VI	1825	St. Thomas St. John Federation of Teache	Jackson-Todma, Rochelle	215.0000
VI	1826	St. Croix Federation of Teachers	Jackson, Sharon	171.2500
VI	1826	St. Croix Federation of Teachers	Lionel, Verna	171.2500
VI	1826	St. Croix Federation of Teachers	Soto-Thomas, Rosa	171.2500
VI	1826	St. Croix Federation of Teachers	Wyatt, Patricia	171.2500
VT	5753	Porter Federation of Nurses & Health Pro	Wood, Mary	111.0000
WA	1789	AFT Seattle Community Colleges	Conley, Christopher	139.2500
WA	1789	AFT Seattle Community Colleges	Eyres, Davene	139.2500

St	Local	Local Name	Name	Votes
WA	1789	AFT Seattle Community Colleges	Simmons, Natalie	139.2500
WA	1789	AFT Seattle Community Colleges	Stofer, Annette	139.2500
WA	2195	Green River Community College Fed of Tea	Hang, Kendrick	183.0000
WA	5901	Washington State Nurses Association	Baek, Suzanne	1695.6250
WA	5901	Washington State Nurses Association	Barcott, Julia R	1695.6250
WA	5901	Washington State Nurses Association	Cervantes, Susie	1695.6250
WA	5901	Washington State Nurses Association	Corron, Kathy	1695.6250
WA	5901	Washington State Nurses Association	Cortez, Edna P.	1695.6250
WA	5901	Washington State Nurses Association	Lilley, Rayanne	1695.6250
WA	5901	Washington State Nurses Association	Stewart, Janet	1695.6250
WA	5901	Washington State Nurses Association	Tran Chrisosto, Ruby	1695.6250
WA	8045	AFT Washington, AFL-CIO	Strickland, Karen	1.0000
WI	0243	Madison Area Technical College	Matthews, J. Luke	121.5000
WI	0243	Madison Area Technical College	Pfortner, Carola	121.5000
WI	5000	Wisconsin FNHP Local 5000 AFT AFL-CIO	Weber, Jeff	1038.0000
WI	8047	AFT-Wisconsin	Kohlhaas, Kimberly	130.0000
WV	4639	Putnam County Federation of Teachers	Bird, Andy	143.6667
WV	4639	Putnam County Federation of Teachers	Cunningham, Teresa	143.6667
WV	4639	Putnam County Federation of Teachers	Turkelson, Angie	143.6667
WV	4865	Fayette County Federation of Teachers	Toney, Tega	272.0000
WV	4962	Lincoln County Federation of Teachers	Altizer, Justin	190.0000
WV	6101	AFT Boone County Federation of Teachers	Ritter, Heather	89.5000
WV	6101	AFT Boone County Federation of Teachers	Rouse, Carrena	89.5000
WV	6295	AFT-Monongalia	Brunett, Sam	380.0000
WV	6340	AFT Cabell	Neal, Elissa	429.0000
WV	6565	AFT-Wayne Service Personnel	Morris, Dreama	79.0000
WV	6566	AFT-Marshall	Gary, Joshua	123.0000
WV	8046	AFT West Virginia	Albert, Frederick	319.6667
WV	8046	AFT West Virginia	Armentrout, Jason	319.6667
WV	8046	AFT West Virginia	Davis, Bridget	319.6667

For Immediate Release
September 1, 2020

American Federation of Teachers Re-elects President Randi Weingarten, Elects Secretary-Treasurer Fedrick Ingram and Executive Vice President Evelyn DeJesus, Slate of New Vice Presidents

WASHINGTON—The 1.7-million member American Federation of Teachers announced the results of its biennial officer elections today, with delegates to the union's convention (held virtually in July) voting overwhelmingly to re-elect President Randi Weingarten, elect Fedrick Ingram as secretary-treasurer and elect Executive Vice President Evelyn DeJesus to her first full term. The ballots were cast by mail and counted over the last several weeks.

The election marks the seventh term for Weingarten, who taught social studies and civics at Clara Barton High School in Brooklyn, N.Y. Ingram, the outgoing president of the Florida Education Association, is a former Miami-Dade teacher of the year, music educator and band director. He assumes the secretary-treasurer role vacated by Lorretta Johnson's retirement.

DeJesus, a United Federation of Teachers vice president, early childhood educator and reading specialist, was elected to a full term after serving in the position since July of 2019, when the AFT executive council voted her into office to carry out the remainder of a term.

Weingarten said:

"I am so honored to represent this country's educators, healthcare professionals and public employees alongside Evelyn De Jesus and Fed Ingram. This is a moment without precedent, as the country faces a pandemic, an economic crisis and a long overdue reckoning with racism. It is the union movement that is built to confront these crises, and because of our members' work and activism, we will pave the way toward opportunity, equality, justice and creating a better life for all Americans. I am humbled by the task in front of us, and I know that Evy, Fed and I will give it everything we've got.

"In this moment of crisis, we have both an opportunity and an obligation to save our democracy, as imperfect as it is, and to fight for a more perfect union—one that provides freedom and justice for all; invests in our public schools and universities; protects working people, people of color and other

marginalized communities; looks after the planet; and provides affordable and accessible healthcare to all.

"That's who we are as a union. We care, we fight, we show up and we vote. Together, we can accomplish things that would be impossible on our own."

Ingram said:

"I am truly humbled to start my next chapter in education with this proud and powerful union, alongside Randi, Evelyn and 1.7 million of the strongest people out there. And let me tell you: We need that strength, because it is not enough to say that we are at a critical point. We passed critical a long time ago. The version of democracy and justice being forced on too many of our communities is neither democratic nor just, and together, we have to organize toward a better tomorrow. Together, if we stare this in the face and we don't flinch, we can move our human consciousness to a better place. I know the AFT, and the AFT doesn't flinch. I am so honored to be a part of this union. We care, we fight, we show up, and we vote. And we when fight, we win."

DeJesus said:

"For a Puertorriqueña who grew up in the Lower East Side of New York, to be standing here alongside my sister and friend Randi Weingarten and my brother Fed Ingram—well, I only wish my mother, who passed away this year, could have been here to witness this moment. We all know what our country needs right now. We need a leader to bring the country together and to beat this virus. We need a strong union movement that will fight for our students, our patients, our families and our communities, and prioritize people over profits. Everything we care about, everyone we care about, is on the table, so we need to stay united and speak with one voice as we fight for a better future. I'm here for you, and I will always have your backs. Thank you for entrusting me to care, fight, show up and vote alongside you."

For more information on the AFT convention held in July, including links to resolutions passed, please click here.

<center>###</center>

<center>Follow AFT President Randi Weingarten: http://twitter.com/rweingarten</center>

Final Election Results

President

Weingarten, Randi

Secretary-Treasurer

Ingram, Fedrick

Executive Vice President

DeJesus, Evelyn

Vice Presidents

Abraham, J. Philippe
Abrams, Shelvy Young
Albert, Fred
Bowen, Barbara
Byrd, Vicky
Capo, Zeph
Carlisto, Don
Carter, Jr., Larry J.
Chavez, Kathy
Chiera, Donna
Cropper, Melissa
Curtis, Amanda
DiBrango, Jolene
Dunham, GlenEva
English, Marietta
Flynn, Frank
Freitas, Jeff
Gourley, Lisa
Gray, David
Gross, Ron
Harmon, Anthony
Hecker, David

Hernandez-Mats, Karla
Hochadel, Jan
Jordan, Jerry T.
Kowal, Frederick
Ly, Stephanie
Martin, Terrence
McDonald, John
Montgomery, Daniel
Mulgrew, Michael
Pallotta, Andrew
Phillips, Donna
Ramirez, Juan
Santos, Elba
Sharkey, Jesse
Spar, Andrew
Specht, Denise
Spence, Wayne
Tang, Jessica
Urbanski, Adam
White, Debbie
Williams, Carl

Delegates to the AFL-CIO Convention

Abraham, J. Philippe
Abrams, Shelvy Young
Byrd, Vicky
Capo, Zeph
Chavez, Kathy
Cropper, Melissa
English, Marietta
Gray, David
Hecker, David
Hochadel, Jan

Ingram, Fedrick
Jordan, Jerry T.
Montgomery, Daniel
Mulgrew, Michael
Pallotta, Andrew
Specht, Denise
Spence, Wayne
Tang, Jessica
Urbanski, Adam

Section II

Convention Dailies

July 27, 2020

July 28, 2020

July 29, 2020

July 30, 2020

AFT Convention Daily
We care. We fight. We show up. We vote.
#AFT20

Monday, July 27, 2020
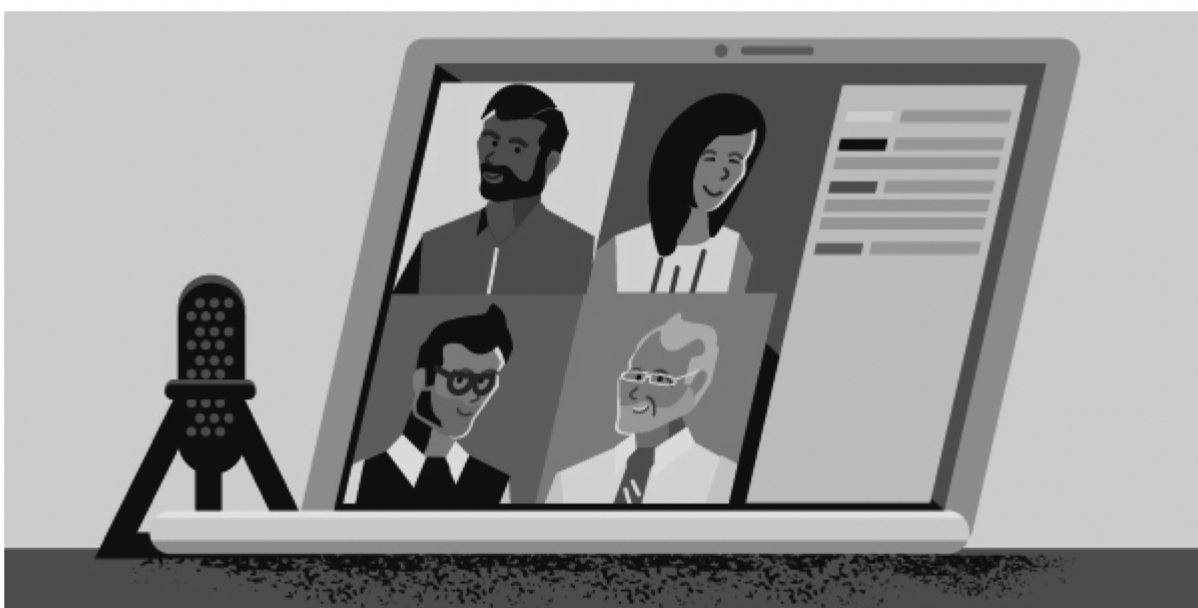
Get ready: Convention highlights

AFT's virtual convention shows how we are fighting for a better life for our members —and for everyone. Highlights include AFT President Randi Weingarten's State of the Union speech on Tuesday, a Black Lives Matter panel and discussion of economic inequity on Wednesday and Democratic presidential nominee Joe Biden on Thursday. Additional sessions will feature Diane Ravitch, Nancy Pelosi, Chuck Schumer and Lin-Manuel Miranda.

- Check out the full schedule and watch the livestream.

ACTION CENTER
YOUR VOICE MATTERS
Remember to Vote
VIRTUAL
CONVENTION
2020
Vote Nov. 7

Take action on key priorities

The AFT Action Center is live. Delegates and guests at the AFT convention can use this tool to take action on key priorities for the union. We have legislative actions, political actions, petitions, surveys and more. In addition, we have Share My Lesson, new member benefits and a new Innovation Fund grant. Be sure to check it out, take action and feel free to share with other AFT members.

- Visit the AFT Action Center.

AFT retirees are active and organized

This year's virtual format for the AFT Retirees conference—due to the ongoing coronavirus pandemic— provided an opportunity for more than 500 retired AFT members and guests to gather online July 23 to focus on activism and organizing. The meeting also amplified the AFT Retirees program's message that activists never retire, and it's never too late to become an activist or ally.

- Read more about the retirees' accomplishments.

STATE OF THE UNION 2018–2020
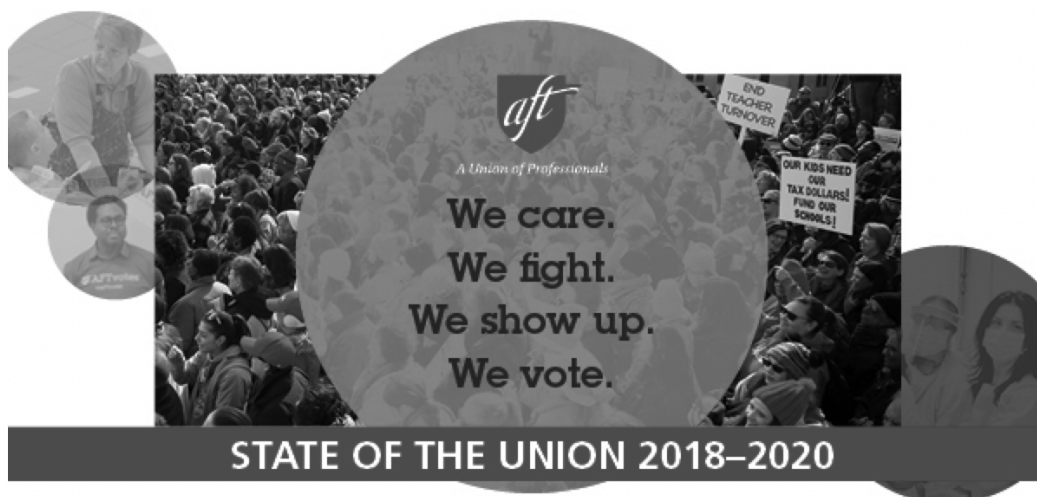
We're building a better life for all

The *State of the Union 2018–2020* shows how we have mobilized community partners to decrease racial injustice, used collective bargaining to increase student services and patient safety, created a new era of strikes to address the needs of working people and helped union members and union-friendly candidates win elections. Today—after *Janus*—about three-quarters of members give the AFT high marks and we're still 1.7 million members strong.

- Check out the State of the Union 2018–2020 report.

Are you ready to connect?

VIRTUAL CONVENTION 2020

28-30 JULY

JOIN US ONLINE

General sessions will be held daily from 11 a.m.-1 p.m. ET, and will livestream on AFT's Facebook page: **www.facebook.com/AFTunion** or on AFT's website: **www.aft.org**.

Follow the convention on social media, with the hashtag **#AFT20**.

We care.
We fight.
We show up.
We vote.

Coming tomorrow:

- Welcome and invocation by Rev. Leah Daughtry
- President Randi Weingarten delivers her State of the Union address
- Secretary-Treasurer Lorretta Johnson receives the Bayard Rustin Award

This daily update is produced by the AFT communications department.

Tuesday, July 28, 2020

Weingarten: AFT is fighting crises with activism and elections

In her State of the Union address, AFT President Randi Weingarten outlined three national crises—a public health crisis, an economic crisis and a crisis of racial justice, all made worse by Donald Trump. Kicking off the AFT's virtual convention, Weingarten detailed a robust plan for addressing these crises through activism and elections, especially by sending Joe Biden to the White House and electing a Senate that will support his progressive agenda.

- Check out the full coverage, including an inspiring video.

Lorretta Johnson honored with Bayard Rustin Award

In honor of her 54 years as a labor activist and leader, AFT Secretary-Treasurer Lorretta Johnson was presented with the Bayard Rustin Award at the opening session of AFT's convention. Johnson encouraged PSRPs to continue advancing the values of the union. "There was a time when some folks didn't think paraprofessionals and support employees could be leaders," Johnson recalled. "I am an example of what people can achieve when they are given a fair opportunity."

- Learn more about Dr. Johnson's leadership.

The pandemic from the frontlines

AFT President Randi Weingarten led a panel of AFT nurses sharing their experiences from the frontlines. They said it's disheartening to see mask wearing politicized and public health experts' advice disregarded under Trump, expressed appreciation for the PPE purchased by the AFT, and offered two hopes: to elect a president who will unite Americans in this crisis while listening to science, and to slow the transmission of COVID-19 by wearing masks, observing social distancing and washing our hands.

- Share the AFT nurses' COVID-19 insights.

AFT members honored for stepping up and speaking out

During the coronavirus pandemic, AFT members are stepping up to meet the needs of the people they serve. The AFT honored two members who earned the national spotlight with their efforts: Yolanda Fisher, a food service manager, who prepared and packaged meals for Dallas students and their families while schools were closed because of the pandemic, and Trung Le, a registered nurse, who spoke up about the need for personal protective equipment in hospitals.

- Read about our AFT Heroes.

To ensure students' safety, strikes could be used as a last resort

As the Trump administration pressures schools to reopen despite insufficient COVID-19 safety measures, the AFT has announced it will "use every action and tool available" to fight unsafe school reopening plans—including "supporting local and/or state affiliate safety strikes on a case-by-case basis as a last resort." Members are already participating in town halls, lobbying efforts and even lawsuits to keep their communities safe and their students engaged in learning.

- Read more to get ready for safely reopening.

New resolutions on safety, a 'shero' and more

On their first day of business, delegates at the AFT convention passed four resolutions addressing a range of topics: guidelines on safely reopening child care and early childhood education post-pandemic, a path to a safe return to work for public sector employees, the continuing fight against private prisons and mass incarceration, and a tribute to outgoing AFT Secretary-Treasurer Lorretta Johnson. They also expanded AFT retiree participation with a new program and policy council.

- Read about today's session.

Coming tomorrow:

- Black Lives Matter Panel
- Economic Panel with Randi Weingarten and author Anand Giridharadas
- House Speaker Nancy Pelosi and Senate Minority Leader Chuck Schumer

This daily update is produced by the AFT communications department.

AFT Convention Daily
We care. We fight. We show up. We vote.
#AFT20

Wednesday, July 29, 2020

Continuing the conversation on racism

Conversations about the three crises facing the country—the public health crisis, the economic crisis and the crisis of systemic racism—are embedded in this year's AFT convention. A July 29 panel discussion focused on racism in America and the Black Lives Matter movement. The panel included the Rev. Dr. Bernice King, CEO of the Martin Luther King, Jr. Center for Nonviolent Social Change; New York Democratic congressional nominee Jamaal Bowman; Leslie Redmond, president of the Minneapolis NAACP; and Sari Beth Rosenberg, a history teacher in New York City. AFT President Randi Weingarten led the conversation.

- <u>Prepare to continue the conversation by reading more</u>.

AFT shows up for Puerto Rico

The passion and power of AFT activism shone brightly July 29 as AFT Executive Vice President Evelyn DeJesus kicked off a discussion of economic issues for working families. "Today I would like to talk about our sisters and brothers in Puerto Rico and how, in the AFT, we care, we fight and we show up for these members," she said. "We showed up after hurricanes in 2017. We showed up after the earthquakes early this year. And now we are fighting together in this COVID-19 pandemic."

- Learn more about our work in Puerto Rico and enjoy a hope-filled video.

Fighting economic inequity

In a conversation on economic inequity, AFT President Randi Weingarten and writer Anand Giridharadas discussed how the American economy too often works only for the wealthy and not for everyone else. But through elections and activism, AFT members can fight back and ensure that working people have the salaries and supports they deserve. That's because they belong to a union—one of the few remaining institutions with the size and influence to stand up for working people.

- Keep reading to see how you can fight for working people.

Pelosi and Schumer pledge support for pandemic relief funding

Speaker of the House Nancy Pelosi and Senate Minority Leader Chuck Schumer vowed to fight for a relief package centered on reopening schools safely, protecting frontline workers and helping America's families get through the COVID-19 crisis. "When states opened too early a few months ago, it set off another stage of this disease. We will not repeat that same mistake when it comes to our teachers and our students," said Schumer.

- Get the details on pressing Congress for COVID-19 relief.

AFT members are recognized for courageous work

So many AFT members are longtime heroes, habitually putting their students, patients and others they serve before their own needs. This week AFT honored two members who have been particularly courageous: Michael Shunney, who led his students as they made hundreds of face shields to protect frontline workers from the coronavirus, and Katie Hyland, who joined a lawsuit against Navient to fight student debt and make college more accessible to more people.

- Read about our AFT Heroes.

Delegates endorse Biden for president and reimagine society

Delegates to the AFT national convention overwhelmingly voted to endorse Joe Biden for president, saying the future of our democracy is on the line in this year's election. And in a session packed with delegate votes on resolutions addressing several issues and policies, the convention voted to back the Green New Deal, to engage in a reimagining of a fair and just American society, to support a rebuilding of the nation's infrastructure, and to create new pipelines to leadership for the union's young worker members.

- Read more about the AFT's agenda for a better life for all.

Coming tomorrow:

- Conversation with Pulitzer Prize-Winning Composer Lin-Manuel Miranda
- Presentation of Women's Rights Award to professor and historian Diane Ravitch
- Public Education Panel
- New Mexico Gov. Michelle Lujan Grisham
- Democratic Presidential Nominee Joe Biden

This daily update is produced by the AFT communications department.
Go to www.aft.org/convention for more information and link to livestream.
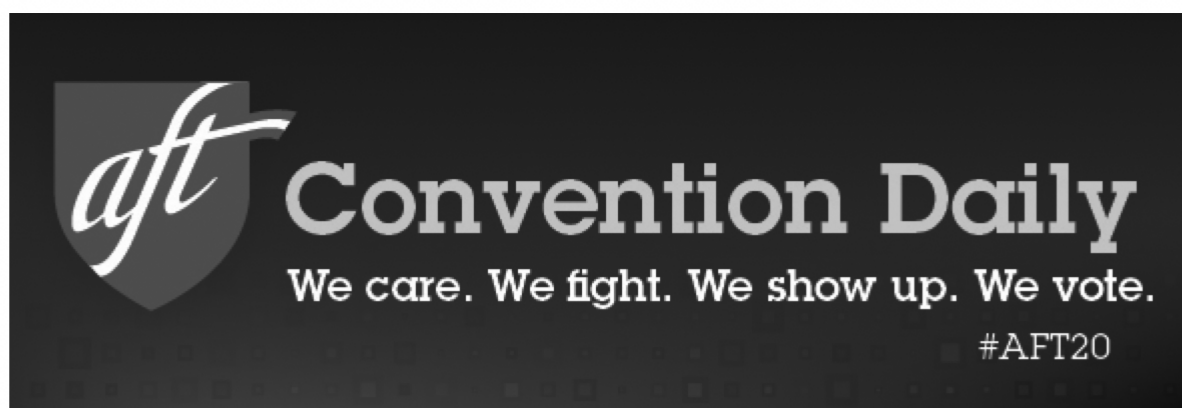
Thursday, July 30, 2020

Lin-Manuel Miranda on the arts, teaching and our democracy

The arts enrich our lives, the teaching profession deserves our respect, and our democracy is at stake in this election. Calling out Trump's demonization of Latinx people, Lin-Manuel Miranda noted that change won't happen "without a voice in the halls of power." Miranda said, "Our democracy is at stake" as he shared his strong support for Joe Biden. Those were among the topics discussed in a wide-ranging conversation that AFT President Randi Weingarten had with the creator and star of the award-winning musical "Hamilton." Miranda reflected on his experience as a teacher and his hope that "Hamilton" encourages young people to find inspiration in history.

- <u>Don't throw away your shot! Read on</u>.

Honoring and advancing the fight for public education

The AFT honored historian Diane Ravitch with its Women's Rights Award, then hosted a discussion with Ravitch, Chicago Teachers Union Vice President Stacy Davis Gates, and AFT-West Virginia Vice President Tega Toney. With AFT President Randi Weingarten, they discussed the importance of community and their passionate work for equity and justice. Ravitch shared her vision for public school systems that are "better than ever," supported by Joe Biden in the White House.

- [Get fired up with this important conversation](#).

AFT honors a longtime champion of public education

"As a chemistry teacher, active in my union, I dreamed of a union that was vocal, engaged, productive, creative and visionary," says Karen Lewis. When she became president of the Chicago Teachers Union in 2010, Lewis worked endlessly to make that dream a reality. In the process, she earned a place among the icons of the labor movement. Her trailblazing leadership helped shift the narrative on public education in Chicago; that's what makes Karen Lewis an AFT hero.

- [Learn more about Lewis' fight for Chicago's children](#).

Biden sees progressive transformation ahead

In a dialogue with delegates to the 2020 AFT national convention, presumptive Democratic presidential nominee Joe Biden said Americans are on the threshold of historic change and opportunity. Welcoming Biden to the convention, AFT President Randi Weingarten said: "This is not just about defeating Donald Trump. What you bring at this time is what our nation needs in terms of the empathy, the understanding, the caring about people and the listening to people."

- Be energized by Biden's vision to 'build back better.'

AFT delegates pass bold resolutions for a better America

On the final day of the AFT convention, delegates passed a raft of ambitious resolutions taking on the health, economic and racial justice crises our country faces. From vowing to defend the DACA program from continued attacks by the Trump administration, to the "Enough" resolution opposing police brutality, to a bold vision of how to not just save but revitalize our healthcare and educational systems, the delegates "ran the table" with resolutions envisioning a better America now and post-COVID-19.

- Dive into the AFT's bold, progressive resolutions.

Convention wrap-up:

- Dig deeper: <u>Check out AFT's latest news, including convention coverage</u>.
- Watch and share: <u>Convention videos are on YouTube</u>.

This daily update is produced by the AFT communications department. <u>View all of the Daily Communicators online</u>.

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 are adopted by a majority vote. Underlined words indicate new language. Strikethroughs indicate deleted language.

Article I—Name (page 1)

This organization shall be known as the American Federation of Teachers, with divisions known as AFT Teachers, AFT Paraprofessionals and School-Related Personnel, AFT Nurses and Health Professionals, AFT Higher Education, ~~and~~ AFT Public Employees, and AFT Retirees.

Article II—Objects (page 2)

Section 12. To encourage state federations and locals to organize retired members, to promote organizing and engagement among active and retired members, and to advance the interests of retired persons in our society.

Article III—Membership (pages 2-4)

Section 1. This organization shall consist of divisions of public and private school teachers, paraprofessionals and school-related personnel, higher education faculty and professionals, nurses, allied health professionals and other healthcare employees, state and local public employees and other workers organized in conformity with the provisions of this constitution, including those members who have retired and are recognized by the applicable state or local affiliate. Other employees may be members of any local whose constitution so permits.

Section 10. ~~Effective September 1, 1990, a~~An active member who retires from his/her present position shall be admitted as an AFT retiree member whose sole AFT voting rights are provided in Article VIII, Section 6, and with the right to participate in the benefit programs otherwise available to the general membership. The AFT executive council shall have the power to establish a program for voluntary financial support by retired members that will assist the AFT in sustaining programs for their benefit.

Article V—Officers (page 7)

Section 5. No one shall be elected an officer of the federation unless he/she is a member or retired member of an affiliated local or a state federation.

Article IX—Revenues (page 14)

Section 1. Effective September 1, 2019, 70 cents and effective September 1, 2021, 95 cents 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, 2018, each local shall pay a per capita tax of $19.28 per month, of which $1.10 shall be dedicated to a special AFT fund to engage members and to assist locals in crisis.~~ 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. <u>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.</u> 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, 2018, $2.50 and 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. <u>Effective September 1, 2021, $2.70 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.</u> 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, 2018, 96 cents and~~ effective September 1, 2019, ~~the AFT will pay~~ 99 cents per member per month to be deposited in such similar state fund. <u>Effective September 1, 2021, the AFT will pay $1.04 per member per month to be deposited in such similar state fund.</u>

Section IV

Resolutions Index

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 2020 convention. The order of the resolutions follows the order in which committees reported them to the virtual convention.

Tuesday, July 28, 2020

SCHOOLS AND COLLEGES SUPPORT STAFF ISSUES COMMITTEE

45. LORRETTA JOHNSON

WHEREAS, for 54 years as a member and leader of the American Federation of Teachers, most recently as secretary-treasurer of the AFT since 2011, Lorretta Johnson has worked tirelessly to promote worker rights—especially for paraprofessionals—civil rights, human rights, economic rights, expanded collective bargaining rights for thousands of AFT members, and has strengthened the AFT's voice and power around the country and the world; and

WHEREAS, under her leadership, including her earlier role as executive vice president from 2008-11, the AFT grew in membership by 238,000 and in financial strength to become one of the most effective and powerful unions in the United States; and

WHEREAS, during her 12 years of leadership as a national officer at the AFT, Lorretta Johnson was a fierce advocate for racial equity and in 2014 chaired the AFT Racial Equity Task Force, leading the AFT to become the first public sector union in modern history to issue a substantive and important report with concrete recommendations to achieve racial equity; and

WHEREAS, during her 30-year tenure as an AFT vice president, Lorretta Johnson continued her indefatigable leadership by serving simultaneously as president of the Baltimore Teachers Union's paraprofessional chapter for 35 years and was president of AFT-Maryland for 17 years; and

WHEREAS, Lorretta Johnson started her career as a teacher's aide in 1966 at a Baltimore elementary school, where she earned $2.25 an hour and received no benefits, she organized the paraprofessionals into the Baltimore Teachers Union and in 1970 negotiated their first contract, which laid the groundwork for her union activism in the Baltimore community, the state of Maryland and countless contracts she has negotiated over the years; and

WHEREAS, Lorretta Johnson's philosophy of activism can be summed up in a story she likes to tell: "If you see me in a fight with a bear, help the bear," which means she uses her fearless intellect, moxie and grace to speak truth to power; improve the working and economic conditions for paraprofessionals and working families; and with sheer persistence and will the democratic bonds of our country; and

WHEREAS, Lorretta Johnson's contributions extend beyond the AFT; she is a vice president of the AFL-CIO; serves on the boards of the AFL-CIO's Transportation Trades Department and the Union Label and Services Trades Department; and as treasurer of the AFL-CIO Department of Professional Employees; she is vice president of the Metropolitan Council AFL-CIO, treasurer of the Municipal Employees Credit Union and serves on the boards of the A. Phillip Randolph Institute, BlueGreen Alliance, Citizens for Tax Justice, Child Labor Coalition and the Institute For Women's Policy Research; and

WHEREAS, Lorretta Johnson has earned many national awards during her more than five decades of work, but her greatest award has always been her family, which includes her late husband, Leonard, her three children, eight grandchildren and eight great-grandchildren:

RESOLVED, that the American Federation of Teachers offers our deep and everlasting gratitude to Secretary-Treasurer Lorretta Johnson for her many years of service to the AFT, to our members and to the American labor movement; and

RESOLVED, that we honor Lorretta Johnson's 54 years of leadership in promoting the dignity of AFT members and working people in our own country and around the world by fighting for worker rights, civil rights, economic rights, human rights, expanding collective bargaining for thousands of our AFT paraprofessionals, and enhancing the influence and power of the AFT; and

RESOLVED, that while allowing Lorretta Johnson her well-deserved retirement, the AFT names her secretary-treasurer emeritus, allowing the union to call upon her to help fight to defend and extend political and workplace democracy for all Americans; and

RESOLVED, that we honor Lorretta Johnson with the AFT Human Rights Award at our upcoming convention for her years of fighting for human rights at home and abroad.

46. REOPENING HIGH-QUALITY CHILD CARE AND EARLY CHILDHOOD EDUCATION FOR ALL POST-PANDEMIC

WHEREAS, high-quality child care programs provide structured early childhood education opportunities that support a child's early cognitive and social emotional development; and

WHEREAS, high-quality early childhood education for all is a public good; and

WHEREAS, safe, high-quality, affordable and reliable child care is vital to keeping our economy running at the best of times, it is absolutely essential to our national recovery from the COVID-19 pandemic; and

WHEREAS, workers with children of all ages must have high-quality, safe, affordable child care options if they are to return to the work site to fully reopen our economy and society; and

WHEREAS, the modifications necessary to make child care centers safe to reopen may raise costs for providers by up to 30 percent and further exacerbate the threat of permanent closures; and

WHEREAS, without significant federal investment, the COVID-19 pandemic could lead to the permanent loss of nearly 4.5 million child care slots; and

WHEREAS, access to high-quality early childhood education contributes to stronger families, greater economic development and more livable communities; and

WHEREAS, the Department of Health and Human Services defines affordable child care as costing no more than 7 percent of family income; and

WHEREAS, a robust, high-quality, and properly funded universal child care system exists in nearly every other developed country in the world:

RESOLVED, that the American Federation of Teachers will call on the federal government to provide appropriate resources to enable child care providers and early education programs to reopen safely post-pandemic; and

RESOLVED, that because research suggests expanding high-quality early learning initiatives through universal child care would provide economic benefits to America of roughly $8.60 for every $1 spent, the AFT will direct its energy, resources and influence to advocate for the long-term expansion of child care to ensure all families have access to high-quality child care that will not cost more than 7 percent of a family's income.

PUBLIC SERVICES COMMITTEE

42. COVID-19 RETURN TO WORK SITE

WHEREAS, public sector workers in state, federal and local governments have continued to work throughout the COVID-19 pandemic, teleworking or still going into the work sites; and

WHEREAS, American Federation of Teachers frontline workers have risked their lives and personal health to perform their duties for the citizens of this country and the communities where they live; and

WHEREAS, AFT members stand ready to continue to perform their duties at any safe work site; and

WHEREAS, our union stands ready to work with federal, state, and local agencies to safeguard the health and safety of the workforce and the general public, and to continue the important and necessary provision of quality government services:

RESOLVED, that in order to protect the federal, state and local workforce as they return to their work sites or remain at their work sites, governments at all levels must:

- **Ensure that physical and environmental controls, such as those for ventilation and potable water systems, must be in place and operational 24/7;**
- **Access to viral and antibody testing must be readily available, and strict protocols must be in place and operational along with training for all staff;**
- **Ensure that return to the work site plan must meet all applicable federal, state and local recommendations, including the Centers for Disease Control and Prevention requirement for reduction in COVID-19 activity;**
- **Complete a work-site safety and preparedness risk assessment, in which all identified concerns are remediated before any return to work site is commenced;**
- **Ensure that safety protocols are in place at every agency and work site to include adequate amounts of proper personal protective equipment, including respiratory protection, surgical masks, cloth face coverings, face shields, gloves, and other PPE that is identified as necessary;**
- **Ensure that adequate amounts of hand sanitizer are available and considerations have been made for the redesign of workspaces to meet proper social distancing guidelines;**
- **Establish isolation procedure for when a visitor or staff member exhibits symptoms, comes into contact with someone who exhibits symptoms or tests positive for COVID-19. The procedure must include a temporary shutdown of the workplace**

so that highly touched surfaces can be cleaned, notification provided to employees and immediate implementation of contact tracing procedures can begin;

- **Establish a 14-day self-quarantine policy with paid leave or telework arrangements for any employee who has had close contact with someone who exhibits symptoms or tests positive for COVID-19;**
- **Collaborate on pandemic planning and response protocols with their unions through the collective bargaining process, labor-management processor meetings with local union leaders in non-bargaining states to determine return-to-work-site procedures. Communication and collaboration will be key to a successful transition back to the work site;**
- **Ensure that no worker will be subject to retaliation, termination or other work sanction for reporting a health or safety concern; and**

RESOLVED, that the American Federation of Teachers and its affiliates will advocate and support the principles of returning to the work site from telework; and

RESOLVED, that the AFT will continue to provide support and provide technical assistance to its affiliates on returning to the work site in a safe and healthy manner; and

RESOLVED, that the AFT and its affiliates will advocate for and support policies and legislation that will keep the workforce and general public safe during this COVID-19 pandemic and to keep government functioning at all levels; and

RESOLVED, that the AFT and its affiliates will advocate and support child care policies and programs, including adequate funding that will allow our workers to return to the work site with confidence that their young children will be safe; and

RESOLVED, that the AFT and its affiliates will advocate and support policies and legislation at any level of government that will prepare the United States for future medical emergencies.

43. FIGHTING THE INFLUENCE OF PRIVATE PRISONS AND PRIVATE EQUITY FIRMS ON MASS INCARCERATION AND IMMIGRANT DETENTION

WHEREAS, the United States incarcerates more people than any other country in the world, both in terms of the number of individuals incarcerated and by percentage of population.[1] In 2016, there were roughly 2.2 million people in the country's prisons and jails, and 1 in every 116 adults in the United States was incarcerated;[2] and

WHEREAS, mass incarceration disproportionately impacts communities of color, with people of color making up 30 percent of the U.S. population but making up 60 percent of the U.S. incarcerated population.3 The American Civil Liberties Union estimates that 1 out of every [3] Black boys and 1 out of every 6 Latino boys can expect to go to prison in their lifetimes—compared with 1 out of every 17 white boys;[4] and

WHEREAS, immigrant families crossing the U.S.-Mexico border still face the risk of children being separated from their families and detained, despite the Trump administration announcing that this practice would no longer be official U.S. policy in July 2018;[5] and

WHEREAS, the American Federation of Teachers represents public employees who work in a variety of professions, including corrections officers and parole and probation officers who work in prisons and with the formerly incarcerated every day. These workers understand the criminal justice system and are strong advocates for fair and equal treatment for prison workers and incarcerated people. AFT public employees recognize that private prison companies put both public safety and public employee pensions at risk, and believe that privatizing our justice system threatens our democracy; and

WHEREAS, large, for-profit prison operators, like CoreCivic and the GEO Group; a number of smaller companies owned by private equity firms that provide corrections-related support services; and hedge funds, banks and other finance industry players that provide financing to these companies, together make billions of dollars annually when disproportionate numbers of Black and Latino people are sent to prison; and

WHEREAS, private prison companies and companies that provide outsourced services to correctional facilities actively contribute to the current system of mass incarceration through political expenditures, policy development and lobbying, and have an incentive to cut costs in order to maximize their profits. Some achieve this by lowering wages for workers, understaffing, skimping on training, and providing as few services as possible to incarcerated people, at times breaking the law, and at the expense of workers' and inmates' health, safety and lives; and

WHEREAS, the COVID-19 pandemic is further exposing how the business model of private prisons and corrections companies puts workers and incarcerated people at risk,

1   http://www.prisonstudies.org/highest-to-lowest/prison_population_rate?field_region_taxonomy_tid=All

2   Ibid.

3   https://www.americanprogress.org/issues/race/news/2012/03/13/11351/the-top-10-most-startling-facts-about-people-of-color-andcriminal-justice-in-the-united-states

4   https://www.aclu.org/issues/smart-justice/mass-incarceration

5   https://www.npr.org/2020/01/01/792916538/looking-at-lasting-effects-of-trumps-family-separation-policy-at-the-southern-bo

with overcrowding, lack of ventilation, and failure to provide adequate sanitation and personal protective equipment for workers and inmates, contributing to rapidly increasing outbreaks in prisons across the country.[6] As of June 16, 2020, the five largest COVID-19 clusters in the United States were in correctional institutions;[7] and

WHEREAS, the pandemic-related recession we are now facing is straining state and local budgets, and states and municipalities may feel renewed pressure to privatize some or all aspects of correctional services in an attempt to address budget shortfalls, despite an abundance of data showing that privatizing prisons does not lower costs for governments;[8] and

WHEREAS, the AFT put out two reports in 2018 and 2019 exposing the publicly traded companies, hedge funds and private equity firms that profit from mass incarceration and immigrant detention, outlining the investment risks that public pension funds face when invested in these firms and encouraging public pension fund trustees to take action; and

WHEREAS, many U.S. public pension funds, including funds in which AFT members participate, are exposed to the private prison industry, through direct share ownership of private prison companies, investments in banks and hedge funds that provide funding to these companies, and/or investments in private equity firms that own companies that provide corrections-related services like prison telecom services, ankle monitoring, prison healthcare, and food and commissary services; and

WHEREAS, over the last two years, some AFT members have engaged with their pension funds on their investments in entities profiting from mass incarceration and immigrant detention, resulting in a number of pension funds divesting from private prisons, including the Chicago Teachers' Pension Fund, the California State **Teachers' Retirement System, the Illinois State Board of Investment, and the Employees' Retirement System of Rhode Island:**

RESOLVED, that the American Federation of Teachers will oppose privatization of public services, including prisons and adjacent correctional services; and

RESOLVED, that the AFT will work with affiliates to ban private prisons and immigrant detention centers at the state and federal levels, including developing and supporting legislative efforts that prohibit private operation of correctional services; and

RESOLVED, that the AFT will work with public pensions across the United States to inform trustees of the risks associated with private corrections investments and to work with them to engage with the companies and asset managers profiting from mass incarceration and immigrant detention to address investment risks; and

RESOLVED, that the AFT will support increased federal aid to states and municipalities to address budget shortfalls, so that public correctional services have the funding they need to ensure the health, safety and civil rights of workers and incarcerated people; and

RESOLVED, that the AFT will support legislation, such as the federal Stop Wall Street Looting Act, that increases transparency for private equity firms and curbs their worst abuses, and will work with affiliates to develop state-level legislation requiring greater transparency from private equity firms and other asset managers that profit from privatizing public services.

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6 https://www.usatoday.com/story/money/2020/05/07/coronavirus-americas-private-prisons-thrive-during-pandemic/3092419001/

7 https://www.nytimes.com/2020/06/16/us/coronavirus-inmates-prisons-jails.html

8 https://www.brennancenter.org/our-work/analysis-opinion/arizona-privatizes-prisons-despite-evidence-they-dont-save-money

Wednesday, July 29, 2020

POLITICAL ACTION/LEGISLATION COMMITTEE

34. AMERICAN FEDERATION OF TEACHERS' ENDORSEMENT OF JOE BIDEN FOR PRESIDENT

WHEREAS, America faces three immense crises—a health pandemic, an economic recession deepening the gap between the rich and the rest of the American people, and systemic racism—all made worse by President Trump's actions; and

WHEREAS, these crises have exacerbated the economic, social, racial and gender inequities that have long existed, with 40 percent of Americans unable to cover a $400 emergency before this crisis; Black Americans, other communities of color, LGBTQ, and other vulnerable populations fighting for justice under the law; families being crushed under $1 trillion in student loan debt; Americans' freedom to form unions greatly undermined by corporate interests; countless people being one illness away from bankruptcy; and our schools and public services woefully underfunded; and

WHEREAS, these crises have laid bare the need for a compassionate, competent federal government with the experience and willingness to act swiftly to keep Americans safe, make sure workers and communities have the support they need, and keep our economy going; and

WHEREAS, Donald Trump has spent his presidency focused on himself and his cronies, trafficking in hate and division, undermining our democracy and thwarting the rule of law, even going so far as to declare "When the looting starts, the shooting starts," and using tear gas on citizens who were exercising their right to peacefully protest racial injustice and the mindless killing of George Floyd, all to create a photo opportunity for his re-election campaign; and

WHEREAS, Donald Trump has repeatedly rewarded the rich and well-off at the expense of the rest of America's families and our democracy throughout his presidency—through a $1.5 trillion tax cut in which 83 percent of the benefits went to the top 1 percent, an all-out assault on healthcare, gutting environmental and worker safety standards to benefit big industry, attacking

unions, championing Betsy DeVos' agenda to defund and destroy public education in favor of private schools, siding with for-profits and profiteers over students in debt, and undermining free and fair elections; and

WHEREAS, a better future is possible, but only if we first defeat President Trump and elect a president who not only will restore decency and humanity to the office but who also will reimagine government and rewrite the rules of our economy and society to enable opportunity and justice for all; and

WHEREAS, this election is about what kind of country we want to be—not simply to restore the basic norms of decency and democracy, but to ensure everyone in America has the freedom and opportunity to live without fear and to pursue a better life; and

WHEREAS, Joe Biden is the experienced and empathic leader our country needs right now. His character was forged getting up and going to work every day and trying to make life better for his family, facing the ups and downs so many families face; it was tested by unspeakable loss and grief in life; and it was nurtured through public service, a love of people and the belief in the dignity of every human; and

WHEREAS, Joe Biden has spent his career championing the values of strong public schools and higher education; understanding that healthcare and college are rights, not privileges; and that a strong labor and civil rights movement are essential if we are to have true justice, opportunity and the freedom to live; and

WHEREAS, Joe Biden understands fundamental systemic change must occur for "equal justice under law" to become a reality to overcome the racial injustice in our country; and

WHEREAS, Joe Biden understands that this is the time to reimagine what government can do and has collaborated with Sen. Bernie Sanders and established the Unity Task Force, worked with Sen. Elizabeth Warren, Sen. Kamala Harris, Stacey Abrams and others to create unity and develop an agenda to help reimagine and rebuild a government and society that work for everyone, an agenda that includes, but is not limited to:

- Investing in public education; supporting educators and paying them adequately; expanding community

schools to meet both the social and health needs as well as instructional needs of children; and prioritizing deep learning focused on the skills and knowledge kids need to succeed, not an overreliance on testing;

- Building on the Affordable Care Act to ensure every American has access to affordable healthcare and cutting healthcare costs;
- Investing in higher education, providing student loan relief, and making four-year public colleges and universities tuition-free for all students whose family incomes are below $125,000;
- Cementing the right of all workers to unionize and collectively bargain;
- Restoring the Voting Rights Act and protecting the voting rights of every American;
- Strengthening America's commitment to racial justice and rooting out systemic racism from our laws, our policies and our institutions;
- Rebuilding our economy to enable opportunity and prosperity for all, not just the rich and big corporations; and

WHEREAS, the American Federation of Teachers, our affiliates and our 1.7 million members have a long, proud and distinguished history of being leaders and active participants in strengthening the democratic process and promoting civic engagement; and:

WHEREAS, the AFT conducted our most inclusive and extensive presidential endorsement process in our history over many months that involved over 300,000 of our members, and the AFT executive council endorsed Joe Biden for the Democratic nomination for president; and

WHEREAS, Joe Biden shares our values, has the support of our membership and is the leader we need in this historic moment in time:

RESOLVED, that the American Federation of Teachers enthusiastically endorses Joe Biden for president of the United States for the November 2020 general election; and

RESOLVED, that the AFT, our state and local affiliates, will recruit and engage members to help ensure they and their families are registered to vote, are informed of the positions and record of Joe Biden and President Donald Trump, and get out to vote; and

RESOLVED, that the AFT, our state and local affiliates, and our members will commit to supporting Joe Biden's presidential election campaign, and will provide the necessary resources to help elect Joe Biden as the next president of the United States.

35. IN SUPPORT OF GREEN NEW DEAL

WHEREAS, the United Nations' Intergovernmental Panel on Climate Change has stated that current concentrations and ongoing emissions of greenhouse gases will continue to cause increases in global temperatures, warming of the world's oceans and increases in the average sea level rise for many centuries; that irreversible changes in major ecosystems and the planetary climate system may already have been reached or passed; that ecosystems as diverse as the Amazon rainforest and other natural wildlife and forest reserves across the world have or are approaching thresholds of dramatic change; and that these events will transcend generations; and

WHEREAS, the burning of fossil fuels such as coal, oil and natural gas for the purposes of electricity generation and transportation is the primary source of climate-changing greenhouse gas emissions; and

WHEREAS, the World Health Organization reports that rising temperatures and rising seas, as well as diminished air and water quality, lead to significant health risks such as heat-related risks, cardiovascular and respiratory illnesses, vector-borne infection, illness related to contaminated water, loss of shelter and compromised food supplies; and

WHEREAS, there is growing opposition to the negative health and environmental effects of fossil fuel extraction and consumption; coal-specific fossil fuel-dependent regions across the United States have been economically devastated by the shift from coal consumption; and the remaining coal jobs across the country are expected to steadily decline over the coming years; and

WHEREAS, working families, frontline communities, communities of color, low-income communities and other vulnerable populations suffer disproportionately from environmental degradation and climate change events such as extreme hurricanes, wildfire, drought and flooding, extreme heat and the spread of infectious disease; and

WHEREAS, studies show that 13 million Americans could be forced out of their communities and jobs due to climate change by the next century; and,

WHEREAS, hundreds of institutional investors in the United States and abroad have taken steps to divest their dollars from fossil fuel companies; and energy companies may actually pose a long-term risk to pension fund portfolios because there is a risk that governments could regulate oil and coal companies so extensively that their equities are devalued; and

WHEREAS, the International Labor Organization has reported that large economies moving toward greener and more environmentally sustainable transitions could

generate up to 60 million new jobs worldwide over the next two decades; and

WHEREAS, the American Society of Civil Engineers has reported that if the American infrastructure investment gap is not addressed throughout the nation's infrastructure sectors by 2025, the economy is expected to lose almost $4 trillion in gross domestic product, and that these gaps in infrastructure funding combined with climate change pose a potentially serious impact on worldwide water resources, energy production and use, agriculture, forestry, coastal development and resources, flood control and public infrastructure; and

WHEREAS, working collaboratively with industry partners, career and technical education teachers can prepare students for a green economy by developing CTE programs with sustainability and environmental content, and by providing opportunities for students to gain hands-on, project-based experience directly tied to emerging professions and family-sustaining jobs; and

WHEREAS, the Department of Defense is the largest single emitter of greenhouse gases on the planet, and the AFT has repeatedly endorsed the principle of reducing military spending (except for veterans' benefits) and using the money saved to create millions of jobs in a peaceful green economy, including transitioning many weapons production jobs to peacetime production jobs; and

WHEREAS, private investment for transitioning from fossil fuels has been completely insufficient, and multinational corporate interests strongly oppose public efforts for a just transition, especially public financing and labor protections; and

WHEREAS, working collaboratively with parents, communities and public institutions across the United States, teachers and professors can prepare diverse students to be informed leaders for a just green society by developing curricula and programming that create inclusive democratic spaces for learning and collaboration promoting sustainability, resilience and climate justice; and

WHEREAS, the American Federation of Teachers represents workers from all sectors of the economy and across all demographics who have a significant stake in the development of a green economy that can both slow the crisis of climate change and build an economy and strengthened public sector based on the foundation of a strong labor movement with family-supporting wages, benefits and shared prosperity for all; and

WHEREAS, the labor movement must be at the center of shaping climate policies to include a just transition for workers and communities, including tax-base support for impacted communities, wage replacement and parity for affected workers, retirement protections, partnerships between industry and communities on emerging green industries and jobs, continued access to healthcare, zero-cost education and training, a job guarantee, expanded collective bargaining rights, and prioritizing the needs of historically marginalized communities that have disproportionately suffered from environmental injustice, racism and systemic exclusion from well-paying jobs; and

WHEREAS, emerging studies have begun identifying potential sources of job growth in regions that are experiencing a decline in fossil fuel demand, which can be found through sustainable regional solutions in partnership with economists and industry experts, projected over long periods across generations of workers:

RESOLVED, that the American Federation of Teachers will fully participate in shaping the definition of "A Just Transition to a Peaceful and Sustainable Economy," as outlined in our 2017 resolution by that name, and in accord with the latest climate science regarding the need for very rapid reductions in greenhouse gas emissions; and

RESOLVED, that the AFT will support policies that enable local and regional communities to develop, produce and own renewable energy, as well as federal, state and local policies for improving and transitioning public transportation and for promoting greater fuel efficiency and energy conservation; and

RESOLVED, that the AFT will work with local school districts and other organizations, as appropriate, to educate students about climate change, economic inequality and potential solutions to these problems, such as a Green New Deal; and

RESOLVED, that the AFT will explore with other unions, community and environmental organizations the possibilities for a national green schools campaign calling for retrofitting and solar panel installations for our nation's public schools; and

RESOLVED, that the AFT supports a Green New Deal funded by:

a. **progressive taxes on the rich, such as a wealth tax; top marginal tax rates for the wealthy of 70-80 percent, as was the case during the original New Deal; and a Billionaire Net Worth Tax; and**

b. **reductions in Department of Defense spending by at least 10 percent (except for veterans' benefits); and**

RESOLVED, that the AFT supports a Green New Deal, prioritizing projects, union career opportunities and investments in working-class communities, low-income communities, and communities of color, which, historically, have been disproportionately impacted by pollution, high unemployment, poverty and environmental injustice; and

RESOLVED, that the AFT will ensure that no worker is left behind; that protections are guaranteed for workers and communities directly impacted by the gross negligence of the fossil fuel industry; and

that robust investments are made in union career opportunities for working-class communities, low-income communities, and communities of color, which, historically, have been impacted by environmental injustice; and

RESOLVED, that this labor body will undertake an effort to educate and advocate with our community allies and elected representatives to support a Green New Deal that simultaneously addresses the harms of climate change and economic inequality as urgent and severe, and that addresses them together in a bold, ambitious and urgent national mobilization of the public and private sectors for a peaceful and sustainable energy economy.

ORGANIZING AND COLLECTIVE BARGAINING COMMITTEE

29. REIMAGINING OUR SOCIETY AND REWRITING THE RULES TO ENABLE OPPORTUNITY AND JUSTICE FOR ALL

WHEREAS, we face enormous challenges in the United States—a health pandemic, an economic recession and millions of people without work, systemic racism, and a president who has made these crises worse by his actions and conduct, including his willingness to reject the norms of our democracy and the rule of law; and

WHEREAS, it falls on us in this moment to reimagine our society and rewrite the rules so everyone in America has access to opportunity and justice, not just the rich and powerful, just as other generations have done, most recently in the New Deal, and the civil rights and Great Society era. We must meet this moment with that same vision and clarity, and emerge from this crisis healthier, stronger, better and more just than before; and

WHEREAS, the COVID-19 pandemic has exacerbated the economic and health disparities and pain long felt by Americans, particularly communities of color, and has brought a new unprecedented urgency to address the imbalance in our economy and society and the decay of our democracy; and

WHEREAS, Black Americans continue to struggle for full protection under the law and to be recognized as full human beings deserving of basic human rights:

RESOLVED, that the American Federation of Teachers firmly believes the foundation of a vibrant and well-functioning democracy and society is a people secured by the freedom to live, safely and securely, and the opportunity to attain a better life. Freedom and opportunity are enabled through good jobs with a living wage and a union, a great public education, adequate healthcare and justice for all. The AFT will

do everything in our power to meet this moment and restore hope that another future is possible through the work of our members, through collective action, and at the ballot box; and

RESOLVED, that the AFT's efforts to reimagine a more just and vibrant society and democracy are guided by the following essential principles:

- All Americans should have access to a well-paying job and the ability to support their families free from poverty, and real retirement security;
- All workers must have the right to collectively bargain and have strong unions whether they work in the public sector, gig economy, academia, perform personal services, work on farms or in any other portion of our economy;
- Access to high-quality healthcare is a basic human right, not a privilege for those who can afford it. Universal coverage—regardless of whether it is single-payer or private insurance with a public option— must guarantee that every person has access to the care they need when they need it without crippling out-of-pocket costs. Our healthcare system must deliver high-quality care from cradle to grave, based on the needs of every community and not the profits of corporations;
- All Americans should have the right to affordable, safe and adequate housing;
- A 21st-century infrastructure investment to maintain not just our roads and bridges but to ensure safe water, public health needs, clean energy, and broadband as an essential public utility;
- A fair tax system that ensures the rich and big corporations pay their fair share to provide for the common good and fund schools and essential community services;
- All Americans should have access to a basic safety net, including universal child care; easier access to unemployment insurance; paid leave; equal pay for equal work; increased Social Security benefits; and a real investment in supports for families, such as the Supplemental Nutrition Assistance Program; a real overtime standard; and prevention of wage theft;
- Our federal government should never again be unprepared to confront health and safety threats to the American people. Our nation must have a public health infrastructure capable of keeping Americans safe and responding to global health pandemics and other threats;
- Safely reopening public schools and colleges in a way that does not simply seek to go back to life as it was before the pandemic but to fully fulfill public education's promise as the center of democracy and cornerstone in our community where every child can succeed and where there is joy in learning;

- **Helping all children thrive requires a focus on whole child supports and services. This includes children's social emotional and academic development; rich and inclusive curriculum; and powerful instruction in safe and healthy neighborhood schools; professional learning and collaboration time for teachers as well as appropriate pay; ensuring educators have the freedom to teach; assessment that informs instruction rather than standardized testing that narrows it; and real voice and engagement of parents and the community. We support the strategic establishment of 25,000 community schools across the country, and fully funding Title I and the Individuals with Disabilities Education Act to support our students, educators and schools;**
- **The cancellation of all student debt;**
- **High-quality, free public higher education for every student that is equitable, accessible and safe; faculty and support staff should be well-supported, paid a living wage, have academic freedom and a right to form a union;**
- **A Green New Deal that simultaneously addresses the harms of climate change and economic inequality as urgent and severe and that must be addressed together. We must ensure that communities are respected, no worker is left behind, that real protections are guaranteed for workers and communities that face impacts due to health and environmental damage caused by the fossil fuel industry, and that full rights to unionization and collective bargaining are afforded to any and all jobs created in the new sustainable energy economy;**
- **Ending systemic racism in America, particularly in the criminal justice system, and fighting for anti-racist policies for our schools, healthcare system, the environment, policing and our democracy. This includes the demilitarization of police; a renewed commitment to affirmative action and school desegregation; making school safety separate from policing and police forces; and the necessary cultural competency and implicit bias training for ourselves, our schools and our workplaces; and**
- **The restoration of our essential democratic rights made possible through securing the right to vote for all Americans through automatic voter registration, vote by mail and a revived Voting Rights Act; an independent and nonpartisan process for drawing district lines for Congress and state legislatures; re-establishing an independent judiciary; and reforming the rules of the Congress to end gridlock and allow government to function.**

31. ADDRESSING SEXUAL DISCRIMINATION, HARASSMENT AND VIOLENCE IN THE WORKPLACE

WHEREAS, the American Federation of Teachers has an ongoing commitment to combat sexual discrimination, harassment and violence; and

WHEREAS, the AFT refuses to tolerate any form of sexual harassment, discrimination or violence; and

WHEREAS, members of this union and other workers continue to experience sexual discrimination, harassment and violence in their workplaces; and

WHEREAS, workers have the right to safe and respectful working conditions, including choosing to disclose an experience of sexual discrimination, harassment or violence without fear of retribution; and

WHEREAS, locals of this union are already working to provide protections for workers experiencing sexual harassment, discrimination, and violence; and

WHEREAS, the AFT is in a unique position to gather the practices, policies and bargaining language from these locals and provide it to everyone:

RESOLVED, that the AFT will recognize and address the frequency and severity of these occurrences in consultation with locals, while acknowledging that statistics underrepresent incidents of sexual discrimination, harassment and violence; and

RESOLVED, that the AFT will treat all incidents and allegations seriously and promptly with trauma-informed responses; and

RESOLVED, that the AFT reaffirms its refusal to tolerate sexual discrimination, harassment and violence by collaborating with locals to compile a list of evidence-based best practices to be distributed to all locals; and

RESOLVED, that the AFT will adopt and implement these practices; and

RESOLVED, that the AFT will promote bargaining platforms that uphold the rights of the complainants, victims, and survivors and validate their experiences as potential hindrances to their ability to work.

LABOR AND THE ECONOMY/RETIREMENT COMMITTEE

25. PUBLIC SPENDING TO SUPPORT THE U.S. ECONOMY

WHEREAS, when the economy struggles, public spending on structure and services can make a difference between a robust recovery and prolonged stagnation; and

WHEREAS, investment in public infrastructure fuels economic growth by allowing things and ideas to move around (post office, airport, highway, grid system),

providing basic necessities (public water system, dams, power grid) and preparing people to be productive (schools, community colleges); and

WHEREAS, we can no longer afford to defer investment in our nation's infrastructure; according to the American Society of Civil Engineers 2017 Infrastructure Report Card, there is a $2 trillion 10-year investment gap in our national societal infrastructure, including ports, highways, rail, schools, water systems and other important structures that support our society. In order to meet our future collective needs, we must increase infrastructure investments at all levels of government, especially during the current economic downtown; and

WHEREAS, federal infrastructure investment has fallen by half—from 1 percent to 0.5 percent of gross domestic product over the last 35 years—more of this essential task is left to state and local governments; and

WHEREAS, state and local governments represent 13 percent of total employment in the United States meaning investment in the public sector is also an investment in our collective employment and the common good of our society:

RESOLVED, that the American Federation of Teachers will support increased infrastructure investments at all levels of government and will fight austerity measures that will continue to cripple our society; and

RESOLVED, that the AFT will continue to work with community partners to ensure a strong public sector that works for the common good of all.

26. YOUNG WORKERS MOVEMENT

WHEREAS, the American Federation of Teachers membership has increased since the Janus Supreme Court decision. A wave of educator strikes across the country has demonstrated our strength, led to big wins, and brought students and families with us into the streets; and

WHEREAS, public opinion of unions is at a 15-year high, with young workers having especially high support for organized labor; and

WHEREAS, the future of the labor movement depends on involving young members in order to combat the corporate onslaught on unions that has resulted in dwindling membership and legal rights. Higher rates of membership participation and activism from young members will increase our locals' ability to win substantial victories at our work sites for our schools, communities, families and students; and

WHEREAS, young adults come out of their education experience keenly aware and critical of the challenges facing the system and eager to be part of the solution. Education privatizers have realized this and co-opted

social justice language to funnel young adults away from the labor movement and into problematic education reform pipelines. We have an opportunity to recruit and engage young educators through their commitment to social justice and their desire to be part of a movement to realize the potential of public education; and

WHEREAS, a younger generation of activists and trade unionists recognizes that the problems experienced by members and the families they serve—including struggles for racial, sexual and economic justice—continue both in and out of the workplace. As young people rise up to lead fights for justice around the world, so too are they rising up within the labor movement to use our unions as a tool to improve our workplaces and society; and

WHEREAS, many of our professions, including teaching, have a high rate of burnout and turnover among young workers. Encouraging membership participation from young workers is a crucial part of membership retention; and

WHEREAS, young workers are disproportionately affected by the economic crises of our time, including catastrophic climate change, crushing student loan debt, rising healthcare costs, austerity, and increasing retirement insecurity; and

WHEREAS, a generation of skilled union members, activists and leaders is retiring, creating a need for younger members who are ready with the leadership experience, organizing know-how, and institutional knowledge to keep our workplaces and unions strong. Formal mechanisms within the union are required to provide this training and experience; and

WHEREAS, other unions have ratios for the allocation of delegates to conventions with the goal of achieving demographic representation that mirrors the demographics of local membership:

RESOLVED, that the American Federation of Teachers will create pipelines to leadership such as an Emerging Leaders Academy and an advisory board of younger members with an annual meeting to discuss needs; and

RESOLVED, that the AFT will dedicate the necessary resources to recruiting, training, and retaining new leaders through regional and national conferences specifically dedicated to gathering young members; and

RESOLVED, that the AFT will encourage each local to bring at least one young person or early service member to the biennial national convention and will commit to having the demographics of our national convention reflect the demographics of our membership; and

RESOLVED, that the AFT will continue to organize locals that have many young members, such as charter schools; and

RESOLVED, that the AFT will continue organizing for a union presence on college campuses by dedicating the necessary resources to expand our associate membership program for pre-service teachers to join the union.

Thursday, July 30, 2020

HUMAN RIGHTS, INTERNATIONAL RELATIONS AND WOMEN'S RIGHTS COMMITTEE

21. SUPPORT FOR TRANSGENDER, NONBINARY AND GENDER-NONCONFORMING WORKERS

WHEREAS, the American Federation of Teachers has a continuing commitment to supporting transgender workers; and

WHEREAS, at the 2018 AFT-Oregon convention a resolution was passed committing AFT-Oregon to defend transgender workers' access to healthcare; and

WHEREAS, nonbinary and gender-nonconforming workers are included under this umbrella, but often face particular constraints in the workplace that require specific responses from AFT-Oregon and locals; and

WHEREAS, current national politics continue to target transgender, nonbinary and gender-nonconforming people; and

WHEREAS, our transgender, nonbinary and gender-nonconforming members need continued support:

RESOLVED, that the American Federation of Teachers will collaborate with transgender, nonbinary and gender-nonconforming communities to compile a list of best practices implemented by locals in defense of transgender, nonbinary and gender-nonconforming workers; and

RESOLVED, that the AFT will compile a list of existing protections for transgender, nonbinary and gender-nonconforming people, including protections in the workplace, housing and everyday life; and

RESOLVED, that the AFT will make these best practices available to locals to help guide and direct agitation for the rights of transgender, nonbinary and gendernonconforming workers.

22. ENOUGH

WHEREAS, millions of unknown people were enslaved, tortured and killed in the Americas during the slave trade; and

WHEREAS, Rev. George Lee, Mack Charles Parker, Herbert Lee, Cpl. Roman Ducksworth Jr., Louis Allen, James Earl Chaney, Andrew Goodman, Michael Henry Schwerner, Jimmie Lee Jackson, Rev. James Reeb, Jonathan Myrick Daniels, Benjamin Brown, Samuel Ephesians Hammond Jr., Delano Herman Middleton, Henry Ezekial Smith, Andrew Lee Anderson, Frank Andrews, Larry Bolden, James Brazier, Thomas Brewer, Hillard Brooks, Eli Brumfield, Silas Caston, Clarence Cloninger, Willie Countryman, Woodrow Wilson Daniels, A.A. Hall, Collie Hampton, Ernest Hunter, Luther Jackson, Ernest Jells, Richard Lillard, George Love, Robert L. McNair, Nehemiah Montgomery, James Earl Motley, Larry Payne, C.H. Pickett, Jimmy Powell, Johnny Queen, Johnny Robinson, Marshal Scott Jr., Jessie James Shelby, Eddie James Stewart, Isaiah Taylor, John Wesley Wilder; and

WHEREAS, Tamir Rice, Michael Brown, Eric Garner, Laquan McDonald, Freddie Gray, Philando Castile, Alton Sterling, Sean Reed, Breonna Taylor, Tony McDade, Danroy Henry, Jr., Aiyana Stanley-Jones, Travis McNeil, Rekia Boyd, Shantel Davis, Alesia Thomas, Kayla Moore, Miriam Carey, Yvette Smith, Pearlie Golden, Sheneque Proctor, Tanisha Anderson, Natasha McKenna, Sandra Bland, Keith Childress, Bettie Jones, Kevin Matthews, Michael Noel, Miguel Espina, Nathaniel Pickett, Tiara Thomas, Richard Perkins, Michael Lee Marshall, Lamontez Jones, Paterson Brown, Junior Prosper, Keith McLeod, Wayne Wheeler, India Kager, Felix Kumi, Michael Sabbie, Jonathan Sanders, Spencer McCain, Kris Jackson, Jermaine Benjamin, Kevin Higgenbotham, Samuel Harrell, Walter Scott, Eric Harris, Dominick Wise, Askari Roberts, Anthony Hill, Naeschlus Vinzant, Thomas Allen, Jr., Lavall Hall, Matthew Ajibade, La'vante Biggs, Tyree Crawford, Sylville Smith, Korryn Gaines, David Joseph, Dyzhawn Perkins, Christopher Davis, Jessica Nelson-Williams, Michael Eugene Wilson Jr., Terrence Crutcher, Charleena Chaven Lyles, JR Williams, Nana Adomako, Cad Robertson, Raynard Burton, Alteria Woods, Marc Brandon Davis, Aaron Bailey, Dewboy Lister, Keita O'Neil, Juan Pedro Pierre, Stephon Clark, Alonzo

Smith, Arther McAfee Jr., Ronnell Foster, Mario Dantoni Bass, Shermichael Ezeff, Cameron Hall, Juan Markee Jones, Marcus-David L. Peters, Antwan Rose, Rashaun Washington, Cynthia Fields, Danny Washington, Pamela Turner, Marcus McVae, Isaiah Lewis, Ryan Twyman, Antwun Shumpert, Josef Richardson, Atatiana Jefferson, Michael Dean, Ahmaud Arbery, Maurice Gordon, David McAtee, William Howard Green, Donnie Sanders, Dreasjon Reed; and

WHEREAS, George Floyd; and

WHEREAS, all the other victims of police brutality and violence unnamed but not forgotten; and

WHEREAS, more than 1,000 people are killed each year by police with nearly 60 percent of the victims not possessing a gun or involving issues of mental health (**https://mappingpoliceviolence.org/**); and

WHEREAS, police brutality against Black and brown persons in the U.S. is a manifestation of continual, persistent and pervasive white supremacy; and

WHEREAS, this white supremacy is systemic and institutionalized and influences the lives of everyone living in the U.S., albeit in very different ways; and

WHEREAS, the eradication of this white supremacy is a necessary precondition toward creating a culture of equity and equality and, therefore, must be a primary goal of education:

RESOLVED, that the American Federation of Teachers and its affiliates will work to end police brutality by actively supporting legislation on the federal, state and local levels that:

1. **Imposes strict police accountability;**
2. **Ends policing of minor, "broken windows," offenses;**
3. **Bans use of chokeholds;**
4. **Limits the use of force by requiring a de-escalation policy and mandatory reporting;**
5. **Eliminates racial profiling;**
6. **Demilitarizes law enforcement;**
7. **Requires all police officers to wear functioning and operating body cameras at all times;**
8. **Tracks and reports data;**
9. **Ensures proper screening, education and training of all officers;**
10. **Establishes a team of mental health professionals to send as first responders to calls involving mental health crises;**
11. **Removes police officers from schools;**
12. **Invests in expanding first responders to include alternative intervention in all types of circumstances to include public health officials, social workers, mental health professionals and related expertise;**
13. **Requires compliance with federal civil rights laws;**
14. **Requires independent community oversight boards and human rights commissions;**
15. **Incorporates other meaningful reforms; and**

RESOLVED, that the AFT and its affiliates will demonstrate their ongoing resolve to support racial, social and economic justice by:

1. **Actively mentoring members of color and members of other traditionally underrepresented groups for leadership positions in the organizations;**
2. **Writing strong anti-racism and anti-oppression language into governance documents;**
3. **Providing anti-racist and anti-oppression training for all employees of the unions;**
4. **Making anti-racist and anti-oppression training for all members a principal goal of the unions;**
5. **Calling for all our sibling unions, particularly law enforcement unions, to do the same; and**

RESOLVED, that the AFT will call upon the AFL-CIO to join us in these efforts to change legislation and to support racial, social and economic justice.

HIGHER EDUCATION COMMITTEE

13. ENCOURAGE CONTINGENT FACULTY PARTICIPATION IN SHARED GOVERNANCE

WHEREAS, community colleges and universities regularly hire contingent faculty; and

WHEREAS, contingent faculty are required to hold the same academic qualifications and credentials as their full-time colleagues; and

WHEREAS, qualified contingent faculty are rehired for years; and

WHEREAS, contingent faculty already working in the institution have significant familiarity with the academic standards, curriculum, personnel and culture of the institution, thereby aiding in student success initiatives and other institutional goals; and

WHEREAS, the concept of shared governance is continually challenged by administrations; and

WHEREAS, there are not enough full-time faculty to serve on shared governance committees; and

WHEREAS, due to the increased workload of faculty due to increased mandated requirements and accreditation standards; and

WHEREAS, since decisions made in shared governance also affect contingent faculty, contingent faculty should be considered, with respect to equity and inclusivity, an equal participant in the decision-making:

RESOLVED, that the American Federation of Teachers will support legislation for contingent faculty to be included and enfranchised without regard to their part-time status and compensated in shared governance work.

14. EXPAND RETIREMENT BENEFITS

WHEREAS, the current eligibility for public workers to qualify for the Public Employees Retirement System (PERS) specifically excludes Oregon public university graduate employees and employees below 0.50 Full-Time Equivalent (FTE); and

WHEREAS, the eligibility for PERS also excludes postdoctoral scholars; and

WHEREAS, the state of Oregon has expanded access to the Optional Retirement Plan (ORP) for postdoctoral scholars who work in Oregon public universities; and

WHEREAS, the requirement for postdoctoral scholars is to contribute between 2 and 4 percent to qualify for ORP; and

WHEREAS, a postdoctoral scholar's contribution to ORP will be matched by their respective public employer:

RESOLVED, that the American Federation of Teachers will advocate for expansion in public retirement eligibility for graduate employees and employees below 0.50 FTE at the national level.

HEALTHCARE ACCESS/QUALITY AND RNs/ HEALTHCARE WORKERS COMMITTEE

8. A HEALTHCARE SYSTEM THAT WORKS FOR ALL BY 2025

WHEREAS, the current healthcare system lacks accountability for patient outcomes and the ability to prioritize the health of people in normal times, as evidenced by the United States falling behind our industrialized nation peers in areas like life expectancy and avoidable hospitalizations in patients with chronic disease, and as tragically evidenced by the growing number of casualties and the inability to manage in a pandemic; and

WHEREAS, COVID-19 has laid bare the structural racism in our healthcare system and resultant inequitable health outcomes in the United States, revealing and deepening disproportionately inferior healthcare access and health outcomes for Black and brown people, who are disproportionately represented in essential service jobs, experience higher rates of poverty and low wages, and have higher uninsured rates than white people; and

WHEREAS, undeniable disparities in access and health outcomes persist within our healthcare system for other vulnerable populations, including but not limited to Native American communities, LGBTQ people and those with disabilities; and

WHEREAS, hospitals are important centers of rural communities, often being the largest employer and the only source of care in often geographically isolated communities that experience high rates of factors that impact health, like poverty, income and access to healthy food; and

WHEREAS, food supply, poverty, housing, transportation and other social determinants of health not only drive inequities in health status, but also perpetuate disparities in economic status, and the lack of investment in these and other social determinants is a primary contributor to inferior health outcomes overall in the United States compared with other developed nations; and

WHEREAS, more than 100 million people remain uninsured or underinsured, numbers that will continue to grow because of the high unemployment rate during the current economic crisis in the United States. And many with employer-sponsored coverage experience such high out-of-pocket costs, due to factors like high premiums, deductibles and deceptive billing practices, that they forgo needed care and are effectively uninsured; and

WHEREAS, the United States remains the only industrialized country without a universal healthcare system, despite spending the most on healthcare among developed nations. Americans pay more than twice as much as other developed countries on total healthcare spending and prescription drugs; and

WHEREAS, the delivery system is comprised of highly profitable tax-exempt corporations led by executives making on average $3.5 million per year, by highly profitable publicly traded companies, and by private equity firms that together comprise an industry that accounts for 18 percent of the gross domestic product and is a major driver of the national debt; this is an industry structure that has resulted in a power dynamic that puts patients, healthcare workers and taxpayers at a disadvantage in advocating for a system prioritizing investment in factors that influence health, economic standing and the ability to flourish in American society; and

WHEREAS, the current economic crisis leaves many institutions and care models vulnerable to acquisition by large publicly traded companies or private equity funds. As the focus of these financial interests shifts, new practices and care models will change how care is delivered and will be prioritized on the basis of maximizing revenue; and

WHEREAS, the pandemic has hastened the imminent evolution of care delivery toward broader use of technology, artificial intelligence, and moving the locus of care, all of which drive critical workforce changes that will affect those who work in healthcare and could undermine standards, working conditions and voice of healthcare workers in the delivery of care; and

WHEREAS, we can no longer avoid confrontation with the costs of healthcare, the substandard patient care outcomes, or the inequities perpetuated by the healthcare

system. The current transition of our healthcare system will be on a trajectory of ruin for patients if we do not advance a system centered on the health and well-being of all people, with healthcare as a basic human right, guaranteeing every person can access the care they need when they need it; and

WHEREAS, the post-pandemic status of our healthcare delivery system presents an opportunity to transition a model of healthcare driven by high-value, universal access; sustainable cost; accountability for outcomes; and choice; and actions taken coming out of the pandemic are critical to break the pattern of continued support of the existing system that is fiscally unsustainable and leaves tens of millions of Americans behind:

RESOLVED, that the American Federation of Teachers will work to achieve universal coverage by the year 2025, whether through single payer or private insurance with a public option, so that all patients have coverage for timely access to the care they need, treating healthcare as a public good, and will consider a different payment system model that promotes value and coordination in care delivery; and

RESOLVED, that the AFT's interim efforts will comprise a glide path toward 2025 that addresses the structure of our healthcare delivery system by working toward:

- **banning or limiting the growth of for-profit hospitals;**
- **banning or limiting the growth of private equity, and regulating the access and services provided by for-profit and nonprofit hospitals alike;**
- **restricting the further consolidation and privatization of hospitals and healthcare systems;**
- **enforcing the community benefit standard for nonprofits so that it means something, or review the charitable status of nonprofit hospitals so that they are paying taxes to support public infrastructure;**
- **a model of coverage that uses existing public financing mechanisms, like Medicaid, to build a foundational model that addresses cost, access, choice and outcomes; and**

RESOLVED, that the AFT will work vigorously to ensure massive investment in our public health infrastructure in a way that permits robust programming aimed at prevention, maintenance and disease surveillance to collect critical data about community-specific health needs that inform appropriate programming, as well as resources to develop and provide timely and relevant programming responsive to community health needs; and

RESOLVED, that the AFT will advocate for programming, funding, research and public investments that address health disparities, social determinants

and unacceptable healthcare outcomes among Black Americans, other communities of color, LGBTQ people and other vulnerable populations. Specifically, we oppose any health policy initiatives that have any racist impact;

RESOLVED, that the AFT will advocate for programming, funding and policy solutions to address the crisis-level challenges faced by patients in rural communities involving threats of hospital closures and addressing social determinants of health; and

RESOLVED, that the AFT will play a role in shaping the future of the healthcare workforce. We must ensure that workforce changes do not happen to our members but happen collaboratively with them, thus allowing care to be delivered in new and creative ways that maintain the standards that we have bargained to establish and that improve patient outcomes.

9. INFECTIOUS DISEASE EMERGENCY PREPAREDNESS IS ESSENTIAL FOR HEALTHCARE

WHEREAS, infectious disease specialists have warned governments for years of an impending, serious infectious disease outbreak, and the emergence of the SARS, MERS, H1N1 influenza, Zika and Ebola over the last 17 years reinforced the need to prioritize emergency preparedness for newly emerging infectious disease outbreaks; and

WHEREAS, past and present administrations failed to address the lack of domestic production of personal protective equipment, particularly N95 respirators, ensuring the global supply chain problems we currently face; and

WHEREAS, the Trump administration systematically dismantled the federal government's ability to effectively respond to any infectious disease outbreak, disbanding global health security taskforces in the National Security Council and the Department of Homeland Security that would have ensured interagency coordination and timely leadership; cutting the Centers for Disease Control and Prevention's international epidemic prevention programs by 80 percent in 2018, allowing scores of positions within the CDC to remain unfilled; and eliminating programs to study zoonotic disease outbreaks, ensuring a disorganized, inadequate federal response; and

WHEREAS, the United States lacks a functioning state and local public health infrastructure with the capacity to respond to any large-scale infectious disease outbreak or other public health emergency. State and local public health departments have historically been severely underfunded and are highly reliant on the CDC for support and direction; and

WHEREAS, the Trump administration wasted valuable time when the SARS-CoV-2 emerged, downplaying the

threat, muzzling CDC and National Institutes of Health leaders, and promoting false cures and incompetent managers instead of following the advice of experts and directing federal resources where needed; and

WHEREAS, the supply of N95 respirators and other personal protective equipment in the Strategic National Stockpile had not been replenished since 2009, resulting in an inadequate supply of unexpired respirators. At the outset of the pandemic, the stockpile contained 12 million N95s, but 3.5 billion were needed. States and hospitals are not required to maintain and restock their own stockpiles; and

WHEREAS, President Trump has refused to deploy the Defense Production Act to require American manufacturers to produce badly needed respirators. Trump delayed centralizing a federal procurement and distribution process for respirators and other personal protective equipment, forcing states and employers to enter a bidding war and artificially inflating the cost of PPE. When Trump finally directed the Federal Emergency Management Agency to coordinate procurement and distribution of PPE, the result was FEMA commandeering PPE legally purchased by states and hospitals; and

WHEREAS, the CDC initially provided infection-control guidance to healthcare employers, recommending N95 or stronger respirators for healthcare workers caring for patients with suspected or confirmed COVID-19, but downgraded this guidance in March in response to lobbying by hospitals and some local health departments over concerns about the supply and supply chains of N95 respirators, saying that SARS-CoV-2 is spread primarily through droplet transmission, ignoring a growing body of evidence that SARS-CoV-2 is an airborne-transmissible virus, and giving cover to employers wanting to avoid providing respiratory protection to healthcare workers; and

WHEREAS, multiple federal agencies under the Trump administration have failed to uphold their mission to protect the public from harm, including the CDC providing weak guidance to healthcare employers and failing to systematically gather data on healthcare-worker infections and death from COVID-19, the Occupational Safety and Health Administration failing to require employers adhere to CDC guidance or OSHA standards in order to protect healthcare workers from a recognized serious and deadly hazard; and the federal government prioritizing decontamination of N95 respirators over production and stockpiling of respirators that were designed to be reused; and

WHEREAS, as a result, an estimated 69,761 healthcare workers are known to have been infected and at least 368 have died. We know this to be a gross undercounting. Many states are not reporting this information, and the federal government is not requiring it

WHEREAS, testing for SARS-COV-2 is the only way to track where and how quickly the virus is spreading in communities and whether or not healthcare workers are getting infected:

RESOLVED, that the American Federation of Teachers calls for a national policy of mass testing and contact tracing of SARS-COV-2. Healthcare workers should be guaranteed access to free, regular testing; and

RESOLVED, that the American Federation of Teachers will work to push the federal government, states and employers to develop regulations and systems to prevent this massive failure to protect healthcare workers and the public at large from an infectious disease or other public health emergency from ever happening again; and

RESOLVED, that the AFT will advocate for OSHA to promulgate a temporary infectious disease standard immediately and a permanent infectious disease standard within 24 months of enactment, and in the interim, for OSHA to enforce existing standards to protect healthcare workers from occupational exposure to COVID-19; and

RESOLVED, that the AFT will advocate for the Centers for Medicare & Medicaid Services and states to strengthen and enforce requirements for hospital and healthcare services emergency preparedness planning, including metrics for determining adequate PPE stockpiles; rules for maintenance of stockpiles; incentives to implement elastomeric or powered air purifying respirators as part of a stockpile; and capacity to develop temporary airborne infection isolation rooms, ventilated headboards, improved general ventilation dilution and other engineering controls; and

RESOLVED, that the AFT will advocate for the Food and Drug Administration to rescind emergency use authorizations for N95 decontamination when respirator supplies and supply chains are restored; and

RESOLVED, that the AFT will advocate for strong investment in public health on the federal and state levels to develop a rigorous system that supports prevention of illness as a public good, re-establishing defunded global infectious disease prevention, and tracking and establishing new and stronger state and local public health funding; and

RESOLVED, that the AFT will support increased funding for OSHA enforcement and whistleblower protection, and increased funding for the National Institute for Occupational Safety and Health for research on respiratory protection, PPE and engineering controls like ventilated headboards, establishing incentives for improved technologies; and

RESOLVED, that because no healthcare worker should have to experience the gross failure to uphold

their right to a safe and healthy workplace, and one healthcare worker death from COVID-19 is too many, the AFT will work through collective bargaining to ensure healthcare employers are prepared to protect healthcare workers from occupational exposure to COVID-19 and any other infectious disease outbreak.

EDUCATIONAL ISSUES COMMITTEE

1. ELEVATING PUBLIC SCHOOLS BEYOND THE LEGACY OF COVID-19

WHEREAS, the American Federation of Teachers believes in and stands ready to fight for public education, as a high-quality public education is an economic necessity, an anchor of democracy, a moral imperative and a fundamental civil right; and

WHEREAS, years of disinvestment in public education have led to overcrowded classrooms, schools without nurses, librarians, counselors and the specialized personnel that ensure children's well-being; deteriorating school buildings with outdated materials and technology; unhealthy and unsafe environments; and a too-narrow array of academic, enrichment and extracurricular programs; and

WHEREAS, the over-reliance on standardized test scores in punitive test-based accountability systems has created an education system where schools are ranked and sorted rather than supported, pitting the needs of our most vulnerable students against more affluent communities; and

WHEREAS, the coronavirus is a global pandemic threatening the health, safety and economic well-being of the people we represent and those we serve; and

WHEREAS, the AFT recognizes that the burdens of systemic racism and poverty are felt in communities where members live and work, and we fight for equitable educational opportunities for all students; and

WHEREAS, temporary school building closures due to COVID-19 highlighted and exacerbated existing inequities within the education system caused by polarization, privatization, and cuts to public education funding, and added to the challenges many students already face in their daily lives, such as food scarcity and insufficient housing, child care and health services; and

WHEREAS, students from low-income backgrounds, students of color, students with disabilities, English language learners, and youth experiencing homelessness are more likely to lack access to high-speed internet[1] and 1:1 access to a device (tablet or laptop); and

WHEREAS, delivering virtual distance learning, where students spend most of their school day online—interacting with their coursework, teachers and peers through technology—is only an emergency option and doesn't meet the full needs of any student; and

WHEREAS, research shows that teachers are integral to the success or failure of technology use in schools, and educators must have meaningful input on the purchase of technology, virtual distance-learning plans, and professional learning opportunities; and

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

WHEREAS, reopening America's public school buildings in a post-pandemic era affords this country the opportunity to rethink schooling to achieve a more equitable, student-focused education system that helps each child to succeed and achieve; and

WHEREAS, brain science tells us that healthy cognitive, social, emotional and physical development of students must be our focus; and

WHEREAS, we are at a critical moment when we must move toward reopening school buildings and continuing American public education—not as it is today or as it was in the past but as it can be—as the center of democracy and the cornerstone in our community where every child can succeed:

RESOLVED, that the American Federation of Teachers and our affiliates will advocate for the safe reopening of America's public school buildings with:

- **A renewed sense of urgency to provide schools where families want to send their children, students are engaged, where educators want to teach, where curriculum is rich and inclusive, where there is joy in teaching and learning, and where all students will be prepared for college, career and citizenship;**
- **A vision for public education that meets the needs of educators, school staff and students, and assists affiliates to mobilize members and unite with their communities around state and local spending practices that result in a more equitable distribution of education funds;**
- **The proactive involvement of educators and school staff, families, municipal and/or regional partners and community organizations, and school administrators in decision-making as school systems work with public health authorities to plan for returning to school buildings as well as with school-level safety committees. This includes programming, space, operations, staff deployment, scheduling, and aligning all the public health interventions with all the schooling interventions**

that address students' healthy physical, social, emotional and academic development; nurturing productive relationships; building resilience; supporting diversity and inclusion; and rebuilding the school community;

- A goal for 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; and

RESOLVED, that the AFT will support social emotional learning and the well-being of students and staff by:

- Advocating for the adoption of "whole child" supports and practices that facilitate students' sense of belonging, including positive school climate, productive instructional strategies, social emotional development, and individualized student support;
- Advocating for additional school staff who have expertise in mental health to serve staff, students and families;
- Increasing our collective capacity to provide or partner on training on trauma-informed practices, social emotional learning and bereavement support;
- Providing member benefits that support mental health and healing from trauma; and

RESOLVED, that the AFT will support meaningful teaching and learning by advocating for:

- A model of distance learning that is temporary, not used to replace or reduce educators or school staff, and distributes educational time between in-person learning and distance learning, when school attendance is limited, or developmentally appropriate, full-remote instruction (synchronous and asynchronous) when school attendance is not possible;
- Adequate staffing necessary to provide specialized instruction, related services and other supports to ensure that students with disabilities are receiving the supports that allow them to access instruction and support staff who specialize in the physical and emotional health of students;
- Equitable school environments that reject colorblind ideology and curriculum centered around whiteness and replace with culturally responsive teaching and curriculum that is inclusive of other racial groups' history, contributions and insights, authentic performance assessment, and continuous time and support for staff to become culturally proficient;
- Increased time for planning, collaborating and creating student-centered learning environments, whether in person or virtually, in which pedagogical

practices ensure that the students are active, not passive, participants;

- Innovative ways for schools to engage students and infuse hands-on student-centered learning approaches that foster student ownership of learning;
- Strengthened relationships with and among educators, students, families and communities, and partner organizations to help procure resources for a variety of learning environments; extend learning outside the classroom; and offer connection to community issues and the students' world; and

RESOLVED, that the AFT will work to address the technology gap among students and educators by:

- Advocating for partnerships at the national, state, and local levels that will allow state federations and local affiliates to collaborate with internet/cable providers to improve access issues in their community;
- Advocating for the inclusion of educators to assist districts and schools with developing research-based, age-appropriate student learning schedules, as it pertains to screen time and use of technology;
- Advocating for greater investment and more effective use of technology in high-poverty school districts and rural areas for students and educators;
- Advocating for schools, districts and states to have regular methods for identifying students and educators without access to the internet and the hardware that is critical to distance learning, and provide free or low-cost options for internet access and equipment;
- Advocating for districts and schools to determine solutions for equitable access to learning opportunities, with teacher input, for those who are unable to connect to online learning;
- Advocating that district policies include: (1) requirements for professional development for teachers on the integration of technology, and (2) an equitable and transparent process for purchasing and distributing technology;
- Advocating for states to adopt new or strengthen existing data privacy laws to ensure safeguards are in place for sensitive student and teacher data;
- Encouraging state federations and local affiliates to develop or endorse criteria for high-quality online student learning experiences;
- Advocating for educators, not for-profit companies, to lead the policy, design, development and training of technological educational innovations adopted by schools in distance learning; and

RESOLVED, that the AFT will support improved teacher development, evaluation and systems of support by:

- **Encouraging state federations and local affiliates to develop or endorse criteria for high-quality professional development that supports instruction and new safety measures in the new environment (virtual learning);**
- **Advocating for school districts to put formal evaluations on hold for the 2020-21 school year and beyond until the districts develop new expectations for the possibility of instruction that alternates between in-person learning and distance learning;**
- **Advocating that systems designed to evaluate teachers for accountability and job action decisions should be retooled and repurposed and include collaboration with all stakeholders to provide the best information administrators, coaches and teachers need to help guide instructional improvement in this new educational environment; and**
- **Advocating for the training of all staff on how to identify students struggling with trauma in addition to their own trauma, and how to access mental health professionals free of cost to educators and students; and**

RESOLVED, that the AFT will advocate for districts and states to develop systems of assessments that support teaching and learning by:

- **Seeking waivers on state summative assessments and the high-stakes consequences attached to them as the upcoming year is a bridge period following prolonged coronavirus closures and re-established instruction in schools;**
- **Conducting comprehensive reviews of all assessment programs to limit the loss of learning time to excessive testing;**
- **Prioritizing assessments that support and help target teaching and learning, including reliable, nonintrusive and teacher-friendly diagnostics—both in-person and virtual; and**
- **Supporting teacher use of authentic assessments wherein students are asked to perform real-world tasks that demonstrate meaningful application of what they have learned.**

2. OPPOSITION TO ACTIVE SHOOTER DRILLS

WHEREAS, we live in a country where children and their families, educators, administrators, law enforcement, medical professionals and other Americans live in fear of the next school shooting; and

WHEREAS, this fear has caused districts to implement a variety of safety measures, one of which is the active shooter drill; and

WHEREAS, these active shooter drills employ

simulations that may include, but are not limited to, enactments of any kind, the firing of blank ammunition, use of fake blood, and simulated death—actions unconscionable to place on the shoulders of our children and school employees; and

WHEREAS, whether announced or unannounced, these simulated shootings can be traumatizing, and anecdotal data shows they can have long-lasting effects on those who endure them; and

WHEREAS, there is no evidence to support the idea that active shooter drills will save lives; and

WHEREAS, none of these simulations are necessary to training students in safety and evacuation; and

WHEREAS, school should be a safe haven that nurtures its students and staff; these drills display the opposite:

RESOLVED, that the American Federation of Teachers will oppose the practice of any form of active shooter drill that utilizes the firing of blank ammunition, use of fake blood, the simulation of death or any other potentially traumatizing actions.

SPECIAL ORDER OF BUSINESS

DEMAND THAT THE U.S. SUPREME COURT ORDER UPHOLDING DACA BE IMPLEMENTED AND CONDEMN DONALD TRUMP'S AUTHORITARIANISM

WHEREAS, President Donald Trump, Attorney General William Barr, and the Department of Homeland Security are in open contempt of the U.S. Supreme Court and in defiance of the mass anti-racist movement that has spread across the nation; and

WHEREAS, on June 20, the Supreme Court overturned Trump's attempt to eliminate Deferred Action for Childhood Arrivals (DACA), declaring his action as "arbitrary and capricious," and therefore lacking any legal status. The Supreme Court decision compelled the Trump administration to restore DACA to its pre-repeal status; and

WHEREAS, the Supreme Court decision is a victory for the movement that started in Minneapolis fighting for justice for George Floyd and all victims of racist police brutality, as well as a long-fought victory for the immigrant rights movement in which millions of undocumented American immigrants and their supporters took over the streets of cities across the nation. It was a victory for the American Federation of Teachers, which, in our support for DACA, stated "the young people covered by DACA are woven into our communities—learning in, working in, defending and contributing to the country that is their home"; and

WHEREAS, Trump and Homeland Security have now

declared that the Trump administration will not accept new DACA applications and will only grant one-year extensions to current beneficiaries "on a case-by-case basis." This will make it easier for Trump to deport DACA beneficiaries if he maintains power, since their status will expire sooner; and

WHEREAS, Trump's policy is nothing less than brazen defiance of the Supreme Court's ruling, which protected the rights of 700,000 immigrants, including AFT members, to live and work in the United States legally. By spurning this decision, Trump is openly establishing himself as a despot, ready to reject all democratic norms in pursuit of mobilizing his racist right-wing base, and consolidating a regime of tyranny that rejects all the historic rights and protections of the American people, including the right to elect its leaders:

RESOLVED, that the American Federation of Teachers demands the full restoration of DACA now in accordance with the Supreme Court's ruling and demands of the immigrant rights, civil rights and labor movement; and

RESOLVED, that the AFT defends American democracy and condemns Donald Trump's authoritarian contempt for the Supreme Court's ruling that reinstated DACA.

Resolutions Referred to the Executive Council

The following resolutions were referred to the AFT executive council at the conclusion of the 2020 convention. The resolutions are listed in alphabetical order by committee. Actions taken by the council are listed after each resolution. Full text of adopted resolutions can be found in the pages following this index.

Resolutions Referred to the Executive Council

The referred resolutions listed here were adopted by the AFT executive council at its Feb. 3, 2021, meeting. Items are presented in alphabetical order by committee.

EDUCATIONAL ISSUES

4. SUPPORT STUDENTS WITH DISABILITIES AND SPECIAL EDUCATORS

WHEREAS, nationwide, local educational agencies are required by federal law, through the Individuals with Disabilities Education Act (IDEA), to provide appropriate and comprehensive educational programs for students with disabilities; and

WHEREAS, federal funding for support services for these students continuously falls short of the ever increasing cost of special education services; and

WHEREAS, Congress has set a goal of 40 percent for the federal share costs of special education services, but, in reality, is much less, such as in California, where the funding is closer to 10 percent each year; and

WHEREAS, states' and local school districts' impacted budgets are forced to pick up the much larger differential for special education costs, forcing special educators to do more with less each year; and

WHEREAS, Congress has failed to show any change in budgetary practices for funding IDEA; and

WHEREAS, the student equity, access and academic achievement gap is most pronounced for students with disabilities; and

WHEREAS, districts have been forced to increase the number of students with disabilities to be served in general educational programs ignoring the continuum of learning for said students, with disregard to any additional funding for professional development of all educators and increased staffing of paraprofessionals; and

WHEREAS, skillful teaching in inclusive classrooms improves outcomes for all students, including students with disabilities; and

WHEREAS, many educators are not fully prepared via appropriate credentials in order to adapt curriculum to meet the changing needs of students with disabilities; and

WHEREAS, shortages in special educators make providing services more costly, less effective and difficult to schedule; and

WHEREAS, one of the most frequent issues that is raised by the California Federation of Teachers' rank-and-file membership is centered around providing a continuum of services for students with disabilities; and

WHEREAS, as the rank-and-file members are the practitioners and the leaders of our profession, so too should our union become a leader in both shedding light on the shortcomings of our system and providing professional development for the membership:

RESOLVED, that the American Federation of Teachers will research the noncompliance of IDEA and the impact made regarding noncompliance on students with disabilities; and

RESOLVED, that the AFT will consider holding regional special education summits, potentially using the California Federation of Teachers' Special Education Summit structure; and

RESOLVED, that the AFT will establish a national summit and/or a TEACH (Together Educating America's Children) session dedicated to special education best practices, possibly via AFT's region divisional structure; and

RESOLVED, that the AFT will establish links on its website to collect, vet and archive documents regarding special education best practices.

6. BLACK LIVES MATTER AT SCHOOL WEEK—FEB. 1-5, 2021

WHEREAS, the closing of public schools in cities across the U.S., as well as turnarounds, and other school actions, have negatively and disproportionately impacted Black and brown communities; and

WHEREAS, according to The Atlantic (Sept. 9, 2019), "The black population of both New York and Los Angeles [as well as Chicago] peaked in the early 2000s and has since been in steady, and perhaps accelerating, decline," as housing and living costs increase; and

WHEREAS, many of the American Federation of Teachers' largest locals serve students of color predominantly: Chicago, 88.5 percent, New York, 84.9 percent, Los Angeles, 88.5 percent, Philadelphia, 86 percent, and Detroit, 97.3 percent; and

WHEREAS, since 2001 (when Black teachers made up 40 percent of Chicago Public Schools teachers), the number of Black teachers in Chicago has dropped by 5,500, and

nationally, the percentage of Black teachers has dropped from 8.1 percent in 1971 to 6.7 percent today, even though the percentage of the Black population as a whole has risen to 13 percent; and

WHEREAS, states, including Arkansas, California, Colorado, Florida, Illinois, Michigan, Mississippi, New Jersey, New York, Rhode Island, South Carolina, Tennessee, and Washington have passed laws requiring Black history to be taught in public schools; and

WHEREAS, AFT Local 1, Chicago Teachers Union, supported the development and implementation of the "Reparations Won" curriculum, which was a part of the nationally historic and precedent-setting reparations package, whose requirements included that the history and fight for justice of the John Burge police torture survivors be taught to all eighth- and 10th-grade students in Chicago Public Schools; 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 Black and brown students who make up the vast majority of many major school systems; and

WHEREAS, according to Statista, in 2019, 1,004 people were shot and killed by police, and "the rate of fatal police shootings among Black Americans was much higher than that for any other ethnicity, standing at 30 fatal shootings per million" (compared to 12 per million for whites); and

WHEREAS, according to Cleveland State University social work professor Christopher Mallett, school policing is "still very disproportionately harming students of color, students with learning disabilities, and the students who identify as LGBTQ"; and

WHEREAS, discipline, criminalization and over-policing of Black and brown students have proven to be ineffective in the improvement of outcomes, damaging on their health and well-being, and restorative practices are proven to be a powerful tool in the reduction of disproportionate discipline and improved school climate; and

WHEREAS, AFT locals, including the Chicago Teachers Union and United Teachers Los Angeles, have fought for and won increased staffing of social workers and nurses and the protection of counselor time to do counseling work, and will continue to fight until school districts hire, staff, and retain clinicians and counselors in schools at levels recommended by their respective national professional organizations in order to support and address students' social, emotional and other needs:

RESOLVED, that the American Federation of Teachers will endorse participation in Black Lives Matter at School Week to begin during Black History Month the week of Feb. 1-5, 2021, and in subsequent years; and

RESOLVED, that the AFT will host events during or around this week and engage in advocacy on an ongoing basis aligned to the national demands for hiring more

Black teachers and ending the pushout of Black teachers in our schools, proper implementation of restorative practices in schools and ending zero tolerance discipline, teaching students Black history and other ethnic studies curricula, and funding more counselors in schools as opposed to police officers; and

RESOLVED, that the AFT will encourage its members to wear Black Lives Matter at School shirts to school that week and teach lessons about related topics.

7. IN SUPPORT OF LGBTQ YOUTH AND EDUCATORS

WHEREAS, on June 15, 2020, in a landmark decision for lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) persons, the U.S. Supreme Court ruled that employment discrimination based on a person's sexual orientation or gender identity violates Title VII of the Civil Rights Act of 1964 and thus is illegal; and

WHEREAS, in October 2019, the American Federation of Teachers; the National Education Association; the National School Boards Association; and AASA, the School Superintendents Association, filed a joint amicus brief in support of the gay and transgender employees; and

WHEREAS, President Donald Trump's Department of Justice supported employment discrimination against LGBTQ people when it filed an amicus brief in support of the three employers who fired the three employees because of their sexual orientation or gender identity; and

WHEREAS, AFT President Randi Weingarten released a statement that asks, "In the face of an administration that has relentlessly sowed hate, fear and division, America finds itself at a crossroads. Will we succumb to bigotry and cruelty, or will we choose to value diversity, tolerance, human dignity and equal rights?"; and

WHEREAS, the court's ruling that Title VII protections include a person's sexual orientation and gender identity strengthens existing federal protections for LGBTQ people and ends legalized employment discrimination; and

WHEREAS, the failure of 28 U.S. states to enact statewide anti-discrimination employment laws that cover "sexual orientation" and "gender identity" is now moot; the bullying, harassment and violence against LGBTQ people is not; and

WHEREAS, eight U.S. states continue to have laws that restrict how teachers can talk about LGBTQ issues in the classroom, including prohibiting portraying homosexuality as a "positive alternative lifestyle" and forcing teachers to teach "homosexuality is not a lifestyle acceptable to the general public"; and

WHEREAS, LGBTQ youth are four times more likely to attempt suicide[1] than their heterosexual peers; are

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1   Kann, Laura, Tim McManus, et al., "Youth Risk Behavior Surveillance—United States, 2017." MMWR Surveillance Summaries, vol. 68, no. 8, June 15, 2018, pp. 24–25.

more likely to be kicked out of their homes; and LGBTQ youth report[2] high levels of harassment (verbal—70 percent, shoving—29 percent and assaults—12 percent), feel unsafe—60 percent; avoiding school functions—75 percent; avoiding gender-segregated spaces such as locker rooms—43 percent, and bathrooms—40 percent; and hearing homophobic or transphobic remarks ("faggot," "dyke," "tranny," "he/she"—88-95 percent); and

WHEREAS, research shows that (1) employing LGBTQ educators, (2) the existence of Gender-Sexuality Alliances (GSAs, aka Gay-Straight Alliances) in schools, and (3) anti-discrimination policies and laws significantly reduce the negative experiences of LGBTQ youth; and

WHEREAS, schools that have GSAs, including the pioneering GSA at Brashear High School in Pittsburgh, completely change the climate of schools making them safe spaces for LGBTQ students:

RESOLVED, that the American Federation of Teachers will provide support and resources to the leadership of AFT locals to engage local school district officials in the urgent need to recruit, retain and respect LGBTQ educators; and

RESOLVED, that the AFT will work with its locals to provide support and resources to work with school district human resources departments on appropriate plans to recruit, retain and respect LGBTQ educators; and

RESOLVED, that the AFT will encourage school districts to support expansion and increased visibility of the schools' GSAs; and

RESOLVED, that the AFT is committed to ensuring that the nation's LGBTQ youth are valued; have a place in our classrooms; and deserve the opportunity of a diverse, full and safe education.

HEALTHCARE ACCESS/QUALITY AND RNs/HEALTHCARE WORKERS

11. FREE COVID-19 TESTING AND PPE SHOULD BE AVAILABLE FOR ALL SCHOOL EMPLOYEES AND STUDENTS BEFORE REOPENING THE SCHOOLS

WHEREAS, universal testing for COVID-19 is fundamental to learning the real number of people infected by the disease, and therefore how to escalate the struggle to defeat it. Most importantly, universally available testing ensures that those who are infected, especially those who are asymptomatic, can be identified, isolate, and have their contacts traced and tested. Every major public health organization, beginning with the World Health Organization emphasizes the vital importance of mass testing. The American Federation of Teachers also released a "Plan to Safely Reopen Schools," which includes the need for increased COVID-19 testing; and

WHEREAS, despite acknowledging the need to massively increase COVID-19 testing by politicians at every level, test availability remains pitifully low. California is ranked among the bottom half of the country in per capita testing for COVID-19 (California ranks 26th), according to data compiled by the COVID Tracking Project and the most recent U.S. Census Bureau numbers (Dylan Scott for Vox, May 11, 2020). In countless cities and states, getting tested for COVID-19 remains a major challenge, even for frontline workers; and

WHEREAS, COVID-19 has a particularly long incubation period before signs and symptoms of the illness manifest (ranging from five-24 days). Without the availability of universal testing for people who are asymptomatic, countless people can inadvertently spread the illness to others. Added to the already serious and tragically fatal effects of COVID-19 that have been documented, scientists and physicians acknowledge that there is still a great deal they do not know about the virus, adding to the danger of the pandemic; and

WHEREAS, schools are obvious places where massive community spread of illness takes place. Premature reopening of schools will lead to another wave of the pandemic. This is an unacceptable risk to the lives and safety of our members, students and families; and

WHEREAS, as educators in our community's public schools, when we fight for the health and safety of our members, we are also fighting for the health and safety of our students and their families. We have shown time and again the power that we have when we unite and fight. We have that power right now to fight for the necessary health policies to be implemented from our local, state and national governments:

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2   Kosciw, J.G., Greytak, E.A., Zongrone, A.D., Clark, C.M., & Truong, N.L. (2018). "The 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools." New York: GLSEN.

RESOLVED, that the American Federation of Teachers will call for freely available COVID-19 testing for all school employees and students, and for school districts to provide universal access to proper personal protective equipment (PPE). We believe these measures must be in place before schools should reopen; and

RESOLVED, that the AFT will call on governors to make free COVID-19 testing universally available to all school employees and students before giving the green light to open each state's public schools.

12. RESPONSE TO THE CORONAVIRUS CRISIS

WHEREAS, the coronavirus has taken a huge human toll, with, as of June 22, 2020, more than 2,298,696 cases in the United States, and 120,225 deaths; and

WHEREAS, the coronavirus crisis has revealed a number of shortcomings in our society that were already present, such as unorganized workplaces, lack of universal high-quality healthcare, lack of affordable housing, and concentrated poverty; and

WHEREAS, the coronavirus crisis has underscored problems in our schools that were already present, such as unsanitary conditions in our buildings and chronic understaffing, including among special education personnel and nurses; and

WHEREAS, the coronavirus has hit many communities in the United States hard, but especially low-income communities of color, which are most at risk from the virus; and

WHEREAS, the economic impact of the coronavirus crisis is likely to hurt the budgets of social services, schools and our pension system; and

WHEREAS, everyone deserves the right to not only recover from the COVID-19 crisis but to thrive once the coronavirus subsides:

RESOLVED, that as a response to this crisis the American Federation of Teachers will advocate for policies that will protect our members and our students, such as safe working conditions; the right to housing; the right to water and power; high-quality universal healthcare coverage; and protections for documented and undocumented immigrants, seniors, people with disabilities and people who are incarcerated; and

RESOLVED, that the AFT will continue to advocate for the high-quality schools that our children deserve—operated in a safe way for students and their families and for our members; and

RESOLVED, that the AFT will demand that those wealthiest people who are most able to afford it share the burden in the form of fair taxation so that we can all take part in a just recovery.

HUMAN RIGHTS, INTERNATIONAL RELATIONS, AND WOMEN'S RIGHTS

17. ENDORSEMENT OF THE CROWN ACT THAT BANS RACIAL DISCRIMINATION BASED ON HAIRSTYLES

WHEREAS, as passed in 2019, the mission of the California Federation of Teachers states that we will represent our members' interests and the interests of the communities they serve through collective bargaining, legislative advocacy, political action and organizing; and

WHEREAS, dress codes that target and limit self-expression, such as hair and clothing, are all forms of micro-aggression aimed primarily at communities of color, specifically the Black community; and

WHEREAS, structural discrimination, systemic racism and implicit bias in this country have resulted in public policy, laws, legal rulings, organizational policies and regulations that discriminate against and cause tangible harm and target underserved communities, especially communities of color, in favor of white norms; and

WHEREAS, in 2013, Vanessa Van Dyke, a 12-year-old African American student at Faith Christian Academy in Orlando, Fla., complained to school administrators that several of her classmates were bullying her for having an Afro. In response to her complaint, school administrators urged her to cut or chemically straighten her hair, and when she refused to do so, she was threatened with expulsion and told her natural hair violated the school's dress code; and

WHEREAS, in 2013, 7-year-old African American student Tiana Parker at Deborah Brown Community School in Tulsa, Okla., was sent home from school for having dreadlocks; and

WHEREAS, in 2017, twin sisters Maya and Deanna Cook who were sophomores at Mystic Valley Regional Charter School in Malden, Mass., were banned from attending the prom and from competing for their school's sports teams for refusing to remove the braids in their hair; and

WHEREAS, in 2018, 6-year-old African American student Clinton Stanley Jr. at A Book's Christian Academy in Apopka, Fla., was forced to disenroll from the school, after school officials told his father, Clinton Stanley Sr., he'd need to cut his son's hair before he'd be allowed to attend classes; and

WHEREAS, in 2018, a 14-year-old Black honors student in the Fresno (Calif.) Unified School District was placed in a room isolated from classmates due to his hairstyle; and

WHEREAS, in 2019, high school wrestler Andrew Johnson was forced to either cut his dreadlocks or forfeit the match; and

WHEREAS, in 2019, student DeAndre Arnold from Barbers Hill High School, in Mont Belvieu, Texas, was faced with in-school suspension, a policy that bars him from the classroom, for failing to cut his long dreadlocks. Officials

also told Arnold and his parents that he may be forbidden to attend graduation in three months unless he cuts his hair; and

WHEREAS, California state Sen. Holly Mitchell introduced Senate Bill 188 that would ban discrimination based on hairstyles in the Fair Employment and Housing Act and California State Education Code. S.B. 188 bans racial discrimination by employers and public schools based on hair texture and protective hairstyles, which includes but is not limited to hairstyles such as braids, locks, Afros and twists. S.B. 188 has been referred to as the CROWN (Creating a Respectful and Open World for Natural hair) Act; and

WHEREAS, on July 3, 2019, Gov. Gavin Newsom signed the CROWN Act into law in California becoming the first state to protect citizens from discrimination based on hairstyle by employers and public schools; and

WHEREAS, the new law, which took effect Jan.1, 2020, and prohibits the enforcement of grooming policies that disproportionately affect people of color, particularly Black people; and

WHEREAS, this includes bans on certain styles, such as Afros, braids, twists, cornrows and dreadlocks—or locks for short:

RESOLVED, that the American Federation of Teachers strongly supports the CROWN Act at the state and national levels; and

RESOLVED, that the AFT calls on school districts not to discriminate against students based on self-expression based on their appearance, which includes hair, hair coverings, clothing, etc.; and

RESOLVED, that the AFT will work with community partners to support state AFT affiliates to pass the CROWN Act in their states, and to introduce and pass the CROWN Act in Congress.

19. MAKING 'BLACK LIVES MATTER' IN OUR SCHOOLS

WHEREAS, the United States has come to a historic moment of reckoning with the systemic racism that has long plagued it, dating back to the enslavement of Africans forcibly brought to our shores in 1619, as a result of the murders of George Floyd, Breonna Taylor, Rayshard Brooks and so many others, and the powerful protest movement that has taken shape in their wake; and

WHEREAS, as educators, it is our particular responsibility to make schools into welcoming and nurturing environments for our students by eliminating from them all forms of racism that harm the well-being and damage the educational development of Black students; and

WHEREAS, to this end, it is essential to reform the school disciplinary codes, regulations and practices that negatively and disproportionately impact Black students,

contributing to a school-to-prison pipeline in which youth are criminalized; and

WHEREAS, to this end, it is essential to develop inclusive curriculum and employ culturally responsive pedagogy that reflects the full diversity of our students, especially the historical experience and heritage cultures of Black students; and

WHEREAS, to this end, it is essential to transform the American teaching force to better reflect the racial and ethnic diversity of our students, so that Black students have the same opportunities to be taught by teachers who can serve as inspirational role models as white students have; and

WHEREAS, the murders of George Floyd, Breonna Taylor and Rayshard Brooks have focused national attention on pervasive police violence against Black people, and on the militarization of policing which too often makes police into an occupying force in the communities they should protect and serve; and

WHEREAS, while education, healthcare and other vital social services have borne the brunt of government policies of austerity and inadequate funding for the last half century, police and law enforcement budgets were often held harmless and even increased: Policing now consumes far too much of discretionary funds of state and local governments; and

WHEREAS, to the extent that school discipline and safety has been under the control and direction of police, it has detrimentally impacted students of color:

RESOLVED, that the American Federation of Teachers affirms its historic commitment to ending systemic racism in American society, and to removing all manifestations of that racism from America's schools; and

RESOLVED, that to achieve these goals, the AFT will work with organizations committed to ending systemic racism in American society, such as Black Lives Matter, Color of Change, and the NAACP, and with organizations committed to ending racism in schools, such as the Alliance to Reclaim Our Schools; Black Lives Matter at School; Facing History, Facing Ourselves; and Teaching Tolerance; and

RESOLVED, that the AFT calls for an end to "zero tolerance" and other disciplinary policies that contribute to the school-to-prison pipeline and the criminalization of Black youth; and

RESOLVED that the AFT supports the separation of the necessary function of school safety from policing and police forces: school security personnel should be trained as peace officers and integrated within the school community, with a focus on nonviolent resolution of conflicts with a minimal use of force; and

RESOLVED, that the AFT affirms its support for the development of inclusive curriculum and culturally

responsive pedagogy that reflects the diversity of our students, especially the historical experience and heritage cultures of Black students; and

RESOLVED, that the AFT affirms its support for the diversification of the teaching force and for initiatives designed to recruit, prepare and retain Black teachers and other teachers of color, such as career ladders, teacher education programs in HBCU institutions and public colleges and teacher residency programs; and

RESOLVED, that the AFT affirms its support for community schools that provide a full array of guidance, health and social services to promote the well-being of students; and

RESOLVED, that the AFT supports a reordering of the budgets of state and local governments to provide essential resources to education, healthcare and other social services.

20. ARMENIAN GENOCIDE

WHEREAS, 1.5 million people were massacred by the Turkish government beginning in 1915; and

WHEREAS, the U.S. Congress formally passed resolutions recognizing the Armenian Genocide in 2019; and

WHEREAS, Turkey has continually denied the genocide:

RESOLVED, that the American Federation of Teachers will formally recognize the Armenian Genocide; and

RESOLVED, that the AFT will call on the president of the United States to formally recognize the Armenian Genocide; and

RESOLVED, that the AFT will publish an article educating our members on the Armenian Genocide, including classroom resources.

24. AGAINST THE USE OF EXCESSIVE FORCE AND BRUTALITY BY LAW ENFORCEMENT OFFICERS

WHEREAS, researchers have widely documented minority children of color, explicitly Black children have less funding, fewer educational resources, fewer certified teachers, fewer opportunities, yet receive harsher discipline; and

WHEREAS, the use of excessive force by law enforcement, explicitly in matters involving Black people, has created an environment of heightened sensitivity, anxiety, distrust, and suspicion between law enforcement officials and the communities they are sworn to protect and serve; and

WHEREAS, police brutality and the use of unnecessary, excessive and military force are ongoing human rights and civil liberties violations in the United States and have led to community destabilization, a decrease in public safety, exacerbation of structural inequalities and the current

worldwide unrest and protests covering the United States, Ireland, England, France, Canada, Italy, Germany and Syria.

WHEREAS, over 117 years ago, in 1903, W.E.B. Du Bois wrote that the "problem of the 20th century is the problem of the color line. As we near the third decade of the 21st century, the color line continues to divide America and define how law enforcement is practiced in our country in ways that are psychologically damaging and, far too often, deadly for people of color"; and

WHEREAS, the recent unjust and inhumane killings of Ahmaud Arbery in Glynn County, Ga.; Breonna Taylor in Louisville, Ky.; and George Floyd in Minneapolis, are forever seared in our minds as symbols of injustice and painful reminders that Black lives seem to not matter in the land of "the free and the home of the brave"; and

WHEREAS, many cities in the United States—including Detroit—and across the world have held a series of protest demonstrations demanding that officers and white supremacist vigilantes involved in these killings be brought to justice. At many of these demonstrations, police have tear-gassed, beaten and arrested protesters:

RESOLVED, that the American Federation of Teachers calls for the police officers who murdered George Floyd, Breonna Taylor, and all other victims of racist police violence to be arrested, charged, convicted and jailed for their crimes; and

RESOLVED, that the AFT will call for any charges against protesters who participated in demonstrations against police brutality to be dropped or withdrawn; and

RESOLVED, that the AFT will support the ongoing marches, rallies, and demonstrations against police brutality and will encourage members to attend. The AFT further encourages all participants in these demonstrations to reduce the spread of COVID-19 by always wearing a mask in public and especially at these demonstrations; and

RESOLVED, that the AFT will call for the following action plan to restore respect, trust and civility in the men and women serving in law enforcement working in our schools and communities:

- **Recommend that schools and communities investigate the practicality of having security, resource and/or police officers working in schools wear body cameras;**
- **Requiring regular and continuous cultural sensitivity, emotional intelligence, mental illness, and de-escalation and unconscious bias training for all security, resource and/or law enforcement officers;**
- **Requiring psychological evaluation of police officers before hiring and ongoing thereafter;**
- **Review the use of force policy and a review of its alignment to best practices;**

- **Requiring the collection of statistics on excessive use of force complaints for review by a citizen review board;**
- **Evaluations and ratings made public for all resource and/or police officers; and**

RESOLVED, that the AFT will promote the use and adherence to this plan henceforward; and

RESOLVED, that the AFT will post this resolution on the union website and email it to members.

LABOR AND THE ECONOMY/RETIREMENT

27. SOLIDARITY WITH GROCERY AND RETAIL WORKERS

WHEREAS, the American Federation of Teachers believes in union labor; and

WHEREAS, retail workers across the country have put their lives on the line throughout the COVID-19 pandemic to ensure access to needed food and supplies and to keep our economy alive:

RESOLVED, that the American Federation of Teachers stands with our broader union family across the country against the use of automation to decrease job opportunities; and

RESOLVED, that the AFT is opposed to self checkouts at retail stores that decrease job opportunities; and

RESOLVED, that it is incumbent upon those industries to retrain employees for sustainable jobs; and

RESOLVED, that the AFT will convey our gratitude for their sacrifices and our solidarity with their cause to the unions that are losing job opportunities because of these business practices.

ORGANIZING AND COLLECTIVE BARGAINING

30. BARGAINING FOR DISABILITY ACCOMMODATION AND ACCESS

WHEREAS, individuals with physical or psychological disabilities or those with chronic health issues or those with qualifying health issues face unique challenges in accessing and working in the professional environment; and

WHEREAS, individuals' requests for basic accessibility and accommodations are both necessary and protected by the Americans with Disabilities Act; and

WHEREAS, the need for accommodations come at the recommendation of medical and psychological care professionals; and

WHEREAS, implementations and accommodations do not always meet the standards of the Americans with Disabilities Act or adequately address the needs of those individuals; and

WHEREAS, our workplaces should strive for universal access and reasonable accommodations:

RESOLVED, that the American Federation of Teachers will support locals in their advocacy and bargaining for accessibility and accommodation rights, protections, and the development of inclusive policy; and

RESOLVED, that the AFT will support locals in taking steps (such as focus groups and online surveys) to identify needs for, usage of, and gaps in accessibility and accommodations to advise bargaining on these issues; and

RESOLVED, that the AFT will endeavor to combat the marginalization of the disabled community by supporting the visibility and voices of the disabled community; and

RESOLVED, that the AFT will include disability access and accommodation support as a stable necessity for member unions across the country.

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32. PROMOTING PROTECTIONS FOR INTERNATIONAL WORKERS

WHEREAS, international workers make up a significant percentage of the workforce in many states; and

WHEREAS, the material conditions and lived experiences of international workers are substantially different from domestic workers, including visa and work restrictions, fear of reprisal, and discrimination; and

WHEREAS, international workers require and deserve protection and support from their organizations and the state regardless of documentation status:

RESOLVED, that the American Federation of Teachers will acknowledge, promote and build awareness of the multiple struggles international workers face in their work environments; and

RESOLVED, that the AFT will promote bargaining platforms and make available resources, including providing optional training that addresses international workers' concerns and challenges separately, and will protect them.

POLITICAL ACTION/LEGISLATION

37. MILITARY SPENDING

WHEREAS, 2020 marks the 75th anniversary of the U.S. atomic bombings of Hiroshima and Nagasaki and the 10th United Nations Review Conference for the Treaty on the Non-Proliferation of Nuclear Weapons (NPT); and

WHEREAS, the United States has still not ratified the Treaty on the Non-Proliferation of Nuclear Weapons; and

WHEREAS, U.S. federal expenditures on nuclear weapons

and associated costs in fiscal year 2018 were $21.8 billion, which, redirected into other spending, could have paid for 54,000 elementary school teachers for the year, 500,000 Head Start slots, 120,000 four-year university scholarships, 175,000 four-year Pell Grant awards, and 80,000 infrastructure jobs for the year;[3] and

WHEREAS, U.S. military allocations in 2019 ($717 billion) were 20 percent larger than the combined spending of the next nine countries (seven of which are U.S. allies);[4] and

WHEREAS, our national security would be better protected if there were universal healthcare for our people, high-quality education and training, affordable housing, environmental justice, and adequate nutrition for all, and full global nuclear disarmament, rather than continuing these bloated military programs; and

WHEREAS, the U.S. Conference of Mayors has called for cuts in the federal military budget and the redirection of funds to urgent human needs, and called upon their city councils or equivalent local governments to hold hearings and join in this call:

RESOLVED, that the American Federation of Teachers will call on the United States to ratify the Treaty on the Non-Proliferation of Nuclear Weapons and contribute constructively to the eradication of all nuclear weapons from the planet; and

RESOLVED, that the AFT reiterates its past demand for significant cuts in the military budget, coupled with a program of just transition to productive civilian economic activity for workers and communities now dependent upon military production; and

RESOLVED, that the AFT urges its members to question all candidates and elected officials to press them to endorse and work in support of these policies, and where appropriate to hold hearings in their local communities to assess the local impact of excessive federal military spending in support of moving the money; and

RESOLVED, that the AFT will convey this resolution to local, state and federal officials as appropriate.

PUBLIC SERVICES

44. REFORM JAILS COUNTRYWIDE

WHEREAS, the United States has the largest prison population in the world; and

WHEREAS, many prisoners are held for nonviolent crimes and minor drug offenses; and

WHEREAS, corporations profit off the imprisonment of people and are, therefore, driven to increase incarceration rates:

RESOLVED, that the American Federation of Teachers will support a nationwide effort to decrease the prison population by supporting legislation in Congress that would provide alternatives to incarceration. Instead of building more jails, invest in youth programs, quality public education, and affordable housing to keep people out of jail. This legislation would also reduce recidivism, prevent crime, and permanently reduce the population of people cycling into and out of jail who are experiencing mental health, drug dependency or chronic homelessness issues.

SCHOOLS AND COLLEGES SUPPORT STAFF ISSUES

47. SUPPORT FOR RECOGNIZING INSPIRATIONAL SCHOOL EMPLOYEES AWARD

WHEREAS, the U.S. Department of Education has developed an award for classified employees—the Recognizing Inspirational School Employees (RISE) Award—to recognize and promote the commitment and excellence exhibited by the employees who provide exemplary service to students in prekindergarten through high school; and

WHEREAS, the contribution of paraprofessionals and school-related personnel (PSRPs) to the school community is integral, significant and deserving of recognition; and

WHEREAS, the American Federation of Teachers represents more than 370,000 paraprofessionals, bus drivers, custodial and maintenance employees, healthcare employees, clerical employees, secretarial staff, and other support staff (PSRPs) in schools across the nation; and

WHEREAS, the AFT and our local affiliates have numerous classified members who provide exemplary service to students, their communities and their school districts each day all over the country and would be deserving of RISE award recognition:

RESOLVED, that the American Federation of Teachers supports and affirms the RISE award and the recognition it brings to the PSRP professions; and

RESOLVED, that the AFT will provide guidance and support to affiliates that wish to put forth PSRP members for consideration of the RISE award; and

RESOLVED, that the AFT will develop a best-practices toolkit for affiliates on how to submit their members for RISE award consideration.

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1   https://www.nationalpriorities.org/interactive-data/trade-offs/?state=00&program=15
2   https://www.army-technology.com/features/biggest-military-budgets-world/

Section V

Convention Speeches

Tuesday, July 28, 2020

The 86th Constitutional Convention of the American Federation of Teachers was called to order at 11:00 a.m. EDT, Tuesday, July 28, 2020, in the Virtual Convention, AFT President Randi Weingarten presiding.

Morning General Session

... The U.S. National Anthem was sung by the PS22 Chorus of Staten Island, N.Y., via video.

INVOCATION
THE REV. LEAH D. DAUGHTRY

Good morning, AFT. To President Randi Weingarten, Executive Vice President Evelyn DeJesus, Secretary-Treasurer Dr. Lorretta Johnson, the members of the AFT executive committee, and all who join us today, I thank you for this opportunity to be with you as we kick off the AFT's first virtual convention.

There is an East African community where they greet each other with a question. Simply translated, it is: "And how are the children?"

Not how are you? Or how's it going? Or how's business? Or how do you like this weather? No, they greet each other with the question, "And how are the children?"

The hoped-for response is "All the children are well." Not my children, but all the children are well. Such is their concern and care for the next generation of their communities, that they ground themselves and center this concern even in the greeting of the day: "And how are the children? All the children are well."

They understand that unless the children are well, the family is not well. Unless the children are well, the community is not well. Unless the children are well, the nation is not well.

Let us ask ourselves this question: And how are the children? Are the children well?

Sadly, our answer today must be no, not all the children are well. Not all the children are well.

Of course, there are some few who have all the protections, all the love, all the supports they need to live full, healthy, happy and productive lives. But too many—too many others are separated from their dreams and their goals, from health and wellness, from love and support because of systems that are not designed to address their needs; because of infrastructure that is not able to provide the proper supports; because of the callousness and carelessness of those in power who refuse to see them, who refuse to honor them, to respect them, to value them, who refuse to see all the children, to honor all the children, to value all the children.

If our families, our communities, our nation is to be whole, is to be prosperous, is to live up to the full meaning of its creed, then we must turn our attention to the children, all the children, all the people in our society who are living at the margins, who move among us unseen and unheard, those who need our protections most: the weak, the invisible, the vulnerable. We must give our attention to the children, all of the children regardless of race and gender, sexual orientation or identity, regardless of national origin or immigration status, regardless of income, regardless of ZIP code, regardless of name, lineage or heritage.

And indeed, this is the path that you have chosen, the promise that you made as a union of professionals, as teachers and healthcare workers, to care for the most vulnerable in our society, to protect them and defend them, to honor and respect them, to see them and to hear them, to be strength for the weak, a voice for the voiceless, hope for the hopeless, a path through the wilderness, and a light shining through the darkness.

It is not, and it will not be an easy task, this path that you have chosen, but you already know that. You did not choose to be a teacher or a healthcare worker because you thought it would be an easy job. No, you chose it because you had a calling. You saw a need and you rose to meet the challenge.

As we gather these next few days, we ask for divine grace to help us remember our calling, to remember our vow to serve all the children; to serve the least, the last and the lost, the left out, the locked out, and the left behind—to be their voice, to be their hope, to be their strength, to be their light; to fight for them with compassion and with conviction until the promise of America becomes the practice of America, until all the children are well. Until all the children are well. Until all the children are well.

Amen. I say amen.

WAYNE SPENCE
AFT VICE PRESIDENT
PRESIDENT, PUBLIC EMPLOYEES FEDERATION

VICE PRESIDENT SPENCE: Good morning. My name is Wayne Spence, and I'm the president of my local, 4053, the New York State Public Employees Federation, which is made up of 42,000 members with over 3,000 professional, scientific and technical titles in New York state government.

I am honored to be here today to introduce our president, Randi Weingarten. Randi has been a tremendous help to PEF over the past years, but these last few months have been extraordinary. I am especially grateful for her leadership and her friendship.

To give you an idea of my background, I'm an immigrant. I came to the U.S. from the island of Jamaica when I was 10 years old. I am a product of the New York City public school system and a proud graduate of the Bronx High School of Science. I have a degree in electrical engineering, but I work in law enforcement. Like some of the members that I represent, I am a parole officer and proud of it. What pushed me to choose that path was being arrested in 1986 in Davie, Fla., on a traffic citation when I went down on spring break like so many college students did back then.

I was a junior in college at the time, and that event changed my life. I spent two nights in jail for a traffic citation. My family had no idea where I was and, in fact, they were given false information as to where I was being held. They had my family looking in one county when I was being held in another county based on information that the arresting officer had given my family in order to bail me out. When I finally went in front of the judge, he said he didn't understand the reason for my arrest. He said for a traffic citation there was no reason for me to be arrested and be given a ticket. When he realized what had happened, I'll never forget what he said. "Oh, you were arrested in Davie. They don't like Black people there." What a shock for me.

That experience made me decide to pursue law enforcement to try and make a difference for the better. I never wanted to be on the other end of those handcuffs. That's how much that made that night—those last few nights—made a difference in my life.

So you can imagine that the murder of George Floyd and the protests and everything that has happened lately has been intensely emotional for me. On the one hand, I know from experience that most police officers are not like the ones who took part in that act. Most are good and decent men who respect the communities that they are sworn to protect and serve. On the other hand, I've personally been on the receiving end of racist policing, and it was frightening, and it changed me forever.

The difference this time is that we are all finally coming to accept what Black people have known forever, which is that a normal, everyday thing like jogging, driving, bird watching,

sitting in your apartment, sleeping in your bed, can suddenly turn deadly if you happen to be Black.

So yes, I took part in the protest in my neighborhood because, even as a law enforcement officer, it's clear to me that we are at a crisis point, and there needs to be very serious reform for our policing and criminal justice system. There are strong feelings on either issue. Believe me, I've gotten some very fiery emails lately from PEF members on both sides.

This brings me back to Randi Weingarten. Randi and the AFT are assisting us in starting these difficult but necessary conversations. Her willingness to walk the walk on racism is inspiring. I just can't stop commending the work that AFT has done to end the school-to-prison pipeline and to stop the criminalization of Black youth. This is how we ensure that there will be no more George Floyds.

Lastly, I have to say a few words about the last few months. Everything changed in March, and they have been filled with so many amazing examples of Randi's courage and stalwart support.

Back in early March, I remember calling her late one night about PEF nurses and law enforcement officers who were tasked with testing people in New York, the New Rochelle area, the first epicenter of the COVID-19 pandemic in New York state. There was great concern over the lack of PPE [personal protective equipment]. Randi quickly helped us organize several town hall-style conference calls for nurses, other essential workers like mental health and social workers, probation and parole officers, and teachers that PEF represent in a nontraditional setting whether they be mental health facilities, correctional facilities or facilities with folks who have emotional disabilities.

I recall telling her about nurses at Stony Brook Hospital on Long Island and at SUNY Downstate Medical Center in Brooklyn who did not have masks and how they have been told to use one N95 mask per week. Unacceptable. I told her how some PEF members were working in residential self-treatment centers and were given instruction how to make a mask out of a coffee filter. Unacceptable.

When she heard that, Randi went into action. Thanks to her efforts, AFT sourced, purchased, transported and donated 40,000 surgical masks to PEF for distribution to our frontline workers in the hardest hit areas of New York state, which she personally delivered to us in New York City in April. And I know she did the same for other locals across the country. That kind of dedication to the well-being of working people will stay in my heart forever. I am just so grateful to her and her efforts.

So without further ado, it's an honor and a privilege, and it gives me great pleasure to introduce to you the president of AFT and my good friend, Randi Weingarten. Thank you.

RANDI WEINGARTEN
AFT PRESIDENT

Welcome, delegates, to this very brave new world of unprecedented new normal. I want to say thank you to Wayne, and I want to say thank you to all the delegates in this new virtual convention we are in.

I also want to thank Evelyn DeJesus, our executive vice president, who has never stopped fighting for justice and who is a COVID-19 survivor.

As I'm making sure I keep on washing my hands, I want to thank the iconic Dr. Lorretta Johnson. I also want to thank Leah Daughtry—Rev. Daughtry—for starting us off today. These are amazing, amazing people. Leah, Wayne, Evelyn.

But let me talk about Lorretta for a second. Lorretta started her career in 1966 as a teacher's aide in Baltimore. Today she's the secretary-treasurer of the 1.7 million-member American Federation of Teachers. Through it all, Lorretta has fought for racial equity and a better life for our members, our community and, of course, as Leah just said before, our children. And while we will honor Lorretta on her retirement with the Bayard Rustin Award later today, I couldn't speak without thanking my beloved friend, mentor and partner, Dr. J.

Since the founding of our union, the only time the AFT did not gather in person for a convention was during World War II—until now. Today we don't face a world at war, but we do an America in crisis. In fact, three crises: a public health crisis, an economic crisis and a long overdue reckoning with the crisis of racism. All made worse by the current president.

Let's start with the public health crisis: the coronavirus pandemic. The AFT started the alarm about this virus about in February. I called on the Trump administration to act with greater urgency while there was still time to prevent the spread. We asked for a proactive response for the CDC, OSHA, HHS and the rest of the federal government to coordinate, inform and protect the public. Yes, I did not just forget the Department of Education; we knew they would never do it.

But a month later when the gravity of the situation was clear, President Trump insisted, and I quote, "Pretty soon it's going to be only five people. One day, it's like a miracle, it will disappear."

President Trump's response has been chaotic and catastrophic. Instead of deploying the public health tools at his disposal, he has downplayed the threat, dismissed the advice of our nation's top scientists and public health experts, and rushed to reopen.

And now he wants to stop testing and hide data about how bad the pandemic is. He tried to smear Dr. Anthony Fauci.

Mr. President, attack the virus, not the people fighting the virus.

And, by the way, Dr. Fauci will join us in a town hall with our members tonight, 6:45 Eastern Standard Time, Facebook Live.

What's the price for President Trump's failed response? The virus is rising in 40 of the 50 states. Depression-level unemployment, family businesses going under, homelessness, hunger and millions losing health insurance. As if that wasn't enough, this president is still trying to overturn the Affordable Care Act and strip healthcare protections from millions of Americans with pre-existing conditions, and that's in the middle of a pandemic.

As for his claim that pretty soon there just would be five cases of coronavirus, more than 150,000 people have died from COVID-19 in the United States, which now has more coronavirus infections and deaths than any other country.

Make no mistake: In the United States, the war against COVID-19 was lost from top down and is still being lost. This isn't for lack of dedicated health professionals, world renowned medical institutions or esteemed infectious disease scientists, and the AFT is honored to represent more than 200,000 of these incredible health professionals. AFT members have been on the frontlines protecting, educating, feeding and caring for others.

Teachers, paraprofessionals and professors shifted to remote instruction in a nanosecond in an incredible display of dedication and flexibility across the country.

Take Michele Bushey, who is a high school biology teacher in Saranac, N.Y. When she found that her students didn't have internet access, obviously online learning didn't work. So she spent hours each day calling students to provide alternative instruction, all the while helping her own second-grade daughter learn remotely. Sound familiar?

Bus drivers and food service workers scrambled to ensure families get grab-and-go meals all across the country. Take Yolanda Fisher, a school food service manager and member of Alliance/AFT in Dallas. She and her colleagues have been preparing and distributing up to a thousand meals each day because they know without those meals students go hungry.

Social workers, juvenile justice workers, and workers in prisons brave risks because they knew that's what was called for. And again, I want to thank Wayne and all of his members for all the work they have done in those congregate care facilities throughout New York state.

Then there were and are the nurses, the EMTs, the doctors, the orderlies, the respiratory techs, all putting their health and lives at risk, often without adequate personal protective equipment. As José DeJesus, a registered nurse and member of Health Professionals and Allied Employees in New Jersey said, "Caring for patients with COVID-19 is exhausting, frustrating and scary, but it is our oath and our calling."

I'm sure you've seen the photos of nurses resorting to protecting themselves by wearing trash bags. The calls I've had with our healthcare members have been agonizing and

heartbreaking. So, as Wayne said in his introduction, the AFT stepped in and I became a supply clerk. With a handful of AFT staff, we scoured the globe—and I mean the globe—for protective masks, face shields and other PPE. Ultimately, we secured more than 50,000 face shields, 500,000 N95 respirators and more than a million surgical masks to protect our frontline members. Then we sent them to our affiliates as quickly as possible, to our nurses in Washington state who were at the epicenter early in the COVID-19 crisis; to our Ohio Nurses Association; to AFT Connecticut; PEF in New York; and across the country.

And now that PPE shortages are flaring up again, we'll source more if we have to.

I welcome the new-found respect America has for the extraordinary work our members do—the billboards honoring healthcare workers, and the memes of parents realizing teaching is so hard.

But I mourn those we have lost. More than 200 members of our union have lost their lives to COVID-19. Jonathan Coelho was a probation officer in Danbury, Conn. The day he was intubated, he wrote his wife and their young children about how lucky he was to be in their lives. He died the next day, 32 years old.

Gabrielle Gayle was a fourth-grade special ed teacher and union delegate in Queens, N.Y. Gabby and her husband were expecting their second child when she died.

Elva Graveline was a certified nurse assistant in Connecticut. She worked in the respiratory unit literally on the frontlines when COVID-19 hit her community. And in working to save the lives of others, she lost her own. I was blessed to cry with her family in June.

We mourn them and we remember them.

At this time of so much loss, there are others we must remember, whose names we must say: Breonna Taylor, Ahmaud Arbery, Philando Castile, Eric Garner, George Floyd—murdered while sleeping, while jogging, while driving, because they were black. We must confront the racism that cost them their lives. That is one of our nation's original sins.

Racial bias is not only evident in one man's knee on another man's neck. It is built into virtually every system in the United States. It's evident in underfunded schools; voter suppression; substandard housing, healthcare and transportation; low wages and high unemployment; discriminatory policing and mass incarceration; and in racial health disparities that existed long before COVID-19 started taking Black and brown lives at much higher rates than for white people; higher infant mortality; more premature deaths; more exposure to unsafe water, unhealthy air and the environmental conditions that cause asthma.

Let's face the truth. Many Black Americans had been struggling to breathe long before the murders of Eric Garner and George Floyd.

Donald Trump did not invent racial injustice, but he has fanned the flames of prejudice and made the divisions in our country much, much worse: the Muslim ban, the border wall, calling white supremacists very fine people, and blaming Chinese people for COVID-19.

This is a moment of reckoning that requires all of us to act. And act, so many of us have. The diversity of those who have protested and taken action gives me hope that America can shed the shameful indifference to the value of Black lives. And they give us proof that progress is possible.

From the cities that have banned the use of chokeholds by police, to the changes in the use of force guidelines, to the adoption of duty-to-intervene rules, we're seeing some long overdue progress in policing. That's necessary but not nearly sufficient.

We must protect the right that underpins every other, the right to vote. We must secure justice for the most vulnerable, whether it's a trans teenager or the countless Native American families for whom extreme inequality is part of their everyday existence. Children should never be caged. Families belong together, and Dreamers' home is here.

The AFT is trying to do our part. Our executive council passed a resolution in June laying out 19 commitments to combat systemic racism and violence against Black people. It calls for the separation of school safety from police departments and help for school staff to address the needs of children who suffer racial trauma.

We'll convene a nationwide conversation on how to transform school security led by longtime leader from the UFT, LeRoy Barr.

We're continuing the work of the AFT Latino Task Force, and we are creating the AFT Asian and Pacific Islander Task Force, and anti-racism training will be part of all AFT leadership training.

In the labor movement, we often talk about turning moments into transformative movements. We must transform America. As Langston Hughes wrote, "The land that has never been yet, and yet must be the land where every man is free," free to walk the streets, free to jog, to drive, to learn without fear and with true equality.

The pandemic has exacerbated another pre-existing condition in America: extreme income inequality. Even before the pandemic hit, 78 percent of Americans were living paycheck to paycheck; 40 percent of Americans couldn't cover a $400 emergency; 30 million children relied on school meals; 20 percent of the country's 43 million federal student loan borrowers were in default. And then COVID-19 hit. As this pandemic batters the United States, we are all in the same storm, but we are far from being in the same boat.

Since COVID-19 erupted, 45 million Americans have lost their jobs; 1.5 million more children are going hungry. And the billionaires—U.S. billionaires—added $584 billion to their own wealth. One in five workers is either on unemployment or waiting for their claim to be approved; and those benefits will run out in two days.

State and local budgets are cratering. Almost a million people who work in schools and colleges have already lost their jobs in this recession, and 1.4 million more educators will lose their jobs if the Senate continues to refuse states and schools the funds they need for essential services.

Donald Trump desperately wanted to stake his presidency on a strong economy. But history will show that this downturn was so much worse than it needed to be and that so many more people lost their jobs because Donald Trump is so bad at this.

Americans get this. The majority believe the country is on the wrong track and that we must do better. Just like the New Deal and the Great Society, we know that bold action is needed to achieve the economy and society that we have long championed—a society in which people have the opportunity to attain a better life, good jobs with a living wage and a union, adequate healthcare and housing, child care and retirement, a healthy and sustainable environment, and justice for all.

And that starts with education, pre-K through postsecondary. And our public schools, which are a foundation of our democracy, must be excellent for all, equitable for all, and empowering for all.

But first, they must reopen safely. We know that kids need in-person learning and that remote instruction is no substitute for it; but it has to be safe. That's why the AFT has been planning for school buildings to reopen since they closed.

Back in April, we issued our plan to safely reopen America's schools and communities. It's based on science and public health protocols, as well as educator, school staff and healthcare expertise. Our plan details three conditions essential for school buildings to reopen. First, low infection rates and adequate testing in any region where in-school learning is being considered. To state the obvious, we cannot rebuild the economy, including reopening schools, until we get the virus under control.

Second, public health safeguards starting with masks and social distancing, cleaning and ventilation, hand-washing, and reasonable accommodations for those at risk.

And third—I can't believe I have to say this—the necessary resources to enact each and every one of these safeguards, as well as the supports for meeting kids' academic, social and emotional needs. And because states have been so badly hit, federal resources are absolutely essential. And parents, students, school staff and their unions have to be involved, not sidelined.

While safety must be the main consideration, there is no one size-fits-all approach to school reopening. Public schools in Montana have reopened with the necessary spacing and other safeguards. But that's not possible in places where COVID-19 is surging. That's why school districts like those in Atlanta, Houston and Los Angeles have been forced to make the difficult decision to start schools remotely.

But in Florida, despite the state's surging COVID-19 infection rates, the governor is ordering all public schools to fully reopen in August. So last week, with our help, the Florida Education Association filed a lawsuit against Gov. DeSantis. The right wing predictably lashed out at teachers and their unions, claiming we don't want to be back in work. It's just ridiculous. Not a word about the resources or conditions we need or Trump's mishandling of the crisis or all the work we're doing across the country to plan for a safe return.

In New York City, for example, the United Federation of Teachers has negotiated an agreement and a package of protocols, including PPE, medical accommodations for staff, social distancing, cleaning, disinfecting and scheduling for blended instruction. And there's a new push for community schools and wraparound services all throughout New York state.

Unions in Massachusetts advocated for a phased reopening that starts with school staff having time together to prepare for the resumption of schools. And the state has just agreed to that. Then educators and school staff checking in with students and families to assess their basic needs would happen next, including the basic needs of emotional health. And then third, resuming instruction and learning, whether in person, remote or hybrid.

I don't know how many times I have to say this: School districts are mobilized by lack of funding and lack of space, by windows that don't open and bathrooms without soap. The average school will need at least $1.2 million, or $2,300 per student, to open its doors safely. Assuming no other budget cuts, that's at least $116 billion to have the resources to protect the health of students, staff and families, to have the supports to meet every child where they are, and to advance every child's learning and development.

But, of course, in this recession there have been budget cuts, Draconian cuts. So in this recession, the only source for that funding is the federal government.

The House of Representatives did its job. They passed the HEROES Act in May, that COVID-19 relief and recovery package, which included a trillion dollars for states and localities, including a hundred billion for K-12 public schools, higher education and HBCUs, and 50 billion for child care. It shores up healthcare from Medicaid to prevent the closure of more rural hospitals, and it requires OSHA to do its job.

The HEROES Act also defends the right to vote, extends unemployment insurance, and protects renters and homeowners from eviction.

What did Mitch McConnell do? He scoffed at the aid states need. He said states should go bankrupt. Then as parents and teachers around the country were grappling with how to start school in the fall, McConnell went on vacation.

These funds should have been distributed to communities months ago. How dare Mitch McConnell stonewall and stall this aid, and how dare President Trump tweet in all caps "SCHOOLS MUST OPEN IN THE FALL!!!" With no plan, no funding, and no idea what he's talking about.

The hypocrisy of canceling the GOP convention in Jacksonville, Fla., because of the risks to GOP delegates gathering in that Florida hot spot, yet in the same breath demanding that children and teachers gather in schools in that same hot spot.

Why would anyone trust President Trump with reopening schools when he has mishandled everything else about the coronavirus? Why would anyone trust Betsy DeVos, who has zero credibility about how public schools actually work? Why would anyone try to reopen schools through force and threats without a plan and without resources?

Unless all they wanted was to create chaos so it would fail.

Before the virus's resurgence and before Trump and DeVos' reckless "open or else" threats, 76 percent of AFT members polled in June said they were comfortable returning to school buildings if the proper safety guards were in place. Now, they are angry and afraid. Many are quitting, retiring or writing their wills.

Parents are afraid and angry too. The recent AP poll shows that the majority of Americans think that school buildings should only reopen with major adjustments or revoke or revert to remote instruction; 90 percent say that.

Let's be clear: Just as we have done with our healthcare workers, we will fight on all fronts for the safety of students and their educators. But if the authorities don't protect the safety and health of those we represent and those we serve, as our executive council voted last week, nothing is off the table: advocacy or protests, negotiations, grievances or lawsuits or, if necessary, and authorized by a local union as a last resort, safety strikes.

It's the 11th hour. We need the resources now. Our message has gotten through, but we haven't gotten what we need. Members like you have made calls and sent letters to your senators, tens of thousands of them. We can't let up now. Keep calling. Keep writing. If the federal government, the one to which we pay taxes, can send a life raft to the cruise industry, give hedge funds a free lunch, and offer a tidy handout to Kanye and the Kushner family, they sure as hell can help working families and help educators ensure our kids get the education they need.

As the coronavirus has affected us, as our country confronts these three generation-defining crises—a public health crisis, an economic crisis and a crisis of racial justice—one factor, one person, is making them all worse: Donald J. Trump.

Donald Trump told us who he is. In the first moments of his presidency, he spoke of American carnage. He intended it as an insult to his predecessor, but it turns out to have

been a prediction. He caged children and tore families apart. He tear-gassed peaceful protesters for a photo op and sent federal forces to Portland, uninvited, to incite violence. He gave Vladimir Putin a pass for putting bounties on American troops.

As the economy slumps and COVID-19 deaths spike, President Trump has chosen to be the commander in chief of a culture war, not the consoler in chief to a nation in pain.

He called peaceful protesters calling for racial justice terrorists. He denies the fact that Confederate symbols and statues celebrate slavery and racial terror. He ranted that, and I quote, "Our children are taught in school to hate their own country."

Do you recognize his dystopian portrayal of America, of the public schools where you foster the freedom to think, to hope and to learn? Of course not because this is just another of the 20,000 documented lies that have come out of Trump's mouth since he became president.

It's no wonder that a majority of Americans say Trump's handling of his job as president has been irresponsible, self-absorbed, chaotic, unprepared, and out of control. It's no wonder that historians are sounding the alarm about the threat he poses to democracy. How many scholars do we need to tell us that when you lose democracy, it's gone?

How much history do we need to learn to know it can repeat itself? Democracy is on the ballot. It's not enough just to defeat Donald Trump; we must right the course of our country and reimagine a better, more equitable future.

Of course that's what we try to do as a union. Just this year, we've helped AFT members reduce their student debt by millions of dollars, we've provided a new trauma benefit, and we're offering Innovation Fund grants to help members teach in a changed environment. We'll do our part. But we need partners, and school boards, in statehouses, and in the White House. And Joe Biden will be a true partner.

Before the pandemic, the 2020 election was about the soul of our country. Now it's about our soul, our safety, our freedoms, our economic future, justice, and a whole lot more.

Our presidential endorsement process this cycle was designed to engage more of our members than ever before. And it did. After all the member town halls and listening sessions with the candidates, when it's time to come together, the AFT executive council gave Joe Biden a rousing endorsement because he is the experienced and caring leader our country needs right now.

We've got a choice between two people and two visions for America that couldn't be more different. Joe Biden is deeply decent, and when he's made mistakes he's learned and grown from them. He is honest in every dealing we've had; his word has been his bond. In fact, as I've said before, he was our go-to person in the Obama administration. He gets things done. President Obama looked to Vice President Biden on everything from taking on gun violence to foreign

policy. As vice president, he helped fight a national health crisis and climb out of a recession, and as president he'll do it again.

But there's something else that really matters at this moment, and that's Joe Biden's deeply felt empathy. At this time when we're experiencing tragedy upon tragedy, we need a person who understands and cares about what we're going through. Few public servants have endured so many of life's most heartbreaking losses—the loss of a wife and two children. Even fewer have found purpose in that pain by easing the pain of others. That's what he does. Decent. Honest. Caring. Effective. Do any of those words apply to the current occupant of the Oval Office?

Huh.

Joe shows us how you put one foot in front of the other, not to run away from the past but to keep moving toward the future. What does that future look like?

Imagine a world with universal pre-K, debt forgiveness for educators, triple Title I, expanded community schools, supports for kids with special needs, high-stakes testing thrown out the window, charter school accountability, public colleges and universities tuition-free for families who earn less than $125,000.

That's not from an AFT resolution, although it could be. That's straight from the Democratic Party platform borne out of the Bernie-Unity Task Force, recommendations we helped draft. That platform, including its embrace of labor unions, its plans to revitalize American manufacturing and rebuilding our aging infrastructure, healthcare as a right, its commitment to creating a path for citizenship for 11 million people, eliminating greenhouse gas emissions, reversing the Trump tax cuts, and ending mass incarceration is, as Bernie Sanders has said, the most progressive Democratic platform in history.

It's a plan to build back better and reimagine what society should look like.

It's time to give Joe Biden the chance to enact that plan as president with a teacher, Dr. Jill Biden, at his side.

And we will need a Senate on his side and ours as well. Without it, Mitch McConnell will keep throwing sand in the gears of government and packing the courts with judges driven by ideology and not the rule of law.

OK. You're saying right now the polls look good for Biden. People recognize that President Trump has failed our country, and we're competing in Senate races across the country. But the only poll that counts is the election result. We can't just win, we need to win decisively. We know votes will get suppressed. There will be broken machines, closed precincts, and voter roll purchase. We know more disinformation campaigns will be unleashed.

Does anyone doubt that Donald Trump will do everything he can to hold on to power?

We need to win and win decisively. Democracy is on the ballot.

In two of the last five presidential elections, the candidate who won the popular vote didn't become America's president. We can't let that happen now.

So just like in 2018, when we made such inroads in states and in the House of Representatives, we need to win the presidency, take back the Senate, and win local elections from judges and DAs, to state legislatures and school boards.

This is our shot to make real change, and we are not throwing away our shot.

OK. Spoiler alert: Lin-Manuel Miranda and Joe Biden will be with us on Thursday.

AFT members have already made thousands of calls during the primaries to get out the vote. That's great. But more is needed. This has been an era of disinformation, lies and a dangerous erosion of trust.

But guess what? You are trusted by your family, your friends and your community, and your fellow union members and colleagues. Nothing cuts through that disinformation like the people you can trust.

So we need to do what our union has done for a century. Yes, it may be remote, but it's person-to-person organizing. We're aiming for a hundred thousand actions a month, phone calls, texts and emails. We need every man on deck. To help, we've created a new program and the tools to help us get this done in this pandemic. Go to go.aft.org/action to see it right now.

Let me give you an example. We lost Michigan by 10,000 votes in the last presidential election. Our members showed up.

In 2016, 82 percent of our members who were registered to vote, 73 percent voted. But some of the folks we are closest to did not.

Changing outcomes like that is within our grasp. If even half our members inspired just one of their family or friends to vote, that outcome would have changed. We need you to come out. We need you to tap your circle, your book group, your sorority, your Facebook friends, your peeps. Anyone that you know you can get to the polls or to vote by mail. And speaking of voting by mail, it's safe. Don't believe what Donald Trump tells you. After all, he voted by mail, and you better believe he wants to have his vote counted.

This November 3rd, we need to vote like our lives depend on it, because they do.

In the last two years, we've learned a lesson over and over that the founders of the AFT understood, that John Lewis and other leaders of the civil rights movement understood: Activism and elections build the power necessary to create a better life, a voice at work and in our democracy.

Activism changes the narrative, elections change policy, and together they change lives.

I spoke earlier about finding hope in the protest for Black lives. I find hope in something else, too. You. You and our activism. Your activism and the union's activism.

From the moment Donald Trump was elected, to his

choice of Betsy DeVos to the *Janus* decision to school shootings, austerity, countless other challenges, AFT members have stood up for what is right. We saw it in the teachers strike from the hollers of West Virginia to the alleys of Chicago and during the rainstorms of Los Angeles. We saw it in the bus tours in Florida and New York, the demonstrations in Minnesota and Massachusetts, in Michigan, New Mexico, calling on officials to fund our future.

We engage community, and together we change the narrative about public education, we change policy, and we change lives.

The other side knows the power of collective action. That's why they go after us. It's no mystery why Betsy DeVos sat in on oral arguments in the Janus and Espinoza Supreme Court cases. She knows that public education and the right to join a union empower people. She knows that when people are empowered, even her billions of dollars won't be a match for our millions of voices.

We know it too, that together we can accomplish things that are impossible on our own. That's why people are joining the AFT. We've organized 59 new units with close to 12,000 workers in 21 states since the last convention. And since the Janus decision, the AFT has seen a net growth of more than 44,000 members, including 4,000 new members since the start of COVID-19.

I am hopeful, despite everything we're going through, there is a basic goodness in the souls of Americans. We must have leadership that matches that goodness. Together we can temper the health, economic and racial justice crises that are tearing our community apart. Together, we can rethink, reimagine and rebuild our country. Together, we have the power to defeat Donald Trump and elect Joe Biden.

Together we will care, fight, show up, and vote for a better life for all Americans.

Thank you.

… An AFT State of the Union video presentation was shown to the delegates.

PRESIDENT WEINGARTEN: So the video you just watched—I'll take my mask off again.

We are in a studio in Virginia because we wanted to make sure that we had the capacity, the internet capacity, the other capacity, the cameras, the screens to do this virtual convention. We'll see over the course of the three days how it goes.

We made a commitment to make sure that we had both programming that was relevant for our membership, important to our membership, having speakers that were, and also made sure that we could have the resolutions and the votes and the voices of our members and our delegates that we know our delegates come to see as the tradition in the AFT.

So hopefully over the three days you will be nourished, you will be excited, you will cry like I've been for the last few days in looking at all these different videos of all the things that you have done and that we have done together.

But we're on this journey together for these three days. Whether we are remote in distance, we are not remote in engagement. And it's hard not to be with all of you. But, you know, one day we will be back together and, hopefully, as I said before, with a new president and a new Senate, and having a House of Representatives that has the robustness that it does right now.

But one person that I wanted to just talk about for a minute, who in some ways captures the kind of energy you saw in that video, the kind of energy that is the state of our union, and the soul of our union, the commitment from generations to generations, that person is Dr. Lorretta Johnson.

Now, Lorretta told me months and months ago that she was not going to run again. I really wanted to plan something special at the convention to honor her, to honor not only her work but her life, because she's not just the secretary-treasurer of our union, she's just not my dear friend and sister. You know, we bicker like family and we love each other intentionally like family.

But very few people will leave behind a legacy quite like Lorretta—or Dr. J as many of our staff call her.

While there can be no doubt that she's earned this retirement over and over and over and over again, Lorretta's departure leaves a hole in my heart and in the heart of our movement. She's a powerhouse in every sense of the word.

Her decency. She has a keen eye for bargaining, for finding the solution. Her familial spirit. She has helped build not only the Baltimore Teachers Union into what it is today, not only the Maryland Federation of Teachers into what it is today, but our whole union into what it is today.

Lorretta never forgets where she came from, but she's always looking to strive for what needs to be, what that promise of public education needs to be and transcend it into the action that needs to be. The decency that it needs to be for children and for the people who work in public education.

Whether it be a teacher or a bus driver.

She remembers what it's like to earn $2.25 an hour without benefits as a teacher's aide. But she also knows how to build power for working people and exercise that power in City Hall, in the legislative bodies and in the halls of Congress.

I asked Lorretta to run with me in 2008 when it was clear both Ed McElroy and Nat LaCour were retiring at the same time. I sought Lorretta out. I wasn't taking no for an answer. I wanted a running mate who understood the union from the ground up, who had lived experiences that were different than my own but one where we could connect together seamlessly, who understood how to organize a local, how to

go out on strike, how to negotiate tough contracts, who could give voice to educational paraprofessionals who sometimes feel so invisible all throughout the country.

Activism is in Lorretta's blood. She understood the importance of connecting directly with our members, the importance of making sure that all of our members see the power they have through their union and through their right as citizens to vote. But she also understands what has happened in light of racial inequity and intolerance, and how to make that better over and over again.

You can imagine a lesbian as president and an iconic Black woman as secretary-treasurer.

She remains a giant, an icon in the labor movement, and my friend. We will miss her terribly; not that she's going to be out of our lives, because we've got a lot of work that we plan for her to do. But for these, and so many other reasons, there's no one better who stands for what Bayard Rustin stood for, the understanding that through unions and a justice movement, we can make a better life for people.

That's the Bayard Rustin Human Rights Award. That's what Bayard did most notably as he organized the 1963 March on Washington for jobs and justice.

This award is given at every one of our national conventions in collaboration with the AFT's Human Rights and Community Relations Department. The award honors activists who have distinguished themselves as exemplars of selfless commitment to fighting for human rights, for dignity, and for justice.

Over the years, the Bayard Rustin Award has been awarded to notable human rights activists such as Szeto Wah, the celebrated activist, legislator and leader of the Hong Kong Professional Teachers Union, and to the late U.S. representative and civil rights icon, John Lewis.

And because we are in this social distancing moment, Lorretta will come up to this podium momentarily and receive this award, but we want to show you a video first so we can do this seamless transition.

... The Bayard Rustin Human Rights Award for Secretary-Treasurer Lorretta Johnson video was shown to the delegates.

DR. LORRETTA JOHNSON
AFT SECRETARY-TREASURER
RECIPIENT, BAYARD RUSTIN HUMAN RIGHTS AWARD

SECRETARY-TREASURER JOHNSON: Thank you, Randi. Thank you for that introduction, for this award, and for your bold leadership. It has been a privilege and an honor to serve alongside you as an officer of this great union. Over the past decade, our vision and the labor movement have weathered many storms and anti-worker attacks, and we have come through that stronger and more united.

Randi, with your leadership we have built AFT into a powerful voice for paraprofessionals and school-related employees, for the teachers, for higher education faculty and staff, and for healthcare professionals, and for the public service workers. I am proud and grateful for the opportunity to be part of this remarkable leadership team.

But most of all, Randi, thank you for your friendship. You have been a colleague, a partner, a sounding board and a confidante.

And before I go any further, I have to take a moment to honor the life and courage of Congressman John Lewis. I was so hurt to hear that he was gone. But I'm glad he lived to witness this moment in our nation as people all over are standing up and insisting that Black lives matter.

In fact, one of the last things he did publicly was standing to the streets in the nation's capital, right near the White House that have been named and painted the words "Black Lives Matter."

Congressman Lewis and leaders like him spent decades and decades trying to crack the stone of racism and fighting for justice. Those of us who came up in the '60s and attended the March on Washington and remembered John as a student leader, who at the age of 23 was considered a national leader in the civil rights movement.

He was the youngest speaker that day in August on the March on Washington. I first met John Lewis back in those days when I was a young lady, and I can tell you that John Lewis has been a stalwart ally. And he went on to become a legislator who was known among his peers as the conscience of the House of Representatives.

Whether marching in Alabama or legislating in the halls of Congress, John Lewis faithfully fought to make what he always called the beloved community in America a reality. To Congressman Lewis, the beloved community would be a society based on justice where every human being is valued and is worthy of dignity.

I'm saddened that he can't be around to see Joe Biden elected president this November, and that he didn't get to see the conclusion of the fight to destroy racism so that we can all be part of his beloved community. However, John Lewis can rest knowing that he fought the good fight. And we have to carry exactly what he told us, both in what he said and what he did.

Congressman Lewis practiced what he preached. He always says, "When you see something that is not right, not fair, not just, you have to speak up and you have to say something. You have to do something."

He told us, "Get in the way" and to make "good trouble." And the best way for all of us to honor the life of Congressman John Lewis is to keep fighting for what is right. And this November, we can honor him by voting and mobilizing everyone we know to vote for Joe Biden.

Anyone who knows me can tell you I'm not normally one to cry, but I'm going to try to get through this without crying. The speech that Randi gave has lifted me. And I'm so

overwhelmed right now with happiness and gratitude for all of the years that I've been blessed to serve as a labor leader, a trade unionist, fighting together with so many wonderful sisters and brothers in this movement for the rights of working people, to give a voice for the voiceless, and to build power for the powerless.

I have met and worked with some of the most dedicated people, capable, decent, compassionate men and women, including the late Bayard Rustin. Bayard, along with A. Philip Randolph, two of the great American leaders in the American labor and civil rights organized the landmark 1963 March on Washington for jobs and freedom where Dr. King stood on the steps of the Lincoln Memorial and talked about his dream for a better America. Because of the march, we got the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

The idea for a march to bring thousands of people to the nation's capital to end racial discrimination goes all the way back to the early 1940s. In its vision and the work of Bayard and Mr. Randolph, they were giants in the fight for racial and economic justice, and I had the honor of knowing them both.

And most importantly, I had the opportunity to learn from them. And whenever I had the chance to be in their presence and listen to the stories about their Journey for Justice, I had the sense of sitting at the feet of the elders. Mr. Randolph spoke about his fight for union recognition and the rights for Black workers during the 1920s, when he organized and led the Brotherhood of Sleeping Car Porters. In those days, the labor movement was still mostly segregated and often excluded Black workers.

After Mr. Randolph died, Bayard continued the work. And as an ally with the labor movement and with the AFT, he was an organizer, an intellectual, and is remembered as a courageous leader in the field of human rights, civil rights, labor and democracy.

Throughout his life, he defended democracy and opposed authoritarianism wherever it existed, from South Africa to Poland. And because of his lifelong dedication, the AFT presented Bayard Rustin with our Human Rights Award.

This year, I am so humbled to receive the Bayard Rustin Human Rights Award, which bears the name of the man I admire so greatly. So, Randi, and our Executive Vice President Evelyn DeJesus, and to all of the AFT vice presidents and to the members of the Human and Civil Rights Committee, thank you, thank you, for honoring me with this award.

Over the last few months, I've had countless conversations with colleagues, friends and families, members about my upcoming retirement. The question that just about everybody asks is: How do you feel about retiring after so many years? Fifty-four years; that is a lifetime. And this work truly has been my life.

The answer is: I feel good knowing that I've spent the last

54 years fighting the good fight, working to make life better for children and families. That is what the union work is all about. And the thing about union work is that it never leaves you. Even when you retire, you never really leave the work. It's always a part of you, and it's always going to be a part of me.

When I started out back in 1966 working as a teacher's aide in Baltimore City, I was a young wife, married to the love of my life, Leonard Johnson, who I met when I was 12 and married him when I was 18, and a mother to my three boys. I was making $2.25 an hour, with no benefits. Even back then, that really wasn't much.

Civil Rights activist Angela Davis says, and I quote," I am no longer accepting the things I cannot change. I am changing the things I cannot accept." And that's exactly what I set out to do.

I believed that the work of paraprofessionals needed to be uplifted and valued. I believed that we must be recognized as important members of the education team, who deserve to be paid fairly and treated with dignity and respect. So I started getting folks together and organizing.

And two years later, in 1968, the Baltimore Teachers Union became the first local in the AFT to represent paraprofessionals. We negotiated our first contract in 1970. And I had the privilege of serving as president of BTU for 35 years, including 17 years as the president of both BTU and AFT-Maryland.

Over the next three decades, we continued the work of building the union and extending union rights to more school employees. We worked to strengthen the voices of paraprofessionals, school support personnel, parents and community members in school-based decision-making, and we built real political activism and power so we could influence the policies that affected our lives at work and beyond. That's what union work is about.

One of our accomplishments over the last 54 years that gives me a great sense of fulfillment is how the role of the PSRP has grown and evolved in our union.

After my remarks, I'll cue in a video of one of our AFT Heroes this year. Her name is Yolanda Fisher from Texas. You can see for yourself what kind of work PSRPs do every day and what important role they play in the community that they serve. But there was a time when some folks didn't think paraprofessionals and school support personnel could be leaders. I remember being told that I was an exception. The truth is I'm not an exception, I am an example of what people can achieve when they're given a fair opportunity.

That is what the labor movement must always be about, expanding opportunities to all. And as I prepare to begin the next phase of my life, I feel good. I've done what I set out to do. And I know that the PSRPs will pick up where I left off and keep right on leading. I'm confident that whoever comes behind me is prepared to move forward and advance the values of the AFT and the union movement, and the union

that I love.

Thank you so much for the years of my service and support and love. It's an amazing opportunity to serve and leading by empowering others. It's been a great honor. And I won't say goodbye, but I'll say farewell for now.

Thank you. And let's cue in the video.

... The AFT Heroes video featuring Yolanda Fisher was shown to the delegates.

COVID-19 HEALTHCARE PANEL DISCUSSION

PRESIDENT WEINGARTEN: Hi, everyone. My name is Randi Weingarten. I'm going to take my mask off now. But when we're inside we should all be wearing one, but right now I'm physically distant and in some ways very distant from all the panelists that I'm about to introduce.

We have five people on this panel. We were supposed to have a sixth person on this panel, but this is what happens in the lives of AFT nurses and AFT healthcare professionals. Obinna Okonkwo was supposed to be on our panel, but he has been pulled off to do a last-minute overtime shift. And that's the case of so many of our healthcare professionals and our nurses right now.

So what I wanted to do first is say thank you that you're all here. But to get into the conversation by asking you briefly one thing about COVID-19 and about the crisis that frankly surprised you, you know, something that our members all throughout the country who are watching this, that they may not know about. Like just one thing, top of the mind, what surprised you about all this? Good, bad, indifferent or, you know, just something that we might not even know.

So why don't we start with Julia.

PANEL MEMBER JULIA BARCOTT, RN: Great. Well, I think as an ICU nurse, the thing that shocked me and a lot of my colleagues is how quickly people that come in go from just having a cough, some fever, to within three to four hours in front of your eyes need to be on a ventilator.

Once in a blue moon as an ICU nurse you'll see that, but they're usually very chronically ill people that you've dealt with before. These are, many of them, healthy people and you'll be talking to them and have just admitted them and have to call for help to intubate them and put them on a ventilator. That's like nothing in my 25 years of nursing experience that I've come across time and time and time again. That is a very scary thing that we were just inundated with and are still inundated with.

PRESIDENT WEINGARTEN: Thank you, Julia.
Thank you.
Jacks.

PANEL MEMBER JACQUELINE DILLON, Oregon Nurses Association: I'm a progressive care nurse, so we handle the COVID-19 patients until they go get intubated with Julia.

What surprised me I think the most was how the hospital handled COVID-19. Because, like, we're told to wear masks and all stay six feet apart and social distancing and all of that. But if you come into the hospital, we may or may not test you for COVID. And we might put you in a shared room where you're literally three feet from another person with only a curtain to separate you, and all the rules that have been suggested go out the window when you go into a hospital. It just seems odd.

PRESIDENT WEINGARTEN: And part of it is, you have no, look at what's happening right now where even in places where you actually have some tests, it takes what, a week to get the test results back? So how can you actually do—two weeks—how can you actually do testing and tracing and—how can you do tracing and isolation in a situation like that?

Nora, what surprised you in this moment?

PANEL MEMBER NORA HIGGINS, PEF: As nurses, we're frightened and felt betrayed that management didn't have our back, that the CDC, the DOH were lowering their guidelines to match our supply versus maintaining their guidelines and enhance our supply. From a work standpoint, that was very frightening, that we just felt helpless.

But physically, the chest X-ray on these patients literally looked like somebody crumbled crushed glass and sprinkled it into the lungs. So to see what would appear to any healthcare worker irreversible damage, you know, to see that and know that it was so helpless for so many people to actually be able to recover from this was very, very disturbing and heartbreaking because I never saw an X-ray look anything like that before.

So, again, it was a lot of different things that really hit. But those two stand out, you know, like thinking that—because, again, with H1N1, when that came out, it seemed like we had supplies to the hilt. We were wearing like moon suits, you know. And when this came about, they were like, oops, sorry, here is your N95 for the month. And it says right on the box "one time use only."

PRESIDENT WEINGARTEN: Right. And not to be political, but it was a different federal administration with H1N1. It was a different federal administration with Ebola.

There was a lot more coordination about what was needed and getting it to people as quickly as possible.

So Jacinta, what surprised you?

PANEL MEMBER JACINTA TUCKER, Ohio Nurses Association: Different is we were told you had to have other things, comorbidities. And what was the aha moment for most of the nurses in my area, because we're in a rural

area, is these were 25- and 30-year-old people, and they were walking and, yes, they needed oxygen, but in a day or two they were on a ventilator because their oxygen kept dropping, and there was nothing you could do about it.

But as we're now in an area where kids are getting together because they thought things were opening, and now we have high school students that tested positive with football and they just had a party with kids and they have a lot of those that have come back and tested positive.

So people are not taking it serious. You know, in my area, they think wearing a mask is violating your rights. All it is a safety mechanism, but we know that. But you find yourself really, really defending yourself to people that should know better.

PRESIDENT WEINGARTEN: And again, you know, it starts from the top in terms of what Trump has done.

PANEL MEMBER TUCKER: It does. And you know, the panic, you know, first you see one or two cases. But as we, a small hospital, we're seeing where we might have 10 beds and out of the 10 people you have here, five of them are positive and they're on ventilators. So you're seeing us pick up more shifts.

We're tired. But you just can't turn your back on it because this is what we do. We take care of patients that need us.

PRESIDENT WEINGARTEN: Crystal, what either surprised you or was just different and that you didn't expect?

PANEL MEMBER CRYSTAL WRIGHT, Baltimore County Public Health Nurses: Well, I know when it first happened here in Baltimore County when the groundswell started about coronavirus, I was one of maybe a handful of people that volunteered to take this project on. We didn't get a lot of information; we didn't know exactly what the coronavirus was. And what really surprised me was the amount of gratitude—that people would come and they would roll down their windows. They would be incredibly frightened. And they would say, "Thank you."

And there were days where I would get a full night's sleep and wake up emotionally exhausted because I didn't want to go to work because I'm tired of COVID. But when you get that "thank you," it gave you the energy you needed to push through that day and to get up and do it all over again the next day.

PRESIDENT WEINGARTEN: The energy, the emotional—the emotions—it's just remarkable. It's so awesome.

I know I started by talking about how, you know, we're on the frontlines, we're trying to fight for safety, we're trying to do these things, but this fight became really personal. For

me, it was a conversation I had with the leaders of about 40 of our healthcare locals. But the one common thread, other than the anxiety and the magnitude of what we were facing and you were facing on the frontline, one common thread was the absence of PPE. We kept on hearing, "We don't have enough, and, given this virus, we need personal protective equipment."

So we did what you know unions do best. I have never been a supply clerk before in life.

(Laughter)

I probably wouldn't have known how to fill out a procurement piece of paper. We said we're not going to wait for philanthropy or for the Congress to do something. We just went into the AFT budget and spent about $3 million securing 50,000 face shields. We got 1 million surgical masks. We have the N95s, some of which have come already, some of which are—which we've paid for—still in some warehouses that we can't get yet. And we'll do it again.

But tell me. Nora, I know some of the folks in PEF and in UUP, both of which are part of the New York state medical center hospital system, Upstate and Stony Brook and Downstate, and you are so pivotal at Stony Brook. What did it mean? What did you think when you initially heard "OK, so Randi is going to look for PPE."

(Laughter)

Then what did you think when we found it, and we've got it, and when they landed at JFK? I was so excited! "Oh, my God, it's on a plane! Oh, my God, it landed in JFK! Oh, my God, get it in the truck so nobody takes it!"

(Laughter)

PANEL MEMBER NORA HIGGINS, PEF: It was a great sense of relief. I mean, you know the first time I got an SOS call was the last weekend in March wherein a nurse in the emergency room called and said, "We have no more small N95s. They are telling us to wear a bandana."

It was a feeling of relief. I was like, "Wow, I can't believe our union is doing that."

I can't tell you how many times I kind of did that little "and that's why we have a union."

(Laughter)

Like the light bulbs went on.

But again, just knowing that there was going to be relief. I know my brothers and sisters, particularly at SUNY Downstate who received a good bulk of those masks and shields and things of that nature, you know, were just so alleviated. Again, this was around the time the garbage bags were being worn, and nurse managers wound up passing away, a young fellow. It really made us feel like we were cared about because so many—with the rules changing on a constant basis and our managers telling us in emails, "We're going to consider everybody with COVID, so just wear a surgical mask."

It seemed like you guys had our back, whereas our

managers, we felt—we lost our faith in our management. It was timely and wonderful. I think it's put a renewed faith in unions as well. A lot of people, again, "If you don't use it, it doesn't mean much to you" type of thing.

But if the union is overwhelmingly, obviously helping you, they have no choice but to understand what unionism is. Again, it's a terrible thing, the pandemic, but I think it was a nice wake-up call and a refreshing outlook for people as far as unions go.

So thank you. Thank you so much.

PRESIDENT WEINGARTEN: That gets me to the last question that I want to just ask Crystal about, which is this:

So what do we do about this on a national level? Would it matter if there was a different president?

PANEL MEMBER WRIGHT: First of all, absolutely. I think this president has left the whole medical community, the frontline workers in particular, disheartened and demoralized to sit and watch a president divide us as a nation during a time when he should be bringing us together, basically by willfully—and I'm not sure if it's not a measured and concerted effort—to disregard top public health officials like Dr. Fauci and scientific evidence that proves that just by wearing a mask, you can curtail the transmission of this virus.

I think a different administration would definitely prove to be a benefit to all of us because they would be bringing us together; they would be looking at the scientific data and encouraging people to wear a mask. I mean, this president has basically made—and I have one handy here because I just did my laundry—a mask as a political statement. So now you're on one side or another based upon whether or not you wear a mask. And that should never be the case.

The most patriotic thing that anybody can do at this very moment is wear a mask. I'm not wearing this mask for me, I'm wearing this mask for someone else. And someone else would be doing the same for me.

That is what we need right now. We need a leader that's not afraid to listen to people who are smarter than him and to go by scientific evidence that says, "Wear your mask. Wash your hands. Stay six feet apart from people if you're physically able. If not, make sure you have your mask on."

That's what we need right now.

PRESIDENT WEINGARTEN: One of the things you just said, Crystal. We've referred to Dr. Fauci. We will be blessed to actually hear what he has to say because tonight we are having Dr. Fauci at a town hall at 6:45 Eastern time tonight. Any of our members want to link to Facebook Live, we're going to have Dr. Fauci on to really answer our questions. I've been studying up because I'm really nervous about making sure I ask the right questions.

So, he will be with us tonight not just for convention

delegates but all of our members.

And I'd like to, at this moment, just end today with looking at one other of our amazing heroes, Trung Li, a nurse from Connecticut. Just as we end, take out your handkerchief and listen to Trung's story.

Thank you, all of you. I so appreciate you. We all, all of our members, just are so grateful.

... The AFT Heroes video featuring Trung Li, AFT Connecticut, was shown to the delegates.

PRESIDENT WEINGARTEN: Thanks.

So as you can see, we are all wearing our masks and washing our hands a lot because we want to make sure that the cameramen, men and women, in this room are safe and that we're all really taking care of one another.

But that is who we are as a union.

So, before we close the first general session of our convention, I want to say to all of you, thank you. We know some of our delegates have not been able to sign in with their badge numbers and things like that. During the morning sessions, you can always watch on livestream if there's a problem. We are working, obviously, between now and 2:30, our first business session, to make sure that all of that works.

Our first business session, just like when we were in person in '18, we're going to start with a role-play so that we all kind of learn how to use the new rules and the virtual rules. But for those of you who are on committees, they are the same as we've done in committees. We are basically going to confirm what the executive council had already passed in June, I think, about the rules. Ultimately, after we do the role-play and adopt the rules, we'll start with the constitutional amendments.

What we're trying to do is in the morning will be program. When I say the morning, it's 11:00 to 1:00 Eastern Standard Time. It's the morning in Central and in the West. And then the business sessions will be 2:30 to 5:30 each day. If we end earlier on Thursday, we end earlier. If we end later, we end later. That's how the drill will be for these three days.

I'm very appreciative of all of you going with the flow here because the one consistency we know is that with technology, there will be glitches. We are just hoping that we will have as few glitches as possible.

I want to thank Leah Daughtry, Rev. Daughtry, for the invocation again.

I want to thank Wayne for that really —it was hard for me to kind of—I didn't see it before, even though it was on video. I just really want to thank him for that really moving introduction.

You heard Lorretta and just her power and the privilege it's been to work with her for all these years.

You saw these amazing heroes of healthcare that we had in that panel as well as our AFT Heroes, both Yolanda and Trung.

We will end with a video. The video, you may not cry but I cry every time I see it, of teachers and their students.

Before we close and close with that video, I just want to mention the brothers and sisters that we have from our international unions in Argentina, Australia, Bahrain, Belgium, Canada, France, Germany, Ireland, Israel, Italy, Jamaica, Mexico, Portugal, South Korea, the UK and Zimbabwe who are all watching virtually.

Many of us in both Education International as well as PSI, Public Services international, have been working together a lot. When we talk about knowing what is happening in the rest of the world, it's because we're on Zoom calls and we've done the International Summit on the Teaching Professions with our colleagues around the world. So I just want to say thank you to all of our international colleagues for being with us.

To everyone, look, I hope the next few days both summon our courage and our activism and help move us to the fights that we need to do as well as engaging in the democracy of our union.

So I hope that the last video we show today you will enjoy as much as it has moved us. It's just a few of the moments we had early in the COVID-19 lockdown. Seeing, like you saw with Yolanda and Trung and so many others of our members, the amazing dedication, resilience, flexibility, and ingenuity, and caring and compassion of our members.

Thank you. I will see you at 2:30.

... A video presentation was shown to the delegates.

At 1:09 p.m. EDT, the Convention recessed, to reconvene at 2:30 p.m. EDT.

The Convention was called to order at 2:30 p.m., President Weingarten presiding.

Afternoon Business Session

PRESIDENT WEINGARTEN: Good afternoon, everyone. I am calling us to session at the virtual convention of the AFT from July 28 through July 30, 2020.

So, I hope many of you were with us this morning, but this is the first of three official business sessions. As you know—and I hope you can hear me through the mask, but we want to just wear them, obviously, but we're here with you from Virginia. We are in something called the Quince Studio. I'm going to call the techies probably many times the "Quinceters." We have been working very hard since we decided to hold a virtual convention in May to try to make this happen.

We also have, you may see, a very familiar face in our parliamentarian, who is sitting with me today, and that parliamentarian is Richard Rosenblatt.

Richard, could you just wave so everybody sees you? Do you notice we are at an appropriate physical distance? Both wearing masks, both having our hand sanitizer. I will take my mask off to have some water, though.

As at previous conventions, Richard has been with us. He's actually done several of these. I think this is his fifth virtual convention, although he has told us that we have tried to do more in terms of mimicking what we normally do in a regular convention with votes and with resolutions than probably anyone else.

So, as I said this morning, one thing that is going to be consistent is that you can expect that something technologically will mess up. Probably it will be me since I have now learned more about technology in my 62nd year of life than probably I learned collectively in the first 61 years of life. So I still have some issues with it, so I am going to apologize in advance if I mess up.

I have on this desk, and then I'm going to go through this, I have an earpiece on so that I can actually hear all of the different rooms. The room for voting, if you see on your AFT convention or if you were delegates—if you were in committees last week, you would have seen on your AFT Convention homepage, if you were a delegate, speak in favor, speak against, and then there was a procedural room and then there was more, which was actually for—more not being a caucus, but more meaning a chair's room or other so that we could call the chairs quickly of all the different committees.

You will have seen as well—we don't have it on the screen right now, you know, how to vote and doing those kinds of things. So I have one screen, my iPad, where I can see all the different proceedings that are happening.

I have another screen so that I can actually see on the screen, on my screen, all the different resolutions and things like that.

I have in my earpiece people who are in the different rooms. So if I screw up and I say, you know, a call for somebody in favor instead of somebody against, or I don't listen to the parliamentarian and I don't call on the parliamentarian to say what the parliamentary rule of order is, somebody can scream into my ear and say, "Randi, you are messing it up. Please call on this or this."

So we're going to actually do, after we call on David Kazansky to make a credentials report, we're going to actually then, I'm going to talk about the rules, which are—frankly, you have this. I have it in paper because, look, I still love paper, I still love pens. I'm very old-fashioned that way. But you probably all have it virtually.

You'll see that the first thing we'll do after we get to the credentials report from David Kazansky, who's going to also give us the Elections Committee report and all of that, then we're going to just approve the rules.

Then we're going to then go to the Constitutional Amendments Committee. And then we're going to do something in reverse chronological order, meaning we're going to start with the Schools and College Support Staff Committee and then go the other way. So we'll go from School and College Support Staff back to Ed Issues. So Ed Issues many times is first, this time Ed Issues is going to be last.

The goal is each afternoon from 2:30 to 5:30, we'll go through business. And if we finish early on Thursday, then we'll go from 2:30 to whenever we finish. If we finish on Wednesday, we won't have an afternoon session on Thursday. The morning session on Thursday will be Joe Biden and Lin-Manuel and others. But if we go late on Thursday, we're going to get through every single committee, two resolutions in each committee. So we may go late on Thursday.

But regardless, it's Tuesday, Wednesday and Thursday starting at 2:30. Today, we'll end at 5:30, Wednesday we'll end at 5:30. And as many of you know, we have Dr. Fauci. All of this is Eastern time to my friends on the West Coast, so I need to actually study up to look at the hundreds of questions we've

gotten for Dr. Fauci and be able to try to put them together for that fireside chat, which he is very excited about; I was able to talk to him briefly yesterday.

So one more thing we're going to do. Last convention, we did a mock proceeding. Yes, I used my red glasses and my blue glasses. I am not going to use a red mask and a blue mask. I am just going to wear my blue mask. But we're going to have a mock proceeding. So after I explain the rules, we're going to reinforce by having a mock proceeding and then we will take a vote on the rules.

Then David Kazansky will do a vote and chair the process on the election rules. Because since I am running for re-election, I really don't want to be part of the process in talking about the election rules. So I've asked David Kazansky as the chair of the Credentials Committee and the Elections Committee to make that report.

Is that OK? Did I get that right up to now, Mr. Parliamentarian?

PARLIAMENTARIAN: So far, so good.

PRESIDENT WEINGARTEN: OK. Whew!

David Kazansky, I'm calling you on for the credentials report.

REPORT OF THE CREDENTIALS COMMITTEE

COMMITTEE CHAIRPERSON KAZANSKY: Hi, Randi. Thank you.

This is the official 2020 AFT Convention Credentials Report.

As of July 28, 2020, there are:

2,772 total delegates.

Total election votes of 697,046, with an additional 3,068 state fed votes.

334 locals are represented; state feds, 24. There are no councils of locals.

There are seven total ex officio.

The total election votes do include 57,937 sequestered votes.

That is the credentials report. I now move for this report to be adopted by the body.

PRESIDENT WEINGARTEN: OK. Now, remember, in this kind of virtual convention, we're not seconding things. It's been moved. The credentials report, we have never had anyone contest it but we do have to adopt it.

Is there anyone who wants to speak either in favor or against the credentials report?

Seeing no one, I'm going to move the credentials report.

This way, we'll have some practice in terms of voting just so you adopt the credentials report so that you see that you've seen it.

I want to put the voting card on the convention—

I'm trying to figure out with the Quinceters; how do I trigger them to say let's put the voting card up to say voting in favor or against the credentials report? We have to put it up on the screen.

Yay! There it is! We have a minute to vote.

So, all those in favor of the motion to adopt the credentials report, you vote yes. If you oppose it, you vote no. You'll see the number of seconds you have still left to vote.

... The delegates proceeded to vote.

PRESIDENT WEINGARTEN: We're at about 40 seconds. If I could sing, I'd sing the Jeopardy! song.

20 more seconds.

We do a minute to vote for any vote.

Then it disappears, and then in a moment we're all going to see the vote.

100 percent of us voted for the credentials report.

David. Thank you, Mr. Chair. The credentials report has been adopted.

ADOPTION OF THE CONVENTION RULES

PRESIDENT WEINGARTEN: Now, David is going to come back for the election report, but I'm going to move—I'm a little hesitant; it's all new to me.

I'm going to move on the issue of the Rules of Conduct, which you saw in your book. Or as they said, if you don't have a book, it's virtual. It's still going to be right after the Rule 3, Roman numeral IV.

Remember I said to you that people are in my ear? So when I phumpher a little bit and then I all of a sudden know what I'm talking about, it's because somebody in my ear is telling me that.

So it's under Roman IV and Roman V and Roman VI and Roman VII.

So let me just do this, and then we'll do a mock debate.

I want to go through really quickly what's different for the rules for this convention because the rules of procedure for this convention obviously are different from past years because of its virtual nature. Most of the differences are that we have really streamlined the Robert's Rules of Order, making sure there is still a way to challenge the chair or challenge what the chair may be doing or interrupt for—if one wants to change the order or do something like that with a two-thirds vote.

But most of the time, because it's virtual and because we want to make sure that people's voices are heard, but we want to make sure we can get through the business, We had to have the committees early; we had to have amendments. After you saw the committee reports at a certain date, meaning last Friday, so that there is less of a surprise in a

virtual convention so that people can really have their say and really have a sense about what's going on. That's mostly the big differences.

Frankly, I will look at the—I've been schooled about this—to be less lenient about listening to the audience and to our delegates and be more attentive to the parliamentarian this time so that we can do these kinds of things.

They have schooled me in the last few days about how to do that and to do that.

Let me just quickly go through this.

The technology does not allow us to replicate a full in-person experience like you're used to from other conventions. We tried, we really tried, but it doesn't. We request that everybody is patient as we work through the technology to have as complete an experience as possible and recognizing the limitations. As many of you know, because many of you have been on Zoom and many of you have taught through Zoom or through Google Teams or other ways as well as other kinds of meetings, you know what the limitations are about an online meeting.

Because of that, what we did as an executive council in May is we modified the existing rules that we've used in past conventions so we could meet virtually.

We've had, as I just said to you before, extensive advice and guidance from our parliamentarian in the development of these rules. As I said to you before, he's done this for a few other groups and he actually gave us a lot of advice for this, although most of the other groups have not done the kind of extensive resolutions that we are doing.

So under the Rules of Conduct, motion to amend any proposed resolution should have been submitted by email on or before July 24, 2020. Meaning we had the committees. The committees met, the committees came up with committee reports. We did that all last week. Then, if people had an issue with any of those amendments, they were to submit them by email by Friday, July 24, 2020.

As we go through every resolution, I will—I have to find the little piece of paper that I have. I'll find it in a little while.

I will go through the different amendments that have been submitted timely for resolution.

So I'll actually make sure that in front of any of the resolutions, if there was an amendment, you will see that amendment on the screen. I will go through the amendments first. Whether the amendments are an amendment that changes a resolution or whether the amendments are amendments that enhance a resolution, the amendments will go first. We will do them one at a time.

A delegate may speak for up to three minutes. The time will be shown on the screen. I'll notify the speaker when there is one minute left.

At the close of three minutes, the speaker will be muted. I don't mute the speaker. This automatically happens in terms of the technology.

Also, total debate for each resolution or proposed amendment is limited to 15 minutes unless, in my discretion, I actually think we should extend debate—I'm sorry. In my discretion—I was wrong. See.

Unless we see that there are no speakers. If there are no speakers lining up for or against, and it is apparent that the body really wants to vote, then we won't use all 15 minutes.

So it's 15 minutes automatic. But if I'm looking at the screens in terms of the rooms that are the In Favor Room and the Opposed Room, and I see there's maybe like 45 in the In Favor Room and two people in the Opposed Room, so you go back and forth or back and forth twice and then it feels like people have heard enough, instead of going through all 45 people in the In Favor Room and then trying to actually get through the 15 minutes, I will say that there's no one left who is opposing it so I think let's have a readiness for a vote.

People can object to this in the Procedure Room. But at the end of the day, the Procedure Room goes to the parliamentarian first because I don't see it. It's not going to be like in a convention, point of order, or point of order or at a microphone; it's going to go to the parliamentarian. If the parliamentarian cannot resolve it with David Strom in the Parliamentarian Room, then everything gets stopped, and the parliamentarian tells me.

So we'll follow Robert's Rules of Order, except as modified by the Rules of Conduct in the 2020 convention, which you see. Under these rules, just like we did with the credentials, no seconds are necessary.

Also, motions to table, postpone indefinitely, postpone to a different time, rescind or reconsider, limit debate or divide the questions, all of them are out of order.

For those of you who are saying, "Well, what happens if the chair goes crazy?" You still have the motion to appeal the ruling of the chair. And there's still the motion to actually say, "Let's suspend the rules by two-thirds vote."

Those two are still there. We wanted to make sure there was a check and balance in the event that you thought that I was really going—that I was not running the convention appropriately or there was something that I was doing wrong at that moment.

Any proposed amendment to a resolution, as I said before, had to be submitted by July 24. Any new amendments are out of order unless a delegate moves to suspend the rules to allow an amendment.

I'm going to say it again. Any proposed amendment to a resolution had to be submitted by July 24. If it's new, they are out of order. What a delegate has to do is they have to actually say, "I move to suspend the rules." That's a two-thirds vote to suspend the rules. They say, "I move to suspend the rules because I want to have something else considered, an amendment considered." But that requires a two-thirds vote.

If the motion to suspend the rules passes, then we will

need to suspend action on the current stuff. The staff is going to have to get the amendment language. We've got to have to prepare it to show it on the screen, so it may take a few minutes. So if that happens and if I feel like, dependent on what's going on we can, I may move to the next resolution and then come back to that one. It depends on what the flow is.

Finally, if you want to challenge a parliamentary ruling I make, you must immediately challenge the chair. It is debatable. And when we vote, a yes vote will mean to support the chair. I always mess that up, so I'm going to say that again. You probably know this, I always mess it up.

If you want to challenge the chair, you go to the Procedure Room. It is debatable. And when we vote, a yes vote supports the chair.

After I introduce each resolution, if any amendments have been timely submitted prior to the meeting, we'll take those up first. I think I said that already, but it goes for repeating. After debate on that amendment, we will clear the waiting room. There's a waiting room for speakers for and for speakers against. And then we'll go to debate the basic resolution, either as amended or not, dependent on the vote for the amendment. So we're not going to wait for the resolution to vote on the amendments. If there's an amendment, that goes first, voted yes or no. If there's two amendments, that goes second. The second one voted yes or no, and then the body of the resolution.

If you participated in committees, you have already seen some of this in action. Getting to a mike to speak, we have a digital option that will appear above my head. It has three options, right? Is it here? No, it's here.

We have three options. It's on your screen. It's here. I do this, it's here. You see it now. Speak in favor, speak against, and procedural issues. The last button is where like David was right now, where the chairs click and make their reports.

When you click onto one of these three buttons, you're going into a Zoom room. We all kind of know what Zoom rooms now mean. We have three levels in the Zoom room: the waiting room, the lobby and the mike. You'll be in a waiting room first to get into the lobby. Depending on how many people click onto that link, not everyone will get into the lobby right away.

When you do, a member of the Quinceters crew, the tech crew, will make sure you know how to turn down the sound on your convention feed and turn on your video. They will work with you on this. I'll see all of this in multiple screens in front of me. I've got—I don't know—I've got 10 screens in front of me right now. I'll see all of this on those multiple screens. And, as I said, there are people in my ear who are helping me with this. There are people on WhatsApp that are helping me with this and hopefully, as I said, I will get this right.

At some point after you should get to a mike—and again,

that really depends on how many people we have in the waiting and the lobby rooms—when you're up at the mike, I'll ask you to begin and to please state your name and local because we'll need that on the record. And if you don't, even if I know you, I'm going to ask you to state your name and local for the record. So that is what is happening in order to get to the mike.

Let me say one more thing. I'm not going to go back and forth from pro and con and pro and con. We don't do that in a regular convention. We go back and forth in terms of who's at whatever mikes. But if we see that there's—like, for example, say you see, as I said before, there are 45 people who want to speak in favor and there are two people who want to speak against—we want to make sure that we get the intensity of those in favor for the 15 minutes, if we can. But clearly, we'll make sure that if there are people who are speaking in favor and people who are speaking against, we'll make sure that there's a sense from the body and a sense from the speakers what people are saying.

OK. Before we approve the rules, I kind of want to go through this mock debate if that is OK with everyone. And so, let me see if we can do the mock debate so people—it's so weird, because I would normally say what do you think of all this, and I would see the body language of all of you. And instead, all I see is myself with my AFT mask on right in front of me.

So, let's just see if we can go through the mock debate and then go to a vote on the rules.

I think that, Mr. Chair, if I may, unless you want to move the rules for the procedures, if I may, let me move those rules since I am a member as well. And then let's have first, before the rest of the discussion on the rules, let's have this mock debate. OK?

OK. Let's see. Oh, there he is. I want to introduce the chair of the Health and Safety Committee, President I.M. Green from the Federation of California Health Educators.

OK, President I.M. Green, would you proceed?

DELEGATE I.M. GREEN, Federation of California Health Educators: Good afternoon, and thank you, Madame Chair. A shoutout from California. Our first resolution today is titled "The Temperature Needed for Maximum Productivity." The committee recommends a concurrence, and I so move.

PRESIDENT WEINGARTEN: Thank you, I.M. Green. You certainly don't sound green.

OK. We're going to roll the resolution on the screen. There it is. There's the resolution on the screen. So you see the resolution and the delegate moved the resolution—or the resolution, let's assume for a second the resolution was in the book. The committee recommends concurrence. And I see a delegate at the mike.

DELEGATE MARY COLDWATER, Anchorage Federation of HVAC Educators: Good afternoon. My name is Mary Coldwater of the Anchorage Federation of HVAC Educators. My local introduced this resolution, and I am an expert on hot and cold. I'm concerned that five hours of staring at a computer screen will make us all fall asleep.

We have to keep on caring, showing up, fighting and voting, and the cold temperature will keep us all awake to do that. I urge you to vote in favor of this resolution. Thank you.

PRESIDENT WEINGARTEN: Thank you, Mary Coldwater from the Anchorage Federation of HVAC Educators. That was a proponent for the resolution.

I see someone who wants to speak against the resolution. May the delegate who wants to speak against the resolution come to the mike.

SECRETARY-TREASURER JOHNSON: Yes, Madam Chair. My name is Lorretta Johnson, and I'm against the resolution. I will not be keeping my room temperature at 60 degrees. I oppose this resolution.

PRESIDENT WEINGARTEN: So thank you, Lorretta.

So we've had a speaker in favor, the people who brought the resolution. And we've now had a speaker against, our secretary-treasurer. Is there anyone else who wants to speak?

Let me just see. Ah, let's see, we have somebody in the In Favor Room. Would you tell us your name?

DELEGATE FROSTY SMITH, Rocky Mountain Educators: Yes, my name is Frosty Smith, and I'm from the Rocky Mountain Educators in the great state of Colorado. And I'm in favor of this resolution and I'll tell you why. The colder it is, the better. Keeps us on our toes.

PRESIDENT WEINGARTEN: OK. We've had two speakers in favor of the resolution. We had one speaker against. And as I said to all of you, I get to see who is in the rooms. I don't see anybody else who's in the rooms. So even though we haven't gone 15 minutes, I'm going to proceed to a vote.

So moving now to the vote on the resolution. The resolution was "The Temperature Needed for Maximum Productivity." Remember, if you are in favor, you will press "yes," and if you are opposed, you will press "no." But we have to have that, the Quinceters have to put the question up on our voting machines.

There it is, 58 seconds left. And those of you who are voting, you'll also notice that you'll see what the total votes are. Not just your own, but the total votes.

32 seconds left.

... The delegates proceeded to vote.

PRESIDENT WEINGARTEN: Now let's see the vote. OK, it passed. Those of us in the studio are going to be cold as hell for the next three days.

OK. That's an overview, my friends, for what this is like. So now I'm just going to move to the rules. I've explained them as well as I can. We've now had a mock debate about them.

So, we need the question in terms of a motion. We've moved a motion for affirming the rules that the executive council have already used and that you used in the committees. Any discussion?

So, I don't see anyone who wants to speak against. I think that given that I don't see anybody who wants to speak against, and I've droned on about the rules for a while, why don't we just move to a vote? Or is there someone who wants to speak in favor? Is that someone who wants to speak in favor, or no?

But if there's somebody in the room that wants to speak in favor, that would be fine.

I still don't see anybody who wants to speak in favor. So no one wants to speak against, no one wants to speak in favor. That means there's a readiness for a vote.

So these are Rules of Conduct on pages Roman IV, Roman V, VI, and Roman VII. Quinceters, let's put the vote up.

All those in favor of the Rules of Conduct, vote yes. If you oppose them, vote no. You've got a minute—51 seconds left.

... The delegates proceeded to vote.

PRESIDENT WEINGARTEN: We were on the Democratic Platform Committee call yesterday, and we ended up both toggling back and forth—somebody taught me how to do this—from the Zoom where we were seeing the speakers to the platform we were voting on. That may be the best way if people only have one computer to toggle back and forth.

OK, the vote is over. Let's see the vote in terms of the Rules. 99 to 1 percent, the rules have been passed.

Now, Mr. Chair, would you go through the rules governing the 2020 election of officers? Will the Quinceters and others just put them up on the screen? And I will take a break and have a cup of coffee.

ADOPTION OF THE ELECTION RULES

COMMITTEE CHAIRPERSON KAZANSKY: All right. I'm unmuted, wonderful. So just for everyone to get a sense of where we started from, we really started with the existing convention rules that we've used for over a decade and made the necessary changes to adopt them to both an online convention and a mail-in ballot. In past conventions, as some of you may know, the election process is over a period of maybe five days from the start of the convention until the election results are announced on the last day.

This year's election technically began in mid-July with the

start of the nominations process and won't actually end until Sept. 1, when the results are announced. The biggest change that we have is that an outside company, called BallotPoint, has been hired to assist us in ensuring that the election is accomplished with the highest standards and in alignment with the Landrum-Griffin Act. And they've cleared with your Elections Committee and with individuals experienced with past AFT elections. These things truly are their bailiwick. It was our intention to make this election process consistent with previous elections to the biggest extent possible.

The complete Election Rules are in your committee reports book and can be found on the Nominations and Elections section of the convention website.

As far as nominations go, as we have in conventions past, the Conventions and Elections Committee will oversee all aspects of the election from the start of the nomination process through the announcement of the results. The nominations and collection of signatures are all done via an AFT nominations portal that's accessible through the AFT convention website. Nominations opened on July 13, and signatures may be submitted through the close of business on Wednesday, July 29.

As for campaigning, you may recall we have an early morning session on the third day of the convention where candidates and slates speak to the delegates. We're committed to continuing this virtually should the need manifest itself. Substantial changes around campaigning and campaign literature. At prior conventions candidates have the ability to walk around the convention floor and hand out materials or banana splits as they see fit.

But in lieu of this, we have a dedicated website for campaign literature, and we'll email this literature to every delegate, and candidates and slates can campaign however else they see fit outside this process.

As for voting, ballots will be mailed, and BallotPoint will be responsible for addressing undeliverable ballots as well as duplicates. So they'll handle all the technical aspects of that. Delegates will need to vote using the provided ballot, and they must sign the ballot. As always, ballots must be signed or they will not be counted.

Any delegate who's checked into the convention in a timely fashion will receive a ballot at the mailing address they provided when signed up for the convention. The ballots must be received by BallotPoint before 10:30 a.m. Pacific Time on Aug. 31. BallotPoint will conduct the tabulation. The Elections Committee will be provided with electronic access to each ballot if there are issues regarding the intent of the voter or compliance with the voting procedures. As I said, the ballots will be counted on the 31st, and the results will be announced on Sept. 1st.

That's kind of the overview of the process. If that's OK with everybody, I would like to move to accept the Election Rules for the 2020 convention.

PRESIDENT WEINGARTEN: Let me put this on again. So David has explained the Election Rules. I'm trying to see, there doesn't appear to be anyone who wants to speak either in favor or opposed.

Great. So then if there's none, then there's a readiness to move on the Election Rules. So if you want to—so the Quinceters will put up the vote to approve the Election Rules. I'm waiting for the vote to be put up.

If you approve the Election Rules, vote yes. If you disapprove them, vote no. And we've got 53 seconds left. Thank you, David, very much.

Six more seconds.

… The delegates proceeded to vote.

PRESIDENT WEINGARTEN: The election rules have been approved by 99 percent to 1.

Thank you, again, David, for all the work. David Kazansky, United Federation of Teachers Local 2, for all the work that you and your committee have done and will continue to do.

Now, before we go to the Constitutional Amendment Committee Report—remember, that's the first committee report after the rules. I just want to say that if we were in person, we would be reading every single day the rules, the Code of Conduct for a meeting, including if you felt harassed or bullied or something terrible happened, who you would go to with that in our convention.

We thought it was really important to still have them here, even though we're virtual, because we really have to practice what we preach. If you go to the website, at the bottom—just find it at the bottom of the websites. You'll see AFT Code of Conduct, Statement of Values. So they are there right now if you want to see them.

I don't have to read them. Assume I just read them because you can read them at your leisure. They are very important. In every meeting we're in person, we talk about them and we make sure people feel safe and people feel seen.

Convention business—discussion of amendments to the constitution and bylaws and resolutions—continued.

PRESIDENT WEINGARTEN: It is 5:40. We got through our first two sessions. I want to thank everybody. I want to thank the people who are staffing us right now. I want to thank Mr. Parliamentarian, and I want to thank all of the delegates who stayed with us all day long. We've had thousands of people on in terms of the business session, and we understand there were multiple thousands of people, maybe even 20,000, maybe even more, who watched this morning.

Our proceedings start at 11:00 tomorrow morning with our panels, including our panel on Black Lives Matter. And our proceedings continue. So that's from 11:00 to 1:00 Eastern Daylight Saving Time.

Then from 2:30 to 5:30, again, we will have a business session tomorrow.

So for now, remember 6:45 Facebook Live: Dr. Fauci will be with me for a fireside chat. But for now, we are adjourned.

At 5:42 p.m. EDT, Tuesday, July 28, 2020, the Convention recessed, to reconvene at 11:00 a.m. EDT, Wednesday, July 29, 2020.

Wednesday, July 29, 2020

The Convention was called to order at 11:00 a.m. EDT, President Weingarten presiding.

Morning General Session

... A video regarding the AFT COVID-19 pandemic PPE was shown to the delegates.

PRESIDENT WEINGARTEN: Good morning, everybody. And welcome to the second day of the AFT's 86th biennial conference and the first one we've ever done virtually.

I wanted to start with that because I wanted to actually take a moment. Many of you know I am from the UFT. I was its lawyer, you know, in the years since when dinosaurs roamed. In the 1980s, I was a teacher in New York City at Clara Barton High School in Crown Heights.

But, you know, the UFT holds—not just because of COVID-19—just holds a very special place in my heart. One of the things I wanted to do today was that—there are lots of things that happened in March, April and May. One of the things that happened was that the UFT, the Federation of Nurses and Health Professionals, which is the kind of chapter of nurses and health professionals that is in the UFT—it's not a separate local, it's in the UFT—its leader Anne Goldman, who you saw in this film or this video, Anne and I met together or met each other back, I think, in February of 1986, when I started working at the UFT as its lawyer. In that time, my first assignment was to work as the assistant negotiator under Anne for the Lutheran Hospital negotiations.

At that time we were fighting—Anne will remember this better than I—for nurse-to-patient ratios, safety in the workplace, decent wages. What a shock, there was a nursing shortage at that time. And that was the first strike that I was involved with as an employee at the UFT. We struck for several days at Lutheran Hospital in Brooklyn and Staten Island—I think just in Brooklyn at that moment.

But nurses in our union, private and public, have been working to help create safe conditions for themselves and patients for decades. In fact, Anne Goldman and people like Tom Pappas and Ellie Engler, we started a Health and Safety Department at the UFT back in the 1980s.

Anne really focused on we need to get this PPE [personal protective equipment]—made sure that people had PPE throughout the time in May, in April and May and June. And Anne Goldman and the nurses in New York from 9/11, Superstorm Sandy, asbestos crises, to now, have been out there front and center making sure that we keep our members safe and keep the communities in which we serve safe.

I just wanted to say thank you to Anne and to our members in New York for all that they have done, our health and safety members. Right now they're actually doing the videos for the New York City Board of Education on hand-washing and on properly wearing masks. So I just really wanted to take a moment of personal privilege to say thank you.

The video you saw was one of the shipments that we got of face shields. Anne and I were there at the Bronx UFT office to accept that shipment.

So with that, thank you. Thank you, Anne. Thank you, the members in New York City.

I'm really excited about the programming that we also have, the other programming we have for today. We're having a conversation, you know, on all of these crises. Today we're going to have a conversation about the racial reckoning that we must do.

But before that, I just want to make sure you know we have Anand Giridharadas, who is the writer of a book that has really moved me; it's still on my bookshelf, and we're going to be talking about that book. It's called Winners Take All, and talking about what really is going on in terms of the inequality in America between the rich and everyone else.

Speaker Pelosi will be joining us today as well. But before that, we are talking about racism in America and Black Lives Matter.

You could wonder why a white woman is opening up the conversation about Black lives and racism instead of an AFT leader who is Black. I could do the easy way out and say, well, that's because I'm the AFT president and on something that's really important, I should lead the conversation.

But I want to actually go deeper than that, which is what many of us should be doing, which is as a white person

I have privileges that people of color do not. As I've said before, I'm also gay, but I could hide that, and I did for years and years and years.

But as white people, we have to understand our responsibility in acknowledging white privilege and acknowledging if we're walking into a store, we get a benefit of the doubt that a Black person does not get.

Slavery is not only one of America's original sins, but, frankly, the Civil War did not end the depravation and the discrimination for Black people or of Black people. We see it, or saw it, and Rev. Barber and Rev. King and others have talked about this for decades. Lynching, Jim Crow, mass incarceration. These are all the remnants of slavery.

That's why white silence must stop. This should not just be a fight that our Black brothers have to do themselves. It is a fight that all of us need to do and, indeed, white silence has been complicit in discrimination. That's why I wanted to be moderating this panel. It's time to own our responsibility to push for an anti-racist America.

And the best way to start that is to actually take a moment to remember our brother, Congressman John Lewis.

Congressman Lewis taught us how to be justice warriors. He taught us how to fight for freedom, how to sacrifice for justice, how to build a community, a loving community that works toward a better life for all.

So many of us have used the term "good trouble" because he taught us that, and he taught us how to engage in that, as did Dr. King—peacefully and nonviolently. He was a giant in every sense of the word, and all of us who work to repair the world owe him an enormous debt as we continue on our journey for justice. We most hold him dear in our consciousness and our conscience—his bravery, his humilities, and his steadfast belief in the power of action and action for justice, for "good trouble."

In my religion, we say "May his memory be for a blessing." His memory and he are a blessing.

Please, let's look at the video, and then I'll introduce the panel.

... A video presentation featuring John Lewis was shown to the delegates.

BLACK LIVES MATTER PANEL

PRESIDENT WEINGARTEN: So one of the people who has carried on—and I'm going to have people wave when I introduce them—the legacy, the turn, the bending toward justice, and has carried on her father's legacy is Rev. Dr. Bernice King. She's the CEO of the King Center, which was founded by her mother, Coretta Scott King. From this position, the same one held by her mother, Dr. King continues to advance her parents' legacy.

Through her work at the center, she educates youth and adults around the world about nonviolent principles modeled by her parents.

Thank you, Rev. Dr. King, for being here with us today. Thank you.

The second person is a dear friend of mine who is going to make lots of history and good trouble in the House of Representative. Yes, he's going to have to be elected on Nov. 3rd, but given the way in which he won his primary, door to door, knocking on doors, talking to, I think, virtually everyone in CD16 in New York, you're going to see a lot more of Jamaal Bowman.

He's the Democratic nominee. I would say the betting is good that he's going to be the member of Congress from New York's 16th District representing parts of Westchester and the Bronx.

Dr. Bowman has been an educator and an advocate for public schools for over 20 years. He most recently served as a principal of CASA, a public middle school he founded in the Bronx. I have had the honor to know him and be a thought partner with him for many years. And I've had the honor, great honor, to be walking the halls of his school with him.

Jamaal, just wave.

Leslie E. Redmond is a civil rights advocate. At the age of 25, she became the youngest president of the Minneapolis NAACP.

Leslie stood on the frontlines after the unjust killings of Jamar Clark, Philando Castile, and Justine Damond. She is also the founder of the "Don't Complain, Activate" campaign.

Leslie is joining us—you just see her picture. Leslie is joining us by audio, not by video. Thank you so much, Leslie, for being with us.

Then we have a teacher in New York City, Sari Beth Rosenberg. She and I are Twitter friends, and we direct message many times a week.

She's been teaching at the High School for Environmental Studies in New York City. It's a public school there, and she's been teaching there for 18 years.

She's published a lot of articles about racism and has produced a social studies curriculum for the New York City Department of Education as well.

But the reason that Sari is here is that during her distance learning classes, as we all kind of converted in a nanosecond at the middle of COVID in the middle of March to distance learning. She changed her history lessons to incorporate more civil rights, Black Lives Matter curriculum and content. And she did it as things were happening, in light of the George Floyd murder, in light of the protests. And she also shared them with all of us. You can see some of her lessons on the ShareMyLesson.com site—which, by the way, we have just hit 1.7 million registered users—but also on PBS.

It's the kind of thing that teachers do in terms of taking materials and making sure we make them real and plain immediately.

Thanks, Sari, for that work because it's the work that we

need to keep on doing over and over again.

Obviously, I would want to start this panel with a question to Rev. Dr. King.

So as we reflect, and I suspect that every time one of our giants die, your mom, John Lewis, C.T. Vivian, that all of this must beget lots of emotions for you. There's huge responsibility that you take up in some ways as the living seed of the future because of who you are and what you have decided to take on yourself, in taking on the King Center and taking on your father and your mom's legacy.

So what's your vision? Give us some learning—your vision, next steps that we at the AFT should actually do to help actualize your father's dreams.

PANEL MEMBER KING: Well, thank you very much, Randi, and the AFT for having me today.

One of the things that I think is very important, since we're talking about teachers and educators, is that we've got to find a way to create new curriculum, and I'm glad that Sari is doing a lot of writing in that area to introduce into our school systems.

Part of the problem is that we have left out some critical parts of who we are as America, a lot of who we are as Blacks in America in terms of our contributions to this nation, things that we have built, things that we have invented. The true stories of, you know, the Black Wall Street, all of that kind of stuff, is missing out of our history.

And if we can raise up new generations of people who understand and value the contributions of all citizens of America, I think it's one of the ways we can begin to do away with systemic racism.

It's difficult to correct our system, but I think we can restart some things from an educational foundation so that as people think in the future about policy, as people engage in their area of social change, as people create policies and practices and corporations, these will be the generations of young people who now understand the true essence of inclusion and ensuring that everybody feels like they belong in whatever arena of American life. So that's one of the most basic and fundamental things that I think can happen from the education community.

PRESIDENT WEINGARTEN: I'm going to ask Sari and Jamaal to jump in here as well in terms of how do we take that? What are the next steps that we do to make it real and meaningful, and what can we as the AFT do to help do that?

Jamaal, you first, and then Sari.

PANEL MEMBER BOWMAN: Oh, sure. First, thank you. Thank you so much for having me. I'm glad we started with school curriculum. I mean, this is essential. K-12, anti-racist, anti-hate curriculum has to be implemented in every school in this country.

As a Black man in America, I did not learn about my

history in public schools. I had to go outside of public schools to learn about my history, to learn about my culture. In doing so, I was able to increase my self-esteem and self-worth within this country.

One of the enduring or continuing legacies of racism is just the idea that white makes you superior and to be Black makes you inferior. But when you learn about your history and your culture, you realize that that's not the case. Then you could begin to live on an equal playing field with those who are white or those who represent other cultures and those who represent other differences.

It's very important, also, to not just talk about the African American experience in this country and our contributions in this country. It's very important for us to connect to the African diaspora and the Black diaspora throughout the world. Because it's quite different to learn that your history started as slavery, right? There are many kids who believe that they entered the human experience as slaves, when the reality is we have a rich and long history back on the African continent. Where someone of Irish descent or Italian descent can connect directly to a nation and learn more about their past and their history and culture and everything that comes with that, I still do not know which country in Africa my family originated from. So that's a big part of the conversation as well.

In terms of federal policies, since I'm going to be entering Congress, we need to incentivize states and school districts to implement Black, Indigenous, and multicultural curriculum. When I say anti-hate curriculum, I'm talking about curriculum that deals with anti-Semitism. If we implement that in K-12 and we incentivize the implementation of that, we can see transformative change for generations to come.

So I'm really excited that we started the conversation here. Thank you so much, Dr. King.

PRESIDENT WEINGARTEN: Great, thank you, Jamaal. Sari.

PANEL MEMBER ROSENBERG: Thank you so much. It's an honor to be on this panel with all of you and see you in real life sort of, Randi.

PRESIDENT WEINGARTEN: There will be a moment that we will see each other in real life.

PANEL MEMBER ROSENBERG: That's what I'm holding on to hope here for that.

So, yeah, education hands down is the most valuable tool to dismantle racism. I'm preaching to the choir here. I'm lucky to teach 18 years, proud New York City public school teacher, and New York state made a commitment to infusing, adopting, a culturally responsive sustainable education model into the curriculum. Not just history curriculum, in all

curriculum.

I don't know what's happening across the country, but that's just a starting point, right? I agree we have to not just focus on an American history course, it needs to be across the board. We need to talk about decolonizing curriculum across the board, and it's going to look different ways in different classes.

You asked what the AFT can do. Well, it starts with who's in the classroom with the students every day. It's the educators. Having them—I think everyone is well intentioned. It's having teachers start with their students. Learn about educating teachers about the importance of learning about each individual student's backgrounds, their hopes, their dreams. A mantra that I always have that I start with helping design curriculum in New York City and in my own classes and with other teachers at my school is I always think of this phrase: If you can't see it, you can't dream it. Right?

If I'm teaching a group of students that they don't see themselves—I teach American history, right—but if they don't see themselves at all in the American story except, as Jamaal was saying, as the victims, as slaves, right—I only use the phrase "enslaved people"—if that's all they see in the narrative, which is not the full story, then how do they find their path to greatness, which I think they all deserve?

So that's how we create an equitable society, I believe.

PRESIDENT WEINGARTEN: Thank you.

As you all know me, we are just putting out all these—instead of using the Innovation Fund for some big projects this year, that's our fund where we put out about a million dollars worth of grants to our locals to try to do this kind of path-breaking work, we're doing this in terms of giving people grants of 20-, 50-, a hundred thousand dollars right now to work in a changed environment.

So off of this conversation, I'm saying to our delegates, and we will put this out as well, if people want to try to do this work to try to create curriculum for younger kids. Because I think from what Dr. King was saying, Rev. Dr. King was saying, we really have to actually start with younger kids. We have to actually disrupt the stereotypes and really create inclusion, particularly if kids don't have an inclusive environment at that moment.

So maybe, Rev. Dr. King, you'll work with us on this and the King Center will work with us on this. And let's make one of the things that we do as a union, how we develop some of this curriculum, our members doing it, and then we put it up on Share My Lesson, we work with the King Center in terms of doing it particularly for younger kids. Sorry, we're going to use your curriculum for older kids and others, but to actually use it for younger kids.

PANEL MEMBER KING: Yes.

PRESIDENT WEINGARTEN: I'm going to go to Jamaal, and then I'm going to go to Leslie for a second.

But since we are dwelling on Congress, and you will be there Jan. 1, 2021, God willing, so just tell us a little bit about how you're preparing for that. Like what are you thinking about? How are you preparing for this? And what do you think? What's your list of must-haves in terms of what you're going to do in Congress?

PANEL MEMBER BOWMAN: So that's a great question, how am I preparing. So I'm texting you every other day to get some information and feedback around how all of this works in Washington and how to best engage with my new colleagues.

I mean, I'm thankful that so many members of the Hill, members of Congress, have already reached out to congratulate me and to give me their counsel and offer their mentorship just to prepare me for when I get there. So I'm already engaging in conversations with my future colleagues.

We're looking, and I've been looking from the very beginning of our campaign, at structural racism and institutional racism and everywhere it exists within our country. You know, right now there are protests across this country against police brutality. That's one place it exists, institutional racism.

It also exists in mass incarceration. As we know, if you're Black, you're more likely to be incarcerated, and you're more likely to do longer sentences. It exists within our education system, not just in terms of curriculum, but in terms of hiring practices.

So while we have been talking about curriculum, we should also talk about teacher recruitment and training practices. That's key. Because if teachers are trained in culturally responsive education, when they enter the classroom, they're more ready, willing and able to hit the ground running.

Structural racism also exists when we look at wealth inequality and economic inequality, and this is historical. You know, after the 13th Amendment, 1865, African Americans were promised 40 acres and a mule. We never got that 40 acres. Instead, the Homestead Act was passed and millions of acres of land was given out to whites, native born and foreign born, and they were able to build tremendous wealth with that land and with housing infrastructure, etc.

African Americans were also kept out of the GI Bill after World War II. So there's also been policies not related to education, but racist policies that have contributed to redlining, contributed to concentrated poverty, and contributed to schools being funded by local property taxes more so than state and federal governments.

So we're looking at structural racism in all its forms from housing to jobs to education. That's our north star. And I want to be a part of a Congress that creates a post-racial anti-hate society over the next few years, because the time is

urgent now to get it done, and the country is demanding it. COVID-19 has revealed what we all already knew about the inequalities. I'm just fortunate and blessed to be a part of the conversation at this moment.

PRESIDENT WEINGARTEN: Thank you, Jamaal, and we look forward to you being there.

I'm going to go to Leslie in a second. Jamaal raises a really good point—that is we often talk about de jure discrimination that happened in the South. De facto discrimination that happened all over is as injurious in terms of what the effects have been over and over again, whether it's in underfunded schools, whether it's in our health systems, whether it's in housing, whether it's in transportation, and whether it's in wealth. We see it in terms of retirement income and retirement security when we look at what whites generally have for retirement security and what African Americans and Hispanics have and Latinos have for retirement security.

So you see racism and structural racism show up everywhere. You know, you can't change it by changing one police officer; you have to get to the issues of structural racism. So thank you for raising that, Jamaal.

That gets me to Leslie. You've had quite a few months right now, Leslie, that you've been dealing with as the president of the Minneapolis NAACP. And I remember we were in Minneapolis about a month after Mr. Castile was murdered and all the conversations and all the demonstrations at that point.

But just tell us, give us some teaching, give us some preaching right now in terms of what's happening now two months after the murder of George Floyd. Help us understand what you're trying to do in Minneapolis. And again, some teaching to us like we asked Dr. King, Rev. Dr. King ,about what we can do in the future.

PANEL MEMBER REDMOND: Definitely. So grace and peace, everyone.

First, I just want to say thank you to the AFT family for having me. President Randi, actually you and I were together at the NEA convention last year, and Merwyn Scott introduced us and sent us a picture, so it's great to see how it's come full circle, unfortunately under these circumstances, but I think we can find some good in this.

For me, this is a very humbling opportunity. I just want to say as an inner-city public school student, I'm a graduate now and a first-generation college graduate, someone that went on to get my J.D. and MBA. but as someone who is a descendant of Africans and grandparents that migrated from North Carolina, South Carolina, Houston, Texas, with sixth- and eight-grade education, to be able to speak with you all right now is very humbling, especially during these troubling times. So I just wanted to start with that.

And also giving respect to our now ancestor Rep. John

Lewis, who is no longer here with us, and Rev. Dr. Bernice King. When I saw I could potentially be on a panel with them, I was definitely humbled, and I still am.

As you mentioned, President Randi, this is nothing new. Unfortunately, I've had to be on the frontlines with Jamar Clark, Philando Castile, Justine Damond, and now I had to add Brother George Floyd to the list. And I actually came back from Kentucky not too long ago standing on the frontlines with Breonna Taylor. I was actually one of the 87 people who were arrested for standing and demanding justice for the life of Breonna Taylor.

I think what this is doing is bringing everything to the surface. It is acknowledging that white supremacy can no longer be allowed to run rampant in our communities with no accountability. I think that we can all take lessons from people like Chief Arradondo, who is the first African American police chief in Minneapolis who actually held all four of those officers accountable in 24 hours of the videotape being released. For those officers to be fired, that was unprecedented. That was the type of courageous behavior and action that we need to be seeing. For the governor to take the courageous action and actually take the case away from the Hennepin County attorney, Mike Freeman, who doesn't prosecute officers unless there's a white woman victim, and give it to our first African American Attorney General Keith Ellison was tremendous and charge those officers and hold not only Officer Chauvin who actually had his knee on the neck of George Floyd, but to hold all of the officers who were present on the scene and who were actually complicit in allowing the situation to happen accountable.

Afterwards Chief Arradondo asked me to come in and administer the new oath. The oath for the Minneapolis Police Department hasn't been changed in decades, but Chief Arradondo again took another courageous step, and he changed the oath. The oath talked about how, one, we have a duty to serve all human beings. We have a duty, specifically talking about police officers, to protest both verbally and physically when we see that someone's rights are being violated.

I think some of those things that can be taken when we're thinking about teachers and principals and people who have influence over these systems, for too often we talked about education being the great equalizer, but if that's true, it's also been the great divider. Long before young people started getting involved and engaging with police officers, we're engaging with teachers.

I can say from being in the inner city and public schools, teachers have been either my greatest asset or the greatest liability to my future. So what I would urge teachers and people of impact on policy is take courageous steps to, one, listen to Black people, listen to Black leaders, listen to Black women because too often we think that we know what's best for the Black community versus allowing the

Black community to actually show you that, one, we've experienced racism and white supremacy for over 400 years, and we know exactly what it looks like and exactly how to deal with it.

That's what we're seeing in Minneapolis, and that's where we're seeing some progress because, one, now you have not only Black faces because I don't believe they're all your kinfolk, so it's not just Black faces but having conscious Black people in power who are actually wielding their power toward goodness and justice. That is exactly what we need to see. I think that if given the opportunity, we can rise to the occasion.

I want to thank you, President Randi, because I do think it's important that you started off the conversation because you can utilize your privilege and power and lend your platform to Black conscious people … and it's super necessary.

I'll just end with saying: Don't complain, activate, that's my campaign, and the idea that you don't have to be President Barack Obama or Beyoncé Knowles-Carter in order to activate your community. You could be a mom or dad. You could be a teacher. You could be an activist, an attorney as myself. We should all activate. We all should activate, and I believe we can activate through three types of activation: communication, collaboration and compassion. Thank you.

PRESIDENT WEINGARTEN: Thank you, Leslie.

Again, just like we said about the curriculum work, what we want to do is—during this convention, this virtual convention—we scroll a lot of things before each session. So we're going to scroll some of the things that you have on "Don't Complain, Activate Campaign." This is what I want you to do, Leslie, to help us. We have something called "Our Voices" where members and others write things for our website, and we distribute them far and wide. I want us to be really involved, if you want us to, in the "Don't Complain, Activate Campaign." Kind of like don't complain, organize.

PANEL MEMBER REDMOND: A hundred percent. Yes, I love that.

PRESIDENT WEINGARTEN: Fabulous.

We have to always take what we say to action. Words mean a lot, but action means more. It reinforces the words. So I want to just put Sari on the hook for a second before I go back to Rev. Dr. King.

All of us, like we had the AFT, we've done the Racial Equity Task Force and committee that Dr. Lorretta Johnson started. We released—I am told that we were the first union to release our report. We will continue with that work. You saw yesterday we passed a resolution in June. We have 19 commitments, covenants that we are doing, including diversity to try to diversify our teaching force.

But just like me, Sari, you and I are both white, so how do we—how are you thinking about how you have these conversations with white colleagues? How are you doing it? How are we taking the lessons that Leslie just said to us?

PANEL MEMBER ROSENBERG: You know, I'm glad you asked me that. First off, remind them of their privilege. Because I think that, yes, everyone has been—especially immediately after the murders of Ahmaud Arbery, George Floyd, Breonna Taylor, and the list goes on and on. I'd fill up my space if I listed all those murders. As that became something that people were being forced to pay attention to on their Instagram feed, our role is to not make that go away and actually have those public conversations with our colleagues, and discuss white privilege.

I had a conversation with a guest in my class one day, Dr. Williams. And I shared my story of how I experience white privilege with Dr. Williams and my students who are primary Black and brown, not white, and just sharing that story with your colleagues and making your white colleagues see it. Because even though I think that everyone has the best intentions, especially if you get into education, and especially if you're working with, as we like to say, diverse populations but people who are not white, students who are not white, we all have the best intentions. But I think people, we need to have more brave, honest conversations about it with each other so that when the educators go back into the classroom, they're aware of it.

And they come into class in an authentic way to listen and raise the voices of their students.

I think in a nutshell, it's being brave, speaking out, perhaps dealing with pushback from your colleagues because I found that, sometimes, the first step when you bring up these really—which shouldn't be in 2020, but they are—difficult conversations around racism, sometimes people don't respond great. They push back. They act out. Be ready for it.

But have faith that you're doing it for a greater good, and it will click. I like to believe it clicks. It might not click with everyone, but you have to be brave and take those risks with your white colleagues. Keep thinking of your students and how—I love what Leslie said about the e-education always called the great equalizer, but it can be the great divider as well. I can completely see that. Right?

Especially as a white educator, if you're not aware of your privilege, and that you're not aware of the fact that sometimes the best way to teach is to silence yourself and listen to what your students are saying. If you don't realize that, then you can't make education be the great equalizer. Right?

That's my advice. Be brave and be willing to deal with the pushback and the uncomfortableness of it.

PRESIDENT WEINGARTEN: I see Rev. Dr. King shaking

her head a lot while you were speaking.

Do you think that makes sense, Rev. Dr. King?

PANEL MEMBER KING: It makes a whole lot of sense.

One of the things my father wrote in his book Where Do We Go from Here: Chaos or Community? in "The World House" chapter is that we must learn to live together as brothers and sisters or together we'll be forced to perish as fools; and that learning does require a lot of listening. It requires understanding that there are things you just do not know. It's giving up your right to be right so that you can deeply engage the other person.

I think that if we're going to make any progress in this nation now on the racial front, it is going to take the white community really stepping up to the plate now. For the last eons of years, Black people have been fighting this fight and doing it alone, I would say for the most part with dignity.

The only way we're going to see substantial change is when the white community really has these serious, in-depth, honest, transparent, forthright, courageous, brave —every word that you can think of—tough. And uncomfortable—that's a word that needs to be put out there. It is going to be uncomfortable because it means you're going to have to give something up.

Daddy often reminded us that the first stage of the movement that they were fighting didn't cost us anything. It didn't cost anything to integrate lunch counters. It didn't cost anything to integrate most places.

But now when we move toward equality or what I would say equity, it means that there's going to be a dear cost to pay. There's going to be sacrifice in the process. But it is necessary if we are not going to revisit over and over again the terrible things that we keep witnessing and those of us in the Black community continue to experience.

So I agree with her 100 percent.

I would also say white people who don't have experience in the Black community need to develop those experiences and not just in the safe spaces. The safe spaces are, you know, in the restaurant. Come into some of the Black cultural experiences. Come into the Black community. Don't be afraid.

I have a white friend here in Atlanta. It's so funny because there are times when people are saying, "Aren't you afraid?" Actually, she says, "No. Nobody ever bothers me."

So I just wanted to dispel this myth that it's dangerous in the Black community. That is not true. You won't know that unless you insert yourself in that community and truly experience it. So that would be my challenge to all of you, even the white educators because, as long as we remain insulated, we're going to continue to get the same results that we have.

PRESIDENT WEINGARTEN: Jamaal.

PANEL MEMBER BOWMAN: I just have to jump in. Rev. Dr. King is so correct. There's nothing to be afraid of. There's no history, documented history, of white people coming into Black neighborhoods and getting beat up or anything like that. There's literally nothing to be afraid of.

What I would add very quickly, Randi, is we have to hold elected officials accountable as well. If elected officials are not ready to adopt or introduce and enact policy that is anti-racist and anti-hate, they need to be voted out of office. I think the AFT, as an organizing social justice union in partnership with the NEA and in partnership with other unions who really care about social justice in a real way, have to hold elected officials accountable in the U.S. House of Representatives, in the U.S. Senate, in statehouses, and in county houses, in city government, in school board elections. We have to hold elected official accountable to an anti-racist agenda. If we're able to do that, we can really accelerate what happens with our policy across the country.

PRESIDENT WEINGARTEN: So I could actually spend a couple of hours with all of you. I know I'm running out of time; I have about 10 more minutes. So I want to make sure before we run out of time—we've just scratched the surface.

The last question I want to ask everybody, and I want to start with Dr. Rev. King, is I want to ask the question I asked Dr. Fauci yesterday that people have been asking me a lot, which is: "What gives you hope?" In a situation right now where we have these three crises that have been made worse by an elected official, Donald Trump, but they're all—the through line between the racial reckoning, the economic recession, the COVID-19, is all you see, the inequality.

Frankly, those of us in the labor movement, we're pretty comfortable with a class analysis. But we have a hard time with understanding that's a class and a race analysis, if we're going to be really honest with each other. I know that the UAW, AFT, others helped in the March on Washington in 1963, but it was for jobs and justice. We're comfortable with the class analysis. But what about how we do what Rev. Dr. King just said to us.

In the last few minutes, what gives you hope in this moment?

PANEL MEMBER KING: I think there are two things that give me hope, other than my strong Christian faith.

One, I've been in conversations and dialogue behind the scenes with people who are really trying to make some changes, particularly those of influence in places of power, even in corporate America. So that gives me hope because I don't think that has ever happened before.

But it has happened because —this is my second hope— is because there has been a generation of young voices who have dared to not let us go back to business as usual, to not let us ignore that Black Lives Matter. For the past eight years, they have been consistent with that message about Black

Lives Matter, and their fervency about it, I think, has given me hope. The fact that they are determined to do whatever is necessary. I don't mean in violent means, but do what's necessary so that we can make these substantive changes and transform America so that we can begin to eradicate racism.

So it's the youth that give me hope, and it's the people in places of influence right now that give me hope that I have not seen before in terms of the two operating at the same time.

PRESIDENT WEINGARTEN: Thank you.
Leslie, what gives you hope?
Leslie, someone just texted me the picture from last year. I love that.

PANEL MEMBER REDMOND: Look at us.
So what gives me—and this is actually something Rev. Al Sharpton talked about at George Floyd's funeral. He talked about the fact of all the young and old white people that are standing up and activating this season. I can say I've personally seen that as well.

When we were locked up—that was my first time being locked up, FYI. When we were locked up in Kentucky, we had just as many of our white sisters in there with our Black sisters. We're constantly seeing that white people can no longer sit on the sidelines, but this is just as much their fight as it is ours.

I have to remind people that the NAACP was founded by white and Black people and recognizing that our brutality and our suffrage is not ours alone. I'm really looking forward to white people taking their rightful place in the struggle and recognizing it's not white against Black, but it's humans against white supremacy.

PRESIDENT WEINGARTEN: Thank you, Leslie, and thank you for helping to lead us.
Sari, and I'm going to end with Jamaal. What gives you hope?

PANEL MEMBER ROSENBERG: Of course everyone on this panel. I'm not just saying that because I'm on the panel with everyone. You give me hope each and every day with all the work you're doing.

You know I'm going to say, of course, well, of course, teachers give me hope. I wasn't the only teacher who shifted gears when people took to the streets in response to George Floyd's murder. Thousands of educators across the country changed their lessons around too. I just know it. It gives me hope that teachers are willing to get into these various conversations with their students.

But I'm going to say my students. The students I personally know give me so much hope. Yesterday—I can't leave them alone—I hopped on an IG Live with them.

PRESIDENT WEINGARTEN: What did you just say you hopped into?

PANEL MEMBER REDMOND: I hopped on an Instagram Live. They know. They're always like, "Oh, you're back."
Yeah. They aren't my students. They are going to be seniors next year.

I wanted to see what they were up to. I didn't expect this—but I kind of expected it—they are out there. I have students part of Integrate NYC. Part of my students informed me he's the president—Noel, shout out to Noel. He's the president of the student council next year. Well, now he's the current president. He's organizing not only a Black student union at our school, he's not stopping there. He's working with students across the city of New York who are also setting up Black student unions to create an inter-union agency of sorts.

So these kids, you know, a lot of them didn't—their parents wanted to stay home when the protesting was happening. They were working behind their screens, as well, to either educate themselves, which is a form of activism as we know, and I tell them every day, and going above and beyond when they have so much that was so hard for them losing their junior year, losing seeing their friends, having problems like there was a lot of illness in their families related to COVID and stuff.

But they are all activated, and they are doing it in such creative ways and brave ways.

So I know that's not just happening with my students. It's happening across the country. We saw that before the global pandemic. As troubling and as difficult as this time has been, what gives me hope is that we're all still fighting. I think we're even more inspired right now because we see what the stakes are, and my students are leading the way.

I agree, it needs to be all of us together. I tell my students it can't just be—I hate when people say, "Well, we messed things up. Your generation has to fix it." No, no, no. It needs to be, "Yeah, you need white allies, and you also need everyone in on the fight." It needs to be, as we've seen in the streets, —I've been inspired not just by my white brothers and sisters out in the streets, finally waking up and getting out there and putting their bodies on the line, but it's multigenerational. We all need to work together here. I'm inspired that my students are leading the way, but I'm telling them I'm there with them.

So that's what's inspiring me, just to name a few things.

PRESIDENT WEINGARTEN: Protests that I've been at have been all multigenerational and all multiracial. To your point, as many of you know, I live in Inwood, N.Y. You know, the northernmost little town in Manhattan. I've seen a lot of teachers come up to me that are walking, protesting as well.
Jamaal, you get the last word. What gives you hope?

PANEL MEMBER BOWMAN: Everything everyone has already said gives me hope. "Humans against white supremacy." Thank you, Leslie for that. I think that's what we're all talking about. Diverse coalitions have taken to the streets every single day since George Floyd's murder and are now working in coalition and in conjunction across race, across class, across differences to push back against a system of oppression.

That's what gives me hope more than anything. I mean, in this election here, we tripled voter turnout. We tripled turnout among young people and people of color.

We had kids tell their parents they better vote for Jamaal Bowman. There were people who wanted to take pictures with me, selfies, and said, "Oh, my God, my daughter is going to be so excited."

When I asked, "How old is your daughter?" the woman told me 15 years old.

So that's what we're seeing. We're seeing young people, our elders, our seniors, working together in conjunction, pushing back against an oppressive system. The diverse coalitions in our streets, they are holding elected officials accountable and demanding change. That's what gives me hope.

PRESIDENT WEINGARTEN: So I want to just say one more time, again, this is just amazing. It's so odd to be doing this virtually, but this way so many people get to see this.

Rev. Dr. King, thank you for everything you've done and will continue to do.

I want our membership, I want our members, please get involved with the center and please support the King Center. We are needing to actually support these amazing resources and jewels that we have that have been doing this kind of work for decades, centuries. We need to support the King Center.

Leslie, we also need to support—to the members who are listening—we also need to support the "Don't Complain, Activate Campaign." We need to support the work that Leslie is doing.

PANEL MEMBER REDMOND: I have a book that's coming out, Don't Complain, Activate.

PRESIDENT WEINGARTEN: As soon as it comes out, we will make sure it gets publicized. So thank you.

Leslie, what is the youngest president of the Minneapolis NAACP? I think, are you really 25 years old?

PANEL MEMBER REDMOND: I'm 28 now, but I really was 25 when I took over.

PRESIDENT WEINGARTEN: Then, Sari, she's absolutely right. The kind of changing up lessons, really taking on issues, having hard conversations, even when they push back, don't be silent, engage.

This is righteous work that we need to do. We can't just leave it to our amazing reverends or rabbis in the pulpit. This is righteous work we need to do every single day.

Jamaal, your kind of advocacy, Jamaal Bowman, your kind of advocacy, the work you've done at CASA and the work you're going to do in Congress is extraordinary. We just can't wait to see you in the Congress, walking that floor, talking to your colleagues, and having yet another teacher in the Congress but having a civil rights and justice warrior in the Congress in the footsteps and the legacy of John Lewis.

I want to thank all of these amazing people and this amazing panel.

Again, I want to just remind people that we have the 19 commitments—covenants, I call them, not commitments—that we have made, including making anti-racism training part and parcel of every bit of training that the AFT does, in line with both what Rev. Dr. King said earlier and Sari and Jamaal and Leslie said earlier, how do we make sure we embed every single day in the work that we're doing?

So thank you, very, very much to our panelists. I will see you soon virtually or otherwise.

Now we're going to be joined by Evelyn DeJesus, our executive vice president. By the way, it is her birthday today. She will send us a video greeting and share a few things that will lead to our next conversation about economics.

Evy.

… A video presentation regarding Puerto Rico was shown to the delegates.

CONVERSATION WITH ANAND GIRIDHARADAS

PRESIDENT WEINGARTEN: We wanted to introduce this next panel with one of the writers in this country, actually in the world, that I am enamored with. Not that I can say his name very often correctly, and he's going to help us all say his name correctly.

Anand has really thought about the issues of inequity and what has happened in not only the United States but the world. The New Deal was a promise that we would change things, that there would be more equity, that there would be more opportunity. But when you see that video from Puerto Rico, a territory of the United States, which hasn't gotten to make a decision, even though it should, about whether it wants to be a state or whether it wants independence, and you see what has happened over and over again particularly in the aftermath of Hurricane Maria, how the United States has operated and has basically taken more than given to Puerto Rico, where as we often remind the United States government, these are American citizens.

Whether it's Puerto Rico or so many other places in the country, you see the kind of inequity that operates—the racial inequity that we just talked about in the last program and the economic, the class inequity.

Frankly, and Anand knows this, when I read through *Winners Take All*, we reached out—and this was months and months and months ago—to say, "Would you actually help us understand and help our members and our delegates understand this deep inequity and this deep inequality and what do we do about it? Maybe, how do we use this moment?" And I know the word "reimagine" has been overused—"but how do we take this moment to take the kind of bold action that was taken in the New Deal, that was taken in the Great Society, and what do we need in addition to an election to try to actually make that happen?"

So you have probably seen Anand. He's an editor at-large for *Time*; he's been on MSNBC a lot. Mika and Joe on "Morning Joe" actually let him finish his sentences. He is a visiting scholar at the Arthur L. Carter Journalism Institute at NYU. He's a former columnist and correspondent for the *New York Times*. I've already talked a lot about *Winners Take All*. The title is actually *Winners Take All: The Elite Charade of Changing the World*.

In that book, he investigates the global elite's efforts to change the world essentially by preserving their power in the world while they actually try to undermine everybody else. We have seen this in schooling all the time when the so-called reform movements actually called us the status quo crowd when they, in fact, were the status quo crowd and they didn't give us the resources and wherewithal to do what we want and need to do. They often, these millionaires and billionaires, portray themselves as saviors for the poor and sideline the institutions that are actually trying to enable opportunity.

As I said, we saw that pretty clearly, and you see that every single day with somebody by the name of Betsy DeVos.

We, as educators, as Anand knows, have experienced firsthand—and, frankly, our nurses as well, and, frankly, our public employees as well—the corporatization of public education, the gimmicks, the quick fixes, the high-stakes testing, the penalizing schools, instead of fixing them closing them, the competition with charters, frankly, when a lot more of listening to educators and giving us the resources so we can meet the needs for students would be a lot more efficacious.

So he knows, like we do, that something is deeply wrong in the economy when even before COVID-19, you had 78 percent of Americans living paycheck to paycheck. The stat I'm sure everyone has heard me say every time I speak, 40 percent of Americans pre-COVID couldn't cover a $400 emergency.

Since then, we have seen what we've seen. I'm not going to repeat my speech. But it is shocking that with all the economic despair, that in the last few months billionaires added $584 billion to their own wealth.

So help us, Anand, figure out all of this. Talk to us about what we should be doing. First off, kind of the analysis you did in *Winners Take All*, about how we should be thinking about this oligarchy that is threatening America, not only the services we provide but just even before we talk about Donald Trump, just the whole oligarchical structure that we seem to have and we need to combat.

Thank you for being here.

MR. GIRIDHARADAS: Thank you so much for having me, Randi. I'm such an admirer of your moral passion. I've also never been interviewed by someone in such a good jacket before.

(Laughter)

Before I get into that, just the shoutout to all your teachers and nurses and others because this is obviously a time of tremendous anxiety, not just for everybody but for them in particular given the work they do and given the uncertainty about the fall.

I think, as I was listening to you, it strikes me that at this moment your membership has a really historic opportunity. They have borne a historic burden in what I call the age of capital, the age of money, the age of greed we've been living in. Teachers have borne the brunt of the billionairization of America. Every time some new billionaire starts a social network because they are too socially awkward to meet girls in person and makes all this money and then decides they want to fix public education, who is it that has to implement their harebrained scheme? Who is it that has to use their tablet suddenly and then change which software they use next year because there's a new patron in town?

It's teachers who have lived this billionairization, the feudalization of America. It's teachers who know very well that right now in an increasing oligarchic America, you are pouring your heart and soul into students, equipping them for the battles of life ahead.

You know deep down that you are sending them into a society designed to crush their dreams. You just have them, as a teacher, for that period of time. Right? You are sending them into a world where social mobility in this country has ground to a virtual halt. We think the American dream is something that you can out-earn your parents, make a better life than your parents? Actually, we are the least American dreamy country among all the rich countries.

I believe—and we should get into this in any way you want—it is actually time for a movement of America's teachers and associated workers to rise up not just against Donald Trump—that's an easy target, an important target. Fascism: Always go for that first.

Not just against the Republican Party either. Obvious target again. Important work.

But, frankly, against the oligarchy we're becoming. That gets us into a more difficult conversation about

the Democratic Party as well, and the ways in which the Democratic Party that in many ways is an ally to your cause, certainly more than the other side, has been grossly complicit in enabling the capital kind of takeover of America.

We've talked about racial supremacy, white supremacy in the previous hour. There's also capital supremacy in America. It works very well with white supremacy.

We should have a conversation because only teachers have the leverage, perhaps, in our political system to force more than just one side winning or another, to force there to be better Democrats, not just more Democrats as Cynthia Nixon says, but to really force a shift so there's at least one party in America that is an anti-oligarchy party. Right now in America there is not.

PRESIDENT WEINGARTEN: Do you think we should define the word "oligarchy" for people? You and I have used words like "oligarchy" and "fascism."

When you say "oligarchy," what do you mean by it?

MR. GIRIDHARADAS: I mean a society that is run by, for, and of the interests of a very small number of concentrated, wealthy people. And if you want to look at the symptoms of an oligarchy, ask yourself when there are policy choices in Washington and there is something that's good for money and there's something that good for most people, which generally gets done? I think the answer would be the thing that's good for a few rich people.

When we have new technologies that begin, as all the tech did some years ago, with these promises of flattening hierarchies and leveling playing fields, who captures most of the gains of that stuff? Most people or a handful of those at the top, again?

Is the best way to get ahead to work hard or to be born ahead? You get your answer there.

On issue after issue in American life, and public education is a flamboyant example of this, we now increasingly live in a society that is defined by the following double—the double picture.

Picture One is first we tell rich and powerful people that the best-lived life—we have to tell everybody this—just some people are able to achieve it.

The best-lived life is a life spent making money in whatever way possible, cutting whatever societal corner you can. If you can avoid taxes, do that. If you can evade taxes, do that. If you can use fancy real estate investment trusts in the Cayman Islands, not for vacation but for hiding money, do that. If you can lobby in Washington for bottle service public policy that is good for you and your friends in the back of the club but bad for everybody else, do that. If you can buy politicians, do that. If you can use philanthropy to, on the second half of things after you've made your money, to launder your reputation, extend your influence into places like public school where your thoughts, frankly, have no

place that they belong, then what you do is you use this do-gooding, this philanthropy, this changing the world, all the stuff that all of your members have heard day in and day out from the oligarchs, you use it, even though it's part of making things worse to justify the system that allows you to keep taking.

So to put it in the educational context for a second, we are seeing right in front of us—if you want to understand oligarchy as a life cycle, there are teachers listening to this right now who are teaching students whose parents were foreclosed on in the 2008 financial crisis and lost their home and became unhoused; who, themselves as students, are now being jerked around by some billionaire's idea, some Wall Street financier that has adopted some school in New York, and that kid is now having to jump through hoops and the teachers having to jump through hoops because that billionaire who put their parents out in the street is donating the school.

And then in a few years, that child is going to be an adult in the labor force, and that same Wall Street person that helped make the parents be homeless some years ago, that helped jerk around the child's education through helping, is a few years from now going to be blocking the unionization efforts and avoiding pay increases for that child when that child becomes a grownup.

So I think it is great to talk about the importance of defeating Trump and the importance of this election. I think it's incredibly even more important to talk about how do we fundamentally transform the power equations of this country, and to speak truth about the fact that Joe Biden, Chuck Schumer, Nancy Pelosi—some of them coming up, I know—have not shown, as I read it, any significant commitment to leading an anti-oligarchy party. They are better than the alternative, but they are a million miles from good enough.

I think it's incredibly important work in terms of your members' voice to think about how we fight for a better Democratic Party.

PRESIDENT WEINGARTEN: For our members that are listening, they all know how close I am to both the speaker and to the minority leader of the Senate. I think what Anand is saying is really, really important. One of the things we have learned is that elections are not enough.

I think in 2008 people actually said, "OK, Obama is amazing," and he got elected and then let him do it. I think what we learned very much, particularly in light of having Arne Duncan and then Michelle Rhee and Joe Kline and others, all of whom said they were Democrats. We learned you have to have activism and elections.

And it's the activism both before and after—before it's obvious in terms of get out the vote and things like that. But you have to have a real changing of the narrative in terms of what is and what isn't important.

If wealth is more important than work, and if corporations are more important than working families, and that is the dominant narrative in a country, then you're not going to actually have the people with you—you'll have the people who are angry, but you're not going to have the people who are with you who understand that that's there.

MR. GIRIDHARADAS: Yes.

PRESIDENT WEINGARTEN: I think that that's part of what we've learned in terms of changing the narrative on education because the Betsy DeVos types and the Koch brother types, they'll always fight unionization. We need to actually have someone in elective office who will give us the legal rights to unionize more and more to be the power balance. But we also need other types of things, like will we ever able to get campaign finance again? Will we get that kind of level of money out of the elections? Can we have the rewriting of the economic rules, as Elizabeth Warren has said?

So I guess what I'm asking you is: Give us a little bit about what you think that agenda should be. Assuming we can get Joe Biden elected, what are the next steps in terms of that agenda? We don't stop there, as you just said. What's the next step?

MR. GIRIDHARADAS: So if you had to define the biggest false ideology undergirding the establishment Democratic Party, it is the consensus that I try to take on in the book, which is this notion of the win-win. There's no question the Democrats are meaningfully different than Republicans, but they're all part of this win-win consensus.

And what the win-win consensus says in a nutshell is the people up above in the stratosphere are not up there because of the people down there. And the people down there are not down there because of the people up there. These are two independent facts, and what we need to do to the people down there is help them get up there, also. Build more ladders to the stratosphere.

The problem with the win-win myth is it ignores the fact that the people are up there because they're standing on the necks of the people down below them, and they do so in several ways. They do so through, as I said, manipulating the tax code, lobbying for public policy, opposing healthcare for most people, letting a world in which people can be evicted in a pandemic be a world that happens.

The question then becomes: What would a Democratic Party that actually had the courage of shattering the win-win myth look like. Bernie Sanders and Elizabeth Warren took on that myth; they didn't win. But when I look at someone like Chuck Schumer, for example—and maybe he can respond to this if he's coming on later—I see someone who is very much a senator from Wall Street. I don't think there's any serious person who would look at Chuck Schumer and say that he's not a senator from Wall Street.

PRESIDENT WEINGARTEN: Well, I may disagree with you, but that's because I've known him well for generations. But I totally understand your perspective.

MR. GIRIDHARADAS: Teachers are spilling blood, sweat and tears to educate students into an economy—

PRESIDENT WEINGARTEN: Right—

MR. GIRIDHARADAS:—that someone like Chuck Schumer, by supporting Wall Street to the extent he has, even if he's running on education issues, if you think that, by supporting Wall Street that Chuck Schumer has made a career doing, he is ensuring that the people you are educating are going into an economy that will mock and humiliate and underpay them 90 percent of the time. It is private equity that has driven that. It is hedge funds that have driven that. It is these massive funds that have driven that.

And the question I have is: What's the point of being a Democrat if you're going to be a Democrat from Wall Street? The thing that I admire about Republicans—and this is not normally how I begin a sentence—the thing I admire about them is the intellectual coherence. The Republicans believe that government is bad, ragging on government is good for their financial interests, and it's what they go do.

Democrats often have an egalitarian ideal, talk about all these issues of equity, then establishment Democrats raise money from, frankly, the same plutocratic class that is funding the Republicans, and then operate in this very mixed way where it's sort of I want free college for everybody but actually not really and I want healthcare for everybody, but no. And I want to protect them from eviction but only so they have a right to a lawyer if they're getting evicted, not just not getting evicted.

So you end up with the milquetoast Democratic Party that is neither here nor there.

PRESIDENT WEINGARTEN: So what happens if we win the Senate, the House of Representatives, and the presidency? In some ways that would then require—when I say "win," because we are pushing to make sure that Mitch McConnell is not the majority leader of the Senate—and not just for the small, as important as it is, the Supreme Court is hugely important, a Democratic Senate, a Democratic president would be different. But let's actually push this.

What happens if we can win? What are the things that we need to do almost immediately to try to create that kind of balance in power? And my theory here is nobody's going to do it because you've asked them. You have to actually create the advocacy base, and you have to create the activism to actually push those strategies.

MR. GIRIDHARADAS: Right.

PRESIDENT WEINGARTEN: So what's that?

MR. GIRIDHARADAS: I'll give you two answers: the laundry list and the how. I think the laundry list is not going to be unfamiliar to people, but I think it's going to be really important if your membership is able to start marching in lockstep around some of these things, right?

We need to talk about a taxation revolution in this country—that is a wealth tax. Frankly, I would argue both Bernie Sanders and Elizabeth Warren's wealth taxes were inadequate to the plutocracy that we are becoming. Both of them would have allowed billionaires to continue getting wealthier than the rest of us than they are now, just at a slightly diminished rate, even Bernie's. We need to talk about the erosive wealth tax that would make these big fortunes that are incompatible with the existence of democracy. And let's say that again. Jeff Bezos' absolute level of wealth is inconsistent with a healthy democracy. Just someone sitting in their house with that much money makes a democracy unstable. We can't have fortunes that large. I would love to see your membership get excited around the issues of wealth taxation, capital gains taxation, extreme income, so on and so forth.

Second, I know this is a delicate issue for a lot of unions, but it is time, I think, to really talk about Medicare for All. And not talk about it simply in terms of one's own interests but in terms of what it means to actually achieve a country in which we could liberate 350 million people from ever having to think about that issue ever again. Because I would much rather, in a country of this much promise and ingenuity, I would much rather have people thinking about the lesson plan they want to teach tomorrow, the business they want to go start, the space vessel that they want to invent.

Right now we have too many people sitting at kitchen tables looking at medical bills. Most people in rich countries do not spend any of their time sitting at kitchen tables reading medical bills. That's an enormous part of the expenditure of the person hours of the United States every year.

Third, I think we have to talk about—

PRESIDENT WEINGARTEN: How do we stop the insurance companies, Big Pharma, and others who have tried to kill every attempt to do healthcare as a right?

MR. GIRIDHARADAS: Well, you've got every teacher on the streets, along with people from other professions. You know, there are not that many Pharma executives. But there hasn't been consensus on this, as you know. I think it's really important—

PRESIDENT WEINGARTEN: Yeah. I mean, even within our own union.

MR. GIRIDHARADAS:—people who have insurance and the people who don't. Even if you have good insurance, you are living in a barbaric country right now. You are living in a country that—and I'll say one more thing, and then let's talk about the how. I think we have to also talk about the same thing on education, right?

Something I talk about in the book, I went to an event and quoted this guy from the platform cooperativism movement. He said in every era of history there are some shared assets that people have no choice but to use, right? In the Middle Ages, it might have been a granary or something, that there was just some town granary; and if one guy owned that and most people couldn't use it, people would die.

Well, in the 21st century, education is that granary, right? It is not a choice to go to college if the economics work the way they do. You can't punish people economically for not going to college and then make it so elusive to go. Anything that is required of people, that your society requires of people to live a halfway dignified life should be free. And not overcomplicating it the way Democrats do with this grant and that grant and this means test. Just make public college free; that would be another powerful issue to get behind.

Now, I think we have to talk about the how. And this is where I think teachers understand this very well, because you're communicating with all kinds of students who come at these issues from all kinds of angles, all kinds of backgrounds, don't all think the same thing. So teachers understand you've got to meet people where they are.

PRESIDENT WEINGARTEN: Exactly.

MR. GIRIDHARADAS: Use different language. The message that gets Johnny and the message that gets Fabia may be different messages, so on and so forth.

PRESIDENT WEINGARTEN: Which is why we have to reduce class size, which is why we have to have well-being resources.

MR. GIRIDHARADAS: Correct. But the Democratic Party, in my view, is horrible at language.

PRESIDENT WEINGARTEN: Yeah.

MR. GIRIDHARADAS: If you take all the issues that I just went through, I didn't bother to dress them up in language, I just told you the issues, right? And the way I said them, I'm sure they sounded very progressive to people. I'm sure they sounded too left to some people. That's fine. That may be the actual core issue as presented that way.

But as the Republicans have been practicing for years, there are ways to talk about policies that actually explain the appeal of them, make the case for them, to a way broader swath of people using language. So if it were me, I would actually not talk about healthcare as a human right with Medicare for All. I would talk about it in the language of patriotism and personal transformation, right? I would say just as we, you know, have fought wars around the world and don't leave people down on the battlefield dying out of a sense of solidarity and patriotism, we don't leave people down on the battlefield of ill health. We don't. We're Americans; it's patriotism.

Second, I would argue on that same issue, personal transformation, right? In the grocery store back when—you know, we spent a lot of time at grocery stores and browsing in the aisles and not being afraid we were going to get a virus—you had all those magazines. What if all those magazines—they're not the good magazines, they're the magazines that are telling you do this and change your marriage and do this and lose 10 pounds. So that tells you something about our culture. We're a culture that is very drawn to the language of you can change your life.

OK. You know what would really change your life? Healthcare. Let's talk to people in a language—

PRESIDENT WEINGARTEN: Actually, a living wage—that would change your life. Actually having retirement security, child care.

MR. GIRIDHARADAS: You know how many marriages would be saved or improved by people not stressing about retirement? Not stressing about healthcare?

I said this to Michael Moore on his podcast, and he was like, "Are you saying Medicare for All would make people have better sex?" That's not what I was saying, but I think that's absolutely indisputably true.

PRESIDENT WEINGARTEN: And you see it.

So the question I have for you is—I have many, many, many questions for you. But part of why we wanted to have you on, Anand, is that you have really been thinking about all of these issues. How do we separate and—what we saw, frankly, over the course of the last five years in light of the teacher strikes where the right was not able to actually define them, that the teachers themselves, whether it was in West Virginia and Oklahoma and Chicago and L.A., defined what the issues were, which are repeatedly teachers really want what children need, and we need the resources to get there. Same as, frankly, the issues in terms of reopening schools right now.

What we saw in this Democratic campaign this time was that all of the candidates actually were singing from that hymnal. And I don't know how the other unity commission task forces went, but the one on education that I sat on,

pre-K through higher ed, there was huge consensus between the Bernie Sanders and Joe Biden people, and that ended up in the platform. That platform, the Democratic platform today on education looks completely different—well, I shouldn't say completely—radically different than the Democratic platform 10 years ago.

What I learned from that is that the work we've done on the ground has really helped change things. Your thoughts?

MR. GIRIDHARADAS: You know, I think what was so powerful about those strikes from the outside is that they were local. They were locally led. They were specific to specific issues in those communities. They, unlike most things in American life today, I don't think they immediately fell into the well-defined lines of our polarized debates. They straddled left and right in interesting ways that are important if you want to get anything done in America.

And I think I would zoom out to say they are an example of what is going to save us, which is not electing the other side in a two-party contest every two or four years, but fundamentally redistributing power in America and doing that by creating countervailing power, right?

Because if you are an oligarch, your advantage is you have all of this money, right? And another advantage you have is actually because you don't have that many people on your side, it's not that hard to coordinate them, right? Like you can get all of you in a room or a Zoom and make some plans, and that's what the Koch brothers and Richard Mellon Scaife and these other families did on the right. That's what folks like Zuckerberg and Bezos and others who may be a little bit more associated with the left do.

The advantage of being a regular person is that there are hundreds of millions of you in the United States. The difficulty is organizing. The difficulty is getting on the same page on some things.

And there is something about our politics now where sometimes small differences keep us divided from each other and deter us from marshalling that kind of countervailing power. But it is going to be the countervailing power of unions and associations and other kinds of civic organizations and uprisings that pushes back against the tide of oligarchy.

You asked folks about hope earlier, and I actually have found this to be obviously a grim time the way everybody else does, but a grim time pregnant with a kind of hope because this feels to me like the end of something. It just has that—you know when you're watching a movie, you don't even know how long the movie is but at some point in the movie, particularly if it's well made, you start to sense things are wrapping up, the story line. We are living at the end of a movie, and we know what the movie is. The movie has been the age of greed. The movie has been an age in which your teachers are working their tails off to educate people and send them into a society that spends their life dissing them.

PRESIDENT WEINGARTEN: Without soap, without ventilation, without resources.

MR. GIRIDHARADAS: Right. The question is: What's the next movie in the queue? And that is where we have a choice.

I would not, I'd say hope, but I wouldn't take it for granted that's a good movie. That movie could be fascism, because Donald Trump is a fascist running for re-election in America. That could be tribal activism. That could be Tucker Carlson's bowtie intellectual white nationalism.

But it could also be, and I would hope it would be, an age of reform. You brought up the New Deal; what was the New Deal? It wasn't a set of policies, which it was, it was fundamentally deeper above and below that, a transformation of the society in the direction of interests of ordinary people, a drastic rebalancing of power.

Frankly, thinking about a union like yours, there aren't that many institutions left in America that are this big, this influential, this feverish about politics enough to effect any kind of meaningful political change. You all have that influence, and it's up to you to decide how you want to spend it.

PRESIDENT WEINGARTEN: Well, I think on that point, I think that's a really important kind of call to action to us. And the notion of how do we reimagine and how do we act toward—that is something that goes beyond the election.

We need to defeat Donald Trump but we need to actually move beyond that to a more equitable society and to actually do the kind of work to get there. It does give me hope watching the work we have collectively done to change not only the narrative but the perception about public education and what's needed. And we're going to have to do that more and more as a union about the economy, which is part of the reason why we wanted you to talk with us today in terms of the economic issues.

We often outsource them to other people. We need to be talking about the economic issues, the healthcare issues more than just the education issues. As important to us as K-12 and postsecondary is, we have to talk about the broader economic issues, including how you change that power balance.

So thank you, my friend. Thank you for being with us today. We really appreciate it.

MR. GIRIDHARADAS: Thank you so much for having me. And thank you to all your members.

PRESIDENT WEINGARTEN: They're amazing.

MR. GIRIDHARADAS: You keep America learning and healthy and safe.

PRESIDENT WEINGARTEN: Thank you.

With that, we had one—as I said to us when I started the convention -- it feels like days ago, but when I started the convention, I think it was just yesterday, I said one thing that I know will happen is that there will be mess-ups. So we had a technical glitch before the conversation with Anand.

We have another video that Evelyn taped earlier. I did tell you that it was her birthday, and so she had actually taped a welcome video for us, which was not the Puerto Rican video. The Puerto Rican video was going to be played later on in the convention.

So I want to make sure that Evelyn and others are watching. And before I go to the speaker of the House of Representatives, who will be with us momentarily, and I will introduce the HEROES Act in a minute when I introduce her, I'd like to just quickly go to the video that Evy has taped.

Now, I want people to know, it's not just Evy's birthday, but Evy was one of the people who has survived COVID-19. And it's been really, really, really tough. I'm so glad that she's with us in video today.

EVELYN DEJESUS
AFT EXECUTIVE VICE PRESIDENT

... Executive Vice President DeJesus addressed the delegates via video as follows:

Hello, AFT sisters and brothers. I am Evelyn DeJesus, and it is my great privilege and honor to speak to you as your executive vice president.

Today, I'd like to talk about our brothers and sisters in Puerto Rico and how in the AFT we care, we fight and we show up for these members. We showed up after hurricanes in 2017. We showed up after the earthquakes early this year. And now we are fighting together in this COVID-19 pandemic.

As a proud Puerto Ricania from New York City, I must tell you the island is very close to my heart. I have been on the ground with our AFT President Randi Weingarten, with our fellow union members in the Asociación de Maestros de Puerto Rico, with their wonderful previous president, Aida Diaz, and with their new president, my sister, Elba Aponte Santos. I have witnessed their pain and their tears, but I've also witnessed their determination to thrive despite disaster.

The AFT stood with the AMPR during the ongoing political and economic crisis as a corrupt secretary of education closed hundreds of schools and tried to charterize the rest.

You know about Operation Agua, which delivered more than 100,000 water filters to schools and communities after Hurricane Maria. While President Trump made a big show of tossing out paper towels, we made sure that every single school could provide clean, healthy drinking water. Working

with the AFL-CIO, AFT members were part of hundreds of nurses and other volunteers who flew to Puerto Rico to aid with relief efforts. If the labor movement hadn't stepped up in Puerto Rico, nothing would have been done.

Then the earthquakes hit. And as the Trump administration continued to ignore this massive disaster and the devastation it caused, we reached out to AMPR asking what they needed, and just five days later the AFT was there. No one had a plan to open the schools until we brought tents to use as temporary classrooms. No one had a plan to take care of emotionally distraught kids who were displaced by the earthquakes, until we worked with First Book to bring them books so they had something to do during this time.

Now Puerto Rico is suffering from the pandemic; and yet again, the government in San Juan or Washington, D.C. fails to care and show up for the people. We are the ones sending masks, face shields, and other PPE for nurses and teachers.

However, the island's problems didn't all come from hurricanes, earthquakes and COVID. For decades, Puerto Ricans have faced horrible economic hardships from poorly funded public health and public education systems, housing and other public services. The pandemic has made everything much worse. Thousands of people are still waiting for checks on flood damage claims from Hurricane Maria over two years ago.

You may know the old joke: When the mainland sneezes, the island catches a cold. The economic turmoil here has sent unemployment rates through the roof. Since President Trump doesn't think Puerto Ricans are Americans, his funds have been very slow to reach our fellow citizens.

As they plan for the new school year, students, teachers and families face enormous obstacles. If Puerto Rico were a state, it would be the poorest in the union where close to 40 percent of homes do not have adequate broadband access for distance learning. However, AFT and AMPR will stand strong with students as they struggle to overcome economic, technological and social barriers. We're not going away. The pandemic has put our entire country in turmoil. As we rebuild, we must think about the consequences of the decisions we make. It is the moment where we must either invest in our future or forfeit it.

We have to decide whether we prioritize public services for all of our communities here on the mainland and in Puerto Rico, or whether we saddle everything with more debt.

Thank you for the opportunity to speak to you about a place and a people so close to my heart. Gracias.

PRESIDENT WEINGARTEN: Thank you, Evelyn. I hope a lot of people are texting you "Happy Birthday."

We have another person who I want to introduce. We have within the Democratic Party a whole lot of, as the speaker's staff have just heard, we have a whole lot of viewpoints about what to do and how to get things done.

And she knows that I have said this to her in countless meetings, I am a student of history and I was a teacher of social studies. There's actually no one, in my judgment, who has actually gotten more done in the complicated ways that government operates whether you have the polarization, the deep polarization we have today or in the history of polarization we've had in the country, there's no one who gets things done as much as Speaker Nancy Pelosi in her first speakership and now in her second speakership.

As I said, frankly, in my speech yesterday, Madam Speaker, that you did your job in terms of the HEROES Act. You also brought the first COVID-19 relief package and the second COVID relief package, and tried to make the third COVID relief package that was Mitch McConnell's giveaway better and fairer. But you did your job in May to try to get us the resources we needed to reopen schools safely. They are still dithering, and they are still scoffing and they are still undermining, but I want to say to all of our members who are watching, we have no better friend and no more effective advocate in terms of how we move policy than the speaker of the House of Representatives, Nancy Pelosi.

CONVERSATION WITH HON. NANCY PELOSI
SPEAKER OF THE U. S. HOUSE OF REPRESENTATIVES

SPEAKER PELOSI: Thank you very much, Madam President. I'll accept your kind words on behalf of the very diverse and beautiful House Democratic Caucus.

Yes, we do have various exuberances within our party, but as I say to the members, our diversity is our strength; our unity is our power.

Let me just say happy birthday to Evelyn. I'm so glad I got to see the film, for whatever scheduling reason. It reminded me of being with you, Madam President, in Puerto Rico when you were just seeing the convention there and hearing and see firsthand not only the challenges but what you, AFT, was bringing to the people and the students and the teachers of Puerto Rico.

I consider myself probably the president of your fan club, but I know other people will compete for that honor. To see you in Puerto Rico, to see you virtually, to see you actually in California, across the country, in D.C., advocating for the children, their teachers, their families, their healthcare givers—it's just a joy to behold. You're an inspiration. You give me hope. I thank you for that.

PRESIDENT WEINGARTEN: We compete with each other because I think I am the head of your fan club.

SPEAKER PELOSI: We had a 100 Days town meeting the other day, on Sunday. It's always an honor when you join our virtual communication with the world. Thank you for doing that once again.

PRESIDENT WEINGARTEN: There's thousands of people, delegates are watching, and this has also been livestreamed. There's been this week this craziness in terms of a Congress. I'm not quite sure whether Mitch McConnell actually has a position on what to do in terms of COVID recovery; I'm not sure that they can put anything together.

What is the state of play right now and, frankly, for all of our members who know that they are not going to be able to have schools—

Dr. Fauci told us yesterday, even he and others have said if we don't get the resources or if we don't actually have the safeguards in schools, how do we open them for kids? And I'm talking about areas that don't have a surge. I'm talking about areas that, you know, that don't have soap, that don't have open windows.

So what is going on in terms of the HEROES Act? What can we do to help you help us?

SPEAKER PELOSI: Well, first of all, thank you for your leadership for our children. With that said, I want to extend my condolences to the more than 200 members of the AFT who have already lost their lives to COVID-19. It's really so sad, so heartbreaking.

As we mourn the passing of John Lewis, I say it's a death in the family for us in Congress. He would say, and has said to me in the last conversations, there's a death in the family of nearly 150,000 American people because of the coronavirus that just did not have to happen.

So here we are. Ten weeks ago today, we passed the HEROES Act. It is a bill that, again, has three main pillars:

One, honor our heroes: our healthcare workers, our teachers, our teachers, our teachers, our first responders, our sanitation workers, our food suppliers, transit workers. All the people who make the system run, many of whom, as you have done, have risked their lives in this crisis; and now they may lose their jobs. So we have our first pillar, honor our heroes so state and local government can retain the people who are providing these services, many of them teachers.

Secondly, open our economy. Open our schools, but you cannot do it unless you destroy the virus. That costs money. We have a strategic plan which we have had for a long time, but once again, even with more money for testing, tracing, treating, social distancing, wear the mask, sanitation and the rest. There's a plan. It's right there. It will save lives.

Third is to put money in the pockets of the American people. That is one the fights we're having right now—over the $600—which we think is pathetic of them to resent somebody getting $600. They say, "Well, we know some people may stay home from work for the $600."

I said, "Well, you add it up. You have data, I have data. You want to say how much you think we're losing because somebody is staying home from work? Let me compare that to how much we're losing because people are abusing

another part of the COVID recovery, money that is out there in bigger doses to big business and the rest."

PRESIDENT WEINGARTEN: I want to interrupt you there for a second. How do you sit in a room with people who say that to you? We've been asking people a lot, how do you have hope in this time?

How do you sit there without wanting to throttle somebody?

SPEAKER PELOSI: Even worse—because I want to come back to school.

PRESIDENT WEINGARTEN: Sorry.

SPEAKER PELOSI: Even worse, I said to them yesterday, "Millions of children in our country are food insecure. Families don't know how to put food on the table. Just that one thing you think you would support: food stamps, the SNAP program; WIC, Women, Infants, and Children; initiatives for food security for our country. Just fake it that you care about people in this one place because I, myself, cannot understand who you are if you don't understand we have to feed the hungry in our country and the children in our country."

They said, "We think we should give money to food banks."

I said, "More people are going to food banks than they thought would ever go, except to volunteer, but now it's to eat. And they are under-donated, too, for a variety of reasons."

That's one that gets me. "Feed the children? No."

I say this very clearly. I said this to my members a couple days ago. The position that the Democrats and the Republicans are taking on the COVID-19 legislation, the coronavirus legislation, the HEROES Act, shows the big difference that exists between Democrats and Republicans. They are there for the special interests and let it trickle down. If something does, it will be good; if it doesn't, so be it. That's the free market.

Versus the Democrats which is the bubble-up party. How do we meet the needs of America's working families? How do we do it? By putting money in their pockets in a time of this economic shift. How do we address the disparity and how the coronavirus is affecting communities of color and economically disadvantaged areas in a much more horrible way?

How do they say, which they have said, "We're not doing state and local"?

We're saying, "Yes, you are. You just don't know it yet. You have to. You have to. You want these people to be fired and go on unemployment insurance? Is that saving you any money? What is it doing to the needs of our children?"

People ask me, "What do you think the three most

important issues are in the Congress?" I always say the same thing. For over 30 years, I've said the same thing: "Our children, our children, our children." Their health, their education, the economic security of their families. A safe—and that means gun safety—a gun-safe environment, a clean environment in which they can succeed, thrive in a world at peace in which they can succeed. It's always about the children. And no one cares more about the children than our teachers, our custodians, our healthcare workers who minister to their needs.

Here we are. They come out with this plan. When we had $100 billion in our plan, we knew it wasn't enough but we had to get a bill passed. I said to Randi, "You'll be there in the negotiation at the table with us when we try to get more money."

They came in and said, "We've met you, and we added $5 billion more."

Well, here's what they do, though. In their money—which is really a hell of a nerve, if you'll pardon my French—they have 105.5 to governors. OK; 70 goes to K through 12; 29 goes to higher education, and 1 billion goes to Native American governments, etc.

But of the 70 billion, 7—20 billion go to all schools, public and private, some distribution; 7 goes to private—just private. Then $46 billion—$46 billion—goes to help schools which are reopening actually. Only.

What are they thinking? You think they would say safety first.

Let's back up from there. How do we use resources to open our schools safely with actually distance learning, hybrid, whatever it is. What could they be thinking to say that "Half of the money we're giving you're not getting unless you are opening actually."

Actually more than half, 46 of the 70. Again, 7 of it going to private school exclusively.

It's a Betsy DeVos plan. She said, "Children should take risks. Astronauts take risks."

A press person at the White House said, "We cannot let science stand in the way of education and sending kids to school."

This is about health. There's an answer. Testing, tracing, treating, distancing. There's an answer. There's a way to open schools. It takes money, but money spent the right way, and that means the health of the children, the health of the teachers, custodians, health—whoever else is involved in opening our schools.

PRESIDENT WEINGARTEN: And we still need that money for schools that can open in person initially, like in your city of San Francisco, in L.A., in Houston, Atlanta. We need money for digital equipment. We need money for kids who don't have—we need money for connectivity, we need money for the PD to make remote better. We need money for food insecurity.

So this whole notion of luring by money as opposed to ensuring the health and safety is just—it's so—it's cockeyed. This notion, as you just said, of science, which is how you open, which is how you tackle a virus, when did it become the obstacle? I'm a social studies teacher. I know that.

I know we have to leave soon.

I want to make sure our members see this, just like you said. You were in Puerto Rico. You've been in these hot spots. You've walked the walk with us. We've seen that for the last two years in terms of—or the last year and a half in terms of what the House has done. The George Floyd Policing Act, H.R. 1, the work in terms of trying to make sure that unions—that working people—can actually negotiate, can actually have more power.

All the prescription drugs, so many of the policies, frankly—we just talked about in the earlier session—you actually have passed out of the House of Representatives. I know this is top of the mind right now.

What would happen if you had partners in government? What would happen if Joe Biden got elected or that Chuck Schumer became the majority leader because there were a majority of the Democratic senators?

Tell our members what would happen if you had some partners.

SPEAKER PELOSI: Let me first say, before we leave the HEROES Act, that Bobby Scott, our chairman of the Committee on Education and Labor, whom you know well and who admires you so much, he has basically said if you want to help the schools, you have to help state and local government because that's where most of the money comes from. That's one of the fights we're having with them. They don't want to do that.

So the money for schools is one piece of it, but that's the federal piece. The state and local piece is over 90 percent of it, and they want to diminish that.

They don't believe in governance, and they don't believe in science. They don't care about science that teaches them something; then they don't have to do anything about it. That's great because they don't believe in doing anything about it.

PRESIDENT WEINGARTEN: We didn't take the bait of them saying, "105, it's over the hundred, therefore you should be grateful."

We said, "Yeah, let's see what the poison pills are." One of the poison pills is the absence of any state and local funding as well as this diversion of more than a disproportionate share to the private schools.

SPEAKER PELOSI: And your friend, Chuck Schumer, has us up to like $400 billion thanks to you. He's been saying to them, "That was 10 weeks ago." That didn't take into consideration opening the schools, it didn't take into

consideration the spread of the virus because, the fact is, opening up schools is related to how you contain the spread of the virus in certain communities.

He's been out there. He said, it was one then, it's $400 billion now.

PRESIDENT WEINGARTEN: Because of all the child care money that we need as well. K-12, higher ed and the child care money.

SPEAKER PELOSI: I just spoke on the floor on the child care saying that's transformative. People cannot go to work if they don't have anybody to take care of the children. Our slogan in San Francisco is "Children Learning, Parents Earning." They go together.

I have a granddaughter in public school in San Francisco. I have a son-in-law who teaches in public school in Arizona. I have it from the teacher's side and from the student's side. Concern among classmates or fellow teachers is: Is it going to be safe? I'm very worried about my son-in-law. He teaches children with disabilities, and he has a passion for it and wants to get back. As you know, when Arizona, some teachers died not even in communication with students, but just trying to make sure the classroom was ready.

Ninety-seven days from now, America will engage in the peaceful transfer of power, which we're very proud of in our democracy. Anybody who tells you that there's not a big difference between Democrats and Republicans has not spent a day in the Congress of the United States.

The vast difference, the chasm between us, it's like the difference between—well, [Arnold] Toynbee talked about it. In the study of civilization, societies are formed, some are there for the flowering of the whole society so that everyone can succeed. Others are there just for the power and the money. When we exist in the same society, it causes a schism of the political soul. That's what we have now, a schism between the Democrats and the Republicans.

So when we win on Election Day—and we must—I don't know if I'm allowed to say anything political here.

PRESIDENT WEINGARTEN: With us you can.

SPEAKER PELOSI: From a constitutional standpoint, when the peaceful transfer of power takes place that day, it is essential that we hold our House and grow our number. In doing so, we want to win the Senate because it's very important, not only for policy and budget, but also for the courts. You see what they have done packing the courts with anti-attitudes. Then, of course, to win the Electoral College to elect Joe Biden President of the United States.

Meanwhile, with all of this—six months ago, we never heard of the coronavirus. Three months ago, we never heard of George Floyd, bless his heart; we miss him. A couple

weeks ago, we lost our John Lewis. There's a lot going on. This negotiation where our values are so completely different in terms of who we are here to serve: the special interests or the people's interests. That's just the way it is.

But we don't agonize —as you and I say to each other all the time—we don't agonize, we organize. You know what else? We unionize. That will have the biggest difference in ending the disparity of income inequity in our country, is if we can continue to organize in a way for collective bargaining, for safety in the workplace. You know the list better than I.

PRESIDENT WEINGARTEN: I want to say something to you and to those who are still watching who may have watched the last panel. The one thing you do—it's not just about seeing the differences between Democrats and Republicans, it's that the work, the bills that you are actually able to whip and get passed because you have quite—you know, there's a big difference in your conference in terms of—and the overwhelming nature in which you've gotten these bills passed, they do rewrite the rules. They do change the power of balance. H.R.1 will create a more fairer democracy if we can get that through the Senate.

The George Floyd policing bill will create more equity and will attack racial discrimination. The bill's about unions and having that balance in power.

Part of what I think we also have to do is we have to be better explainers about how the kind of work in government can rewrite the rules. But the work that you have done—and I've watched it this year—if we could get those things passed, that would change the power balance so that workers and working families had more—not just more power but a better life than they have right now.

SPEAKER PELOSI: I appreciate your saying that.

Let me say whatever the differences of opinion we have in our caucus, they are very, very small compared to the difference between Democrats and Republicans in the Congress.

Actually, I say to Republicans, "Take back your party. This isn't who you are. This is a cult; this is a very damaging group of people who really don't believe, again, in science; don't believe in governance; and really don't care. They just really don't care."

Let's just say this: That's their problem. Our hope is and our opportunity is in the beautiful diversity of America. They are afraid—these people, some of them here—they are afraid of newcomers, they are afraid of people who don't look like them. They are afraid of diversity, they're afraid of women, they're afraid of LGBTQ because they have their own insecurities. That's their problem.

We don't agonize. We organize, we unionize. And we will win. But we all have to get out the vote. People have to

understand that.

Whether you're Democrat or Republican, make sure whoever you vote for knows what you care about so that not only is your voice heard by your vote, but by your views being made known to those in office. If they want your support, they have to respect your concerns.

Thank you so much.

PRESIDENT WEINGARTEN: Thank you so much. Thank you for being with us today.

SPEAKER PELOSI: It's good being with you always. Thank you so much. Thank you for your extraordinary leadership. I know you personally. I know your parents, I know your wife, I see you personally, I see you politically, I see you organizationally.

I never want to follow Randi on the platform. She's just too dazzling.

Thank you all, to all of your members, to each and every one of you. Thank you.

PRESIDENT WEINGARTEN: Thank you for being with us today.

SPEAKER PELOSI: My pleasure. Thank you.

PRESIDENT WEINGARTEN: That, my friends, was Nancy Pelosi.

I know we are running out of time. We have a video from Chuck Schumer, which I would like to play; and then we're going to adjourn until 2:30.

But thanks, everybody, for this morning. Remember what I said, in a virtual conference there's going to be something that messes up technologically, but thank you for being with us and giving me that grace to be able to do mix and match and be a little bit later than we thought.

With that, I'll see you all at 2:30. Let's play the video from Sen. Schumer.

HON. CHARLES SCHUMER
U.S. SENATE (D) NEW YORK

… Sen. Chuck Schumer addressed the delegates via video as follows:

Hello, AFT. This is Sen. Chuck Schumer, and I hope first all of you are healthy and safe during your 86th biennial convention.

Thank you to my dear, dear friend. She's like a sister to me, and that is your president, Randi Weingarten. We have known each other for 40 years as we both climbed up the ladder in New York. I want to thank Randi for giving me the opportunity to share a brief message.

To every single member of the AFT, to every school worker, to every teacher, to everyone who has dedicated their life to public education, thank you, thank you, thank you for the work you do.

My kids were educated in public schools in New York City. They got a great education, as did I. I would not be sitting here talking to you if not for many dedicated teachers in New York public schools who helped me so much along the way.

Now we're less than a month away before the school year begins, likely under the most difficult circumstances of our lifetimes.

The disgrace of Donald Trump saying, "You have to open or we're going to cut off funds."

What planet is he living on? Hurting millions and millions of children, hundreds of thousands of teachers and education workers for his own petty, political, nasty agenda.

When states opened too early a few months ago, it set off another stage of this disease. We will not—not—repeat that same mistake when it comes to our teachers and our students. To prepare for the fall, we need to make sure all of our schools have the resources they need to keep our teachers, our staff and our students safe. Senate Democrats are shoulder to shoulder with you. We will stand with you every single step of the way.

I worked with Randi to put together the CCCERA [Coronavirus Child Care and Education Relief Act] legislation, which Patty Murray and I have introduced. We are fighting hard to get it in a final COVID bill. We will work hard to make sure you have the funding, the technology, the PPE, and other supplies necessary to continue teaching our children without needlessly putting yourselves or your students in harm's way.

As I speak to you right now, Democrats are hard at work making sure that Congress finally passes desperately needed COVID relief policies that we outlined in the HEROES Act, including funding for state and local governments to keep public service employees like teachers on the job, including help for the unemployed, for our hospitals, our medical workers.

Sadly, our Republican colleagues can't seem to get it together. They would rather help the big corporations. It's a shame—a shame—that McConnell's number one thing he wants in this bill is immunity for big corporations when they put a worker's health in jeopardy. Disgraceful.

Finally, to everyone who is working hard to bring change to our country this year, thank you. We need you in the months ahead.

I promise you that we will get through this pandemic together. Democrats will stand with you every step of the way.

Until we can see each other again in person, may you all be safe and healthy wherever you may be.

God bless the teachers, God bless this great union, and God bless the United States of America.

… A video presentation regarding the HEROES Act was shown to the delegates.

At 1:21 p.m. EDT, the Convention recessed, to reconvene at 2:30 p.m. EDT.

The Convention was called to order at 2:47 p.m. EDT, President Weingarten presiding.

Afternoon Business Session

PRESIDENT WEINGARTEN: Hi, everybody. We are in order. Oh, God, this is like what happens when—I know a lot of people have told me they like my jacket. Thank you. It was a pre-COVID jacket. I try to always get a jacket or two new for a year, but I'm glad you like this one.

This is also our new mask from the AFT. There's a filter in there. You can see the AFT on there, and you see that our parliamentarian has a new mask, too.

We're actually, even though we are six feet away from each other, we really believe and I know—I don't know if Andy Pallotta is on or not, but we've had this debate in New York for the last several weeks. We really believe that to make sure things are safe that we have to be both six feet away from each other and wear masks.

When I gave my speech, we were well beyond six feet from the cameraman. We were about, I don't know, Mr. Cameraman, what were we, like 10 feet or 15 feet away from each other? Fifteen feet away. Because we really want to make sure that people are safe.

So welcome to our afternoon session. I thank all of you for your indulgence. This is new for all of us. And probably—yes, as Andy just wrote to me, "it's and is the word. Not mask or social distancing, it's mask and social distancing."

So that is what we are trying to practice here.

What you see on this desk—I just want people to know—is that there is a room, you know, we're in this studio in Virginia. There is a room, again people are socially distanced. There is actually cellophane between the various pieces to make sure people are safe. But it is literally many, many, many, many, many, many feet away.

So I am trying to communicate with that room through, you know, through text and things like that. So if I look rude sometimes and I'm looking like I'm listening to someone through my earpiece from that room or I'm looking at who is next in one of the rooms, it's just because I am trying to figure out whether we've got somebody 's mike on or didn't get somebody's mike on or things like that.

But what we've tried to do is we've tried to get rid of some of the kinks in the armor that happened or some of the kinks that happened yesterday. Literally, you want to speak in favor of something, go to the In Favor Room. You want to speak against something, go to the Against Room. You have a procedural issue, go to the Procedural Room. And you'll see

that the chairs, instead of being in an In Favor and Against Room, they're in a separate room in terms of calling the Chairs Room so that we can get the chairs on without getting them in and out of those other rooms. That's what we're going to try to do.

We're trying to make sure that people tell me the name of somebody who's about to speak so I don't have to, because I don't know every delegate's name. I know many delegates' names, but I don't know everybody's name. So I want to be able to say, you know, delegate at the In Favor Room, please speak. But if somebody can give me the name beforehand, even though they need to state their name for the record, it would just be nicer.

So with that, Mr. Parliamentarian, anything else that we need to be schooled in for today?

PARLIAMENTARIAN: I think we're ready to go.

PRESIDENT WEINGARTEN: Great.

I suspect that today, because today is really the only day we can do it, if there are any special orders, they've got to come in today for tomorrow because it has to be the next session—the Special Order, if it is going to be in order, has to be for the next session.

So I have been told that there may be a DACA one that's coming in. It looked to me, I saw it earlier, it looked to me like it was timely. It looked to me like it was completely relevant because of what Trump did about DACA yesterday, even after we won the Supreme Court decision, which, frankly, we were one of the first plaintiffs of that decision. I don't know if Karen Reyes is here or not today, but Trump is actually trying to pull the rug out of our Dreamers once again with his memo yesterday. So it did appear like that was not only timely, new, even though the resolutions are very similar. So I would expect that we would get that today. I don't know if we'll get anything else.

But with that, remember we're going in reverse order. We did Constitutional Amendments. We did Schools, Colleges and Support Staff. We did the Public Services Committee.

So now we are at the Political Action/Legislative Committee, and its chair is Andrew Spar. Let me ask Andrew Spar to address the convention.

Convention business—discussion of resolutions— continued.

At 5:52 p.m. EDT, Wednesday, July 29, 2020, the Convention recessed, to reconvene at 11:00 a.m. EDT, Thursday, July 30, 2020.

Thursday, July 30, 2020

The Convention was called to order at 11:00 a.m. EDT, Vice President Ingram presiding.

Morning General Session

VICE PRESIDENT INGRAM: Good morning, fellow AFT members and delegates. My name is Fedrick Ingram. I am the proud president of the Florida Education Association and the more than 150,000 educators united in their mission to ensure success for Florida's students and public schools.

We opened our convention with the dulcet tones of the PS22 Chorus from Staten Island singing the national anthem, and we will close with them as well. Just wait until you hear from them and their chorus director, UFT member Gregg Breinberg at the end of this session.

As a former band director, the chorus' performance warmed my heart and demonstrated perfectly how important music and art education is to connecting all of us even when we must stay physically far apart.

Now more than ever, we need the arts—visual, vocal, theater and instrumental just to name a few—to be a part of a well-rounded, high-quality public education for all students.

But don't just take my word for it. In February 2019, the Brookings Institution reported on a large study they conducted that provided empirical evidence that arts education makes a big impact on students' academic, social and emotional outcomes. They also said what we all know—students who are exposed to the arts have substantially higher writing scores, fewer discipline infractions, and can think about things in new and creative ways.

And speaking of creative, let's give it up for educators like Gregg and thousands of others just like him across the country that have pushed themselves to the limit and gotten very creative to find ways to help their students stay engaged and motivated during this pandemic. While we all know that in-person learning is best, educators are continuing to make sure that their students are growing and thriving while staying safe.

Not only are we teaching our kids how to solve problems in real time, we are instilling in them the grit and resilience that will help them persevere and get through this crisis. But, as my colleague Melissa Cropper from the Ohio Federation of Teachers said so well while we were on a telephone town

hall with Dr. Jill Biden and Sen. Elizabeth Warren a few weeks ago, "While educators are indeed miracle workers, we cannot bring our colleagues back to life."

This is why, led by our indomitable leader AFT President Randi Weingarten, we are fighting to put the measures in place to safely reopen our schools, keeping in mind the safety and health of educators and staff, students and our communities. Educators, like healthcare professionals and public employees, are miracle workers, the unsung heroes and, yes, the academic first responders.

So let's welcome one of our own. Lin-Manuel Miranda, who not only is a Pulitzer Prize-winning composer and huge proponent of arts education but, did you know, also a teacher.

Please join me in welcoming Lin-Manuel Miranda talking with Randi Weingarten about arts, education, and so much more. Thank you.

... The following video conversation was shown to the delegates:

CONVERSATION WITH LIN-MANUEL MIRANDA

PRESIDENT WEINGARTEN: So you know, I don't get nervous at many things, but speaking to you gives me so many jitters because I'm with, you know, royalty, education royalty, music royalty, civics royalty. You kind of rolled all of that into one. You've made civics cool. You've done it in a way that everybody now wants to know who Hamilton is.

As a social studies teacher who tried to teach the Revolution in all sorts of different ways, when I see my students and cousins and friends' kids all say, "We're stopping everything to watch *Hamilton*," it's pretty remarkable.

So how are you?

LIN-MANUEL MIRANDA: I'm good. First of all, that's very kind of you to say. I didn't mean to. I am a musical

theater songwriter, and in a history book I saw a story worth telling that I thought my genre was uniquely suited to tell. And everything else, I think, has been a sort of interesting byproduct of that.

I had the good fortune of great social studies teachers. In fact, I think the first thing I learned about Hamilton was from writing a paper on him in 11th grade for Irving Steinfink. Justice Kagan's brother, Mr. Kagan, was a social studies teacher at my high school. And in fact, their mother was my fifth-grade teacher. So I owe a lot to teachers.

It was an eighth-grade teacher who sort of pushed—nudged—me from writing angsty poetry in the back of my eighth-grade notebook to writing plays for school, Dr. Rembert Herbert, and I'll always be in his debt for that.

I'm good. I have a 5-year-old and a 2-year-old. The last half of this academic school year was figuring out how to do kindergarten via Zoom and supplementing that with our own sort of home schooling. We'll figure out whatever the next phase is for first grade in the fall. But we're good and, knock wood, everyone is healthy and isolated and wearing a mask when we go outside.

PRESIDENT WEINGARTEN: Fabulous. Yeah, we're all into the mask-up.

So we are really grateful, Lin-Manuel, for you joining us in our convention. Our conventions have been about looking at the future, trying to reimagine a better society. And there is no better person to talk to because of lots of things that probably my members don't even know about you. Everybody knows about Hamilton, the musical. Everybody knows about many of the other things you have now done movie-wise, play-wise.

But I'd like to spend a little bit of time talking to you about things that educators and nurses and my other members may not know much about. So you taught English at your alma mater which, by the way, was Hunter College High School, a public high school that's run by both CUNY and the New York City Board of Education.

So tell us, what was the most important thing to you about teaching?

LIN-MANUEL MIRANDA: Well, I loved teaching. You know, I went to college and I studied film and theater and got a degree in theater. And there's not exactly a clear pathway for what you do for a career when you have a degree in theater.

So I—you know, like I mentioned, I called my eighth-grade English teacher, Dr. Rembert Herbert, and said, "Hey, I'm graduating and moving back to New York with a degree in theater. And my goal is to write …, but no one is paying me to write that anytime soon. Are there substitute teaching opportunities at Hunter?"

And he said, "I'll do you one better." And there was a part-time English position open. So my first year out of college, I was teaching seventh-grade English where I had just graduated four years prior. Nothing can prepare you for the light speed way in which your life changes. And our high school goes seventh grade through 12th grade. There were kids there who remembered me as a senior, and suddenly I have a tie on and I'm Mr. Miranda. Thank goodness I wasn't teaching them, because how on earth could they take me seriously? This former senior now with a tie on is Mr. Miranda.

But I think the biggest thing I learned was—the biggest misconception I had going into teaching was, oh, I've got this theater degree, I've got a lot of experience in theater, and teaching is performing. I couldn't have been more wrong. I invariably found the more I listened, the less I spoke, the more effective I was as a teacher. And I found that the magic of teaching really is introducing an idea—and I actually, I see it more with the games I play with my 2-year-old son. I introduce an idea like it's a balloon and I throw the ball in the air and my goal is just to keep the ball in the air, that balloon in the air. And the ideas and insights that the students have are so much more enriching and they learn so much from each other than they could learn from me holding forth.

That was the biggest lesson that I learned. Really fell in love with introducing the idea with just the right spin on the ball to make them really kind of take it to the next level and teach each other and challenge each other. English was the perfect sort of medium for me. We read great books, we wrote great poetry, we performed Shakespeare. It was a dream job.

So I ran for my life because I saw the version of my life where I am a very happy English teacher and I never finish writing In the Heights and I never finish writing that play. I stepped away from full-time teaching for the far more insecure path of sometime-substitute teacher and not knowing if someone was going to get sick or have a maternity leave or if I could pay the rent.

Following my dream. I have infinite regard for teachers. It's the second love of my life.

PRESIDENT WEINGARTEN: Let me ask you one history teaching question, which is if you were teaching freshmen next year, or in a few weeks, freshman English, either seventh-, eighth- or ninth-graders, what book would you assign?

LIN-MANUEL MIRANDA: That's a great question.

I can tell you my favorite book from freshman year, because I remember it. I had a wonderful freshman year English teacher named Ms. Johnson. The book that changed my life was *I Know Why the Caged Bird Sings* by Maya Angelou. It was—it is an incredible book. It's an incredible first-person narrative.

I'm the kind of person who, if I fall in love with a book, I

go immediately to the library and read everything else that author has ever written. So that was a gateway. To read Maya Angelou's life story is to go down so many tributaries of American history.

One of my favorite biographies of hers—

I read *I Know Why the Caged Bird Sings*, devoured it the first or second night. They assigned two or three chapters at the time, but I ate it up because I was in love with her writing. I read her poetry, read her books.

The one that sticks with me, because it still resonates in my life, is the biography in which she talks about being a performer. She toured with the first European production of *Porgy and Bess* as a soloist dancer, and for her to see how her Blackness was received in Europe versus the United States in which she had grown up, and how they were sort of ambassadors in this way. I think about that all the time because we have five companies of *Hamilton*, and they are filled with the most incredible creative artists and performers and writers.

I'm always thinking, I've got at least three Maya Angelous in this company, and I'm the first line in their resume. I might be a chapter in that actor's biography someday, the opportunity of performing this show at this time, and we take that really seriously.

I always think of it through the prism of Maya Angelou and how the world opened up to her because her life as a performer opened all these vistas to her.

PRESIDENT WEINGARTEN: Tell us a little bit about Ham online, and how you see this civics program using *Hamilton*, how you see the importance of it to American students.

LIN-MANUEL MIRANDA: Absolutely. I think *Hamilton*'s greatest fans and *Hamilton*'s greatest critics would agree, there's only so much you can fit into a 2 1/2-hour musical. We just couldn't get it all. I could write six musicals about Hamilton, all touching on different parts of his life, and still not get it all.

The beginning of it is the realization that *Hamilton* is not a teaching curriculum; it's a show. It's a musical. What it does, because it's a compelling story and a compelling narrative, I think the secret sauce in it is me learning this stuff—speaking of teaching—a chapter ahead of writing it to be in the show. I didn't know any of this stuff before I started writing the musical.

But what it does do is it is this pinprick of curiosity about the stories, about the founding era, about the late 1700s, and what EduHam seeks to do is basically fan that curiosity into a flame. It encourages students to write their own poetry or music or scenes or essays based on other people in history that may have been overlooked that they haven't learned about necessarily in their curriculum.

It has primary sources. One of the things it does is it challenges the students to look to the primary sources and

get inspiration from those in the same way that I sort of weave Hamilton quotes and pieces of Hamilton's story into our musical. That's the most exciting thing for me—it's all promise, and it's all just awakening curiosity and finding inspiration in history.

PRESIDENT WEINGARTEN: I have a couple more questions. One is because of your passion for Puerto Rico, your family's passion for Puerto Rico, we now represent the largest union in Puerto Rico, the education union, AMPR.

What made you bring *Hamilton* to the island, and what made you bring it to the island when you did?

LIN-MANUEL MIRANDA: The goal was always to bring it to the island. All I ever wanted at the end of the day is for Puerto Rico to be proud of me. As someone whose parents are from there but grew up here, I feel like a kid bringing my artwork home from school. "Can you put this up?" I feel like I'm putting my artwork on the refrigerator.

It doesn't feel real to me until I brought it to Puerto Rico. That's true of *In the Heights* and certainly true of *Hamilton*. But *Hamilton* also came at a time when Puerto Rico was still recovering from Hurricane Maria. And often what gets forgotten in recovery efforts is the arts. And like we said earlier in our conversation, the arts are essential and the arts are such a part of the culture and the lifeblood of the island.

So we really targeted, with *Hamilton*, let's raise money for artists and artistic organizations because they don't get—they get forgotten in relief efforts. First it's life-or-death stuff, it's getting the lights back on, it's getting water back. Also, there are so many brilliant artists, and they also have something to contribute to the island.

By bringing my arts to Puerto Rico, I wanted to help artists on the island and fund their efforts.

PRESIDENT WEINGARTEN: And you have. The philanthropy work that the foundation has done has been profound, and it's been long-lasting, and you hear it from young adults on the island, which I have heard from them and from their teachers.

But it also raises the issue of politics, what, as you know, your dad, Luis, and I have been making and creating good trouble for probably almost as many years as you've been alive. I feel sometimes like I've roamed with the dinosaurs.

But what your father has done has been to ensure that there is a real political presence because, without politics, we don't make change. So we've been working on the Latino Victory Fund. He has persuaded me, and with the clout of the AFT, to be on that board. As part of what we wanted to do, because politics and protest, policy, making a better life, all are kind of in the mix together.

So I'm honored today to announce that we will be doing a $50,000 contribution to Latino Victory because we know the live presence of Latinos and Latinas have to be in the

Congress.

LIN-MANUEL MIRANDA: That's fantastic. Thank you so much. We have never had a president that has demonized our people more, Latinos, in the United States. That doesn't change without a voice in the halls of power. So thank you for contributing to that effort.

PRESIDENT WEINGARTEN: You're welcome. Thank you for everything that you've done.

Which leads me to one last question.

There's lots of not-for-profit work that you've been involved in, including getting people to register to vote, and all of that is really, really, really important. But the question becomes, because we can be political at this moment, who do you think should be the next president of the United States? Do you have an opinion on that?

LIN-MANUEL MIRANDA: Yeah. I'm voting for Joe because our democracy is at stake. I think we have had four years of the perils of someone with no experience at the wheel. And we've just seen it's so much worse than everyone feared. I'm voting for Joe.

PRESIDENT WEINGARTEN: Let me ask you one final question, which is we're in the middle of three crises made worse by this president: the pandemic, finally reckoning with racism, and the economic crisis. People are scared, people want hope. What gives you hope?

LIN-MANUEL MIRANDA: What gives me hope is the same thing that kept me teaching is actually these students themselves. You know, if you see these incredible demonstrations where people are handing out sanitizer and wearing masks, the overwhelming majority of which are peaceful. These kids are leading the way. It's the same insight I had when I walked into a classroom thinking I had to perform for them, and I go, "Oh, no. I'm going to learn so much more from them than they're going to learn from me."

My job is to keep the ball in the air and to have their backs. That's a lot of what I'm doing now and what gives me hope, is listening. Because of the pandemic and because nothing is business as usual in this moment, I think we're seeing a real reimagining of what the world can be. It won't be easy to get there.

But these students are the ones that are inspiring me every day, and they give me hope.

PRESIDENT WEINGARTEN: Thank you so much, Lin-Manuel. Thank you for everything you've done and will do. Thank you for sharing some time with us.

LIN-MANUEL MIRANDA: Thank you to all of your

members and thank you. Listen, we talk about essential workers a lot, but teachers are superheroes on superheroes on superheroes. You're routinely asked to do the impossible. It shouldn't be this hard. As a parent, as a teacher, I'm just enormously grateful. It's great to get this moment to say thank you to each of you.

PRESIDENT WEINGARTEN: Fabulous. Be safe.

LIN-MANUEL MIRANDA: Thank you. You too.

PRESIDENT WEINGARTEN: Thank you, everyone. Good morning. Thank you for joining us on our last day. I will not sing *Hamilton*, but it was so cool to be able to interview Lin-Manuel. If you haven't seen *In the Heights*, if you haven't seen *Hamilton*, the work that he's done, the stories he told, I hope it makes people feel embraced and loved by people who have lots and lots and lots of air time in the United States these days.

There's so much more to do today, and we've gotten so many kind of comments about this virtual convention, this kind of new land that we're in. We will do a whole debrief afterward to figure out what we did right and what we did wrong. Hopefully, though, we will be together for our next convention, not doing it virtually but actually doing it together, shoulder to shoulder, hand in hand, mask or maskless.

There she is! I was about to transition to another dear friend, Diane Ravitch.

Before I talk about Diane for a second, you heard Lin-Manuel talk about Puerto Rico. I really had the honor of seeing *Hamilton* in Puerto Rico when he performed it there. But there is yet another tropical storm that is going through the Virgin Islands and Puerto Rico right now. It is causing massive power outages. Our Puerto Rican delegates from AMPR—they told me this this morning—I said, "Don't! Please, be safe!" But they are driving to places on the island that still have power so they can participate in this session and in the business session that follows.

So to my AMPR family, to our AMPR family, if you're watching, first, be safe. Second, we are sending our love. Evelyn and I are sending our love to you. We're sending everything we can possibly send to be safe.

Puerto Rico and the U.S. Virgin Islands have been through a lot. We passed this great resolution yesterday about the Green New Deal, but, please, look at what has happened in terms of climate issues in the last few years. We see them one more time at the epicenter. Hurricanes, earthquakes, now another tropical storm on top of COVID-19.

How much can one island take? How much can people take?

I want to thank Fed for that beautiful introduction, and I want to thank Lin-Manuel, again, for his candidness and his

sharing. You see that passion of his work, the passion for the arts, and the passion for civics and using the arts as a way of engagement, using the arts as a way not as an end but as a means, and the passion for English and the passion for students. We are all huge fans. Or I should say I am a huge fan. My family is a huge fan. We are really, really grateful that he was with us.

We're really grateful for another person who has been a friend of ours for let's say [mumbled on purpose] decades, we could even say for generations, and that is Diane Ravitch. You've heard me ask many of our speakers, what makes you hopeful? What gives you hope in the future? We asked that of Dr. Fauci on Tuesday night as well. We asked that of the Black Lives Matter panel. But I think that this is going to be—I hope it's going to be—both an honest and hopeful conversation about what's happened in the last few years, both the lessons and the changes, victories of the last few years, meaning looking at what the right wing tried to do to demonize teachers, what they tried to do to undermine and demonize teacher unions, what they tried to do in terms of instead of actually focusing on the best interest of children, focusing on a penalty-based and competition-based strategy using testing and accountability, using teacher evaluation.

What does it mean in terms of the strikes? What has happened in the last few years, how that has changed, how the activism has changed the narrative. How we have broken through on, frankly, something that has always been true, which is teachers have always cared about what their children and our students need, but it has broken through in some ways, the vehicle of the strikes and the sacrifice of the strikes made that happen.

So this conversation will be wide-ranging between Diane and Stacy Davis Gates and Tega Toney and myself. But before we do that, I want to do one thing quickly.

If we were together in Houston, it would have had an even bigger impact because our dear friend and professor and historian of education, Diane Ravitch, grew up in Houston. We talked very soon after we had decided to be in Houston about whether or not Diane would speak to us from Houston. We just had Lin-Manuel talk about his family's roots in Puerto Rico; Diane is from Houston. She joins us at this panel discussion after she has written more books than I can count, after she has really helped change the frame of what has happened in terms of public education. Historians give perspective and context. They also often are a mirror.

So given everything that Diane has done for more than 40 years, been a champion of public education, a stalwart fighter against privatization of public schools, a steadfast advocate of the professionalism of educators, it felt appropriate that when more than 75 percent of the K-12 teachers are women, that Diane Ravitch, who is and has been on the frontline of all of these issues for more time than we know—

She was on the frontline at the picket line in the rain in Los Angeles. She has spoken with her blog and her Twitter feed and in the creation of the NPE about all of these issues.

She did an op-ed with me. I'll never forget how when Michael Bloomberg started basically running roughshod over the then board of education in the New York City school system, she and I talked, I think, late that night after that hearing, and we decided to do an op-ed together that the *New York Time*s accepted.

She speaks truth to power. She does not sugarcoat the fact that women are still underpaid, undervalued and underrepresented even though they do some of the most important work in the country. She currently, correctly, points out the crisis we're facing in public education is not because of a crisis of academic achievement, but rather a concerted effort to destroy our public schools and undermine the teaching profession. You don't have any better examples of that than Donald Trump and Betsy DeVos and what they have tried to do in the last few weeks on the whole issue of reopening schools.

So for all these reasons, and for so many more, it felt that we should really not have Diane at yet another conference where she was sharing her teaching with us, but that we would present to Diane Ravitch, our dear friend, my personal good friend for years and years and years, but our collective good friend, the AFT Women's Rights Award to her not just for her friendship, not just for her advocacy, but for her heart and for her soul and for putting it all out on the table all the time, for decades upon decades upon decades.

I don't know a more fitting person, Di, to give this award to than you, Dr. Diane Ravitch.

DIANE RAVITCH
WOMEN'S RIGHTS AWARD RECIPIENT

DIANE RAVITCH: Randi, thank you so much. It's an honor to receive your award.

I want to thank the members of the AFT. I've been a friend of the AFT since, really, the mid 1980s. I was a friend of Al Shanker's and Sandy Feldman's, and I'm honored to call you my friend.

I remember saying to you about a dozen years ago, at a family occasion, that the survival of public education now rests on the shoulders of the AFT and on you personally. We have seen the most sustained assaults against public schools ever in our history over the past four years and really since the Reagan administration.

And I'm going to be writing soon about the fact that school choice came from the segregationists of the 1950s and 1960s. The American idea, which had strong bipartisan support, was Republicans and Democrats agreed on the importance of a strong universal, free and open public school system staffed by professional, well-prepared teachers.

I'm so honored to be part of this event. And I thank

you and I thank all of your members. I thank you for the dedication that you show every day, that you protect our children, and that you will continue to show through these very, very difficult times. Thank you.

PRESIDENT WEINGARTEN: Well, we get a lot of —and for everybody who's watching us, Diane and I are also personal friends. We've known each other for a long time. We do, you know, every now and then fight like family does fight.

But I want people to know, Diane, that what we see in you is that over the course of particularly the last, I would say, 20 years, because your work is based in data and in research and in fact and in seeing what has happened both here and internationally, you have a clairvoyance and you have a perspective that others do not have. It's really important to see that.

I mean, today I just got a couple of your blogs this morning in terms of the analysis about what Trump is really doing. I'm so glad that you are actually doing that kind of writing. I remember, I mentioned some of that history in a TEACH speech a few years ago and the right wing wants to deny the history that they've actually used to try to segregate, segregate—look at what Trump just did today—in terms of using words to try to create real inequality.

But having you on our side has been really, really, really nurturing. It's not just the fierce advocacy, but it's been nurturing and it's been actually stabilizing for many of us in terms of this fight. And I can't thank you enough.

I thought you would enjoy, we have a little video of Karen Lewis, who is—we do AFT Hero Awards every single convention. We have given one of those AFT Hero Awards to Karen Lewis, who was a dear friend of both of ours. Not just a dear friend of everyone in Local—let's see, I think it's Local 1, because UFT is Local 2, and Karen and I used to tease about that all the time.

But Karen, true iconic figure in the labor movement, fierce fighter for public education and social justice. And I thought that you would enjoy seeing this video with us about Karen.

So let's hit the video on Karen, and then we'll start the panel.

… A video regarding former AFT Vice President Karen Lewis was presented to the delegates.

PUBLIC EDUCATION PANEL

PRESIDENT WEINGARTEN: I'm trying to make my iPad work so I can actually see the proceedings that all of you are seeing as we are doing this. But I'll fuss with it in a minute.

We've had a lot of great panels. We have two more today, this one and a panel with Vice President Biden. But these are three of my most favorite people: Diane Ravitch, Stacy Davis

Gates, and Tega Toney.

I know that Stacy and Karen—just like Karen has been a mentor of mine, I know Karen has been a mentor of Stacy's. So Stacy Davis Gates is the vice president of the Chicago Teachers Union and the executive vice president of the Illinois Federation of Teachers.

Just FYI, don't get on the wrong side of Stacy. Just don't do it. If you don't understand or see that, just spend a few days with her, as I did, as the Chicago Teachers Union was on strike.

It's not just that we have lots of strikers here, but it just so happens that for this panel we do. And then there's Tega Toney. Tega is from West Virginia. And Tega is AFT-West Virginia's vice president and director of organizing and the president of AFT-Fayette. Did I say it right, Tega? I don't know. I hope so.

PANEL MEMBER TONEY: You got it.

PRESIDENT WEINGARTEN: That's Local 4865.

People are going to say West Virginia, very different than Chicago. But you walk the walk with Tega and with Stacy, and you're going to hear a lot of things that are very similar about the way in which our nation has treated our children and our nation has treated our teachers, whether it's in rural America or urban America, and the grappling with what we've had to grapple with, what we've had to fight over all these years.

So I am really glad that these activists have joined us and joined Diane and myself in terms of this panel.

So I want to just dive right in. We've got about 30 minutes. Let me ask the first question, which is: We've seen a lot of change around the narrative about public education, about teachers over the past few years. We saw what Michelle Rhee did, what even President Obama did, what Arne Duncan did, what Joel Klein did.

So it's not just people like Milton Friedman or people like Betsy DeVos. We saw it from the corporate Democrats in terms of how they treated public education and public education educators.

So whether it was the strike in Chicago in 2013, the strikes in West Virginia in 2017-19 or 2018-19 that spread across the country, you could see separate and apart from anything that we were saying, you could see that the public went from—even though I would actually argue they never really believed in demonizing teachers—but you saw in poll results over the course of time in those two years that instead of the focus being on demonizing teachers and on the "bad apples," there was a focus on the nearly impossible job educators have to actually educate and lift a nation and an appreciation for educators that is now much more central given what has happened in terms of COVID-19.

But what do you think—so just tell us—I mean, I've talked to all of you about this extensively. But all three of

you have been extensively involved in that shift. Talk about it. Talk about your role in it and what you were all trying to accomplish in this.

We'll start with Diane and then this time we'll go Diane, Tega, and then Stacy.

PANEL MEMBER RAVITCH: Thank you, Randi.

Stacy and Tega are activists. They're on the ground doing work. I'm a writer. What I tried to do was reframe the issues. And in 2018, when West Virginia went out on strike, I suddenly got hit by a thunderbolt that everything was changing. Because what started in West Virginia then became a rolling strike across the country that went from state to state.

I noticed and I had to write a book about it. My last book is Slaying Goliath and David were the teachers, the parents, the students, all of whom rose up to say we value our public schools, our teachers are the good guys. We don't want them privatized. We don't want to have teachers rated by test scores. And we saw this massive, to my way of thinking, and I tried to reframe this, a massive change in perspective and a narrative.

The narrative changed from bad teacher, bad apple. Michelle Rhee is going to sweep out the Augean stables of all the bad teachers and bad principals. It changed to our teachers are undervalued, they're under-respected, they're underpaid. We need to be spending more money to support public education, and we have to stand against privatization.

So to me the one single event was the change in Time and Newsweek. We had seen covers on Time magazine of Michelle Rhee holding a broom. We had seen a cover of Newsweek that said again and again on a white board, "We must fire bad teachers. We must fire bad teachers."

We had seen cover after cover on these magazines, and suddenly Time and Newsweek, it was as if all the personnel turned over and they began writing cover stories about the unappreciated teachers. And I think this is carrying over now into COVID-19 where we hear parents or we see parents writing articles in major media saying, "I am not a teacher. I can't wait until my kids can be back in school with their real teachers, because they are the ones who can teach 25 and 30 kids at a time at a time. I can't even teach two."

PRESIDENT WEINGARTEN: Thank you, Di.

Tega.

PANEL MEMBER TONEY: Thanks, Randi. Thanks for having me on. I'm humbled to be on this panel actually.

A lot of people—West Virginia came to notoriety with the teacher strike in 2018, but there was a lot of activism that started even before that teacher strike.

I came of age in teaching in the age of Michelle Rhee, "Waiting for Superman," the high-stakes testing fiasco or the drive to do that. And I came of age in teaching when it

seemed to be in vogue to demonize teachers, so to speak.

I kind of want to step aside for a moment because I do want to point something out. I came from humble beginnings. I grew up in a holler right down the road from where I live— and I loved that you used that term in your State of the Union address yesterday or the other day.

But, you know, I know what public education did for me. I know what it did for my parents. I know what it did for my sisters. No one is ever going to tell me that public education is anything other than the vehicle that it is to provide opportunity to all kids. But especially to kids who live in high-poverty areas, especially to kids who are marginalized or come from the minority communities.

So as a young teacher, who was kind of coming of age in this privatization era, this high-stakes-testing era, we had a lot on our plates. We had the problems and the issues that all brand-new teachers have, right? Just struggling in the classroom, trying to find your niche, trying to find your way. But also the struggles coming from the public narrative shift that the far-right groups and the billionaire hedge fund managers were trying to put forth.

And so I knew quite quickly, right off the bat, that we had to fight this, right? So I remember all the things in activism that I did. I remember going to every PEIA hearing every fall. And for those who don't know in West Virginia what PEIA is—

PRESIDENT WEINGARTEN: Tell people what PEIA is.

PANEL MEMBER TONEY: Yeah, you'll hear it a lot. It's Public Employees Insurance Agency; it's our health insurance. And that was one of the catalysts for the 2018 strike, but they were actually going to put in—we went to the PEIA hearings. There were bills that were introduced before 2018 in West Virginia to attack our seniority, to attack public schools and privatization measures, charter schools, vouchers. We beat all that back.

But 2018 was different for us. There were a lot of reasons that we could analyze why it was different. We had a huge presence on social media in 2018. We had a sense of awareness after the election of 2016, and we were seeing firsthand what Betsy DeVos was doing in the Department of Education. And we had a buildup of pressure from all of that anti-public education rhetoric that was going on in the country.

Another thing that we had in 2018 in West Virginia was a severe threat to our paychecks and to our benefits. Anyone who's in public education knows that benefits are one of the most sacred things in this job, right? We're not going to make a whole lot of money, that's the narrative; although, I would argue that we deserve to make a living wage just like everyone else and be treated like the professionals we are. But our benefits are sacred.

So the strike in 2018 was launched in a lot of different

ways. We tested the water with activism, with Red For Ed days and walk-ins and meetings and rallies, and then we went on strike.

One of the most important things we did in both strikes, in 2018 and 2019, was we built community and support. We went to parents. We got our boots on the ground. We talked to parents, parent organizations, civic organizations. And our messaging was how this is going to affect kids in our communities, families in our communities.

So we started a campaign with a lot of those groups called Our Students First. It's still active.

So we exposed how these privatization measures were going to hurt kids, were going to hurt communities, were going to hurt—or cycle opportunities for our kids who need it the most.

So a lot of those tangible things you saw in our activism; but the biggest theme was about respect, respect for our profession, respect for what teachers and school service personnel do day in and day out. It was about equity. It was about justice for our kids.

You know, West Virginia is a high-poverty state, and we have a lot of needs. Our kids have a lot of needs. We are ground zero for the opioid epidemic. And it was about protecting public education for the institution that it is to promote democracy, promote opportunity, promote equity, promote justice.

We did a lot of work in West Virginia in taking our seat at that table because that's where we belong. We belong where those policy discussions are being made because we are the ones in the trenches every day. We are the boots on the ground. A lot of it was changing the narrative, teachers and school service personnel stepping up, recognizing our work, recognizing what we do; understanding that we have been overworked and undervalued for far too long and we weren't going to take it any more. Enough is enough. And stepping up and providing that message, and the community was on board because we are also community members. We're union members, but we're community members and community builders.

So we did a lot of work fostering those relationships, and we did have some election victories through that.

So that's a little bit about the work in West Virginia and what we've been doing particularly in this state.

PRESIDENT WEINGARTEN: I want to get back to the one about the other Mitch in a minute, so I want to make sure that before we end we talk about that election victory.

Thank you, Tega, and thank you, Diane.

Let's get to Stacy, who I just—Stacy also starts as an activist, but she also has the kind of combination of a sense of history and justice and organizing and activism that the Chicago Teachers Union has been known for. But I watched Stacy in a really difficult situation over the course of the last several months have that finely honed sense of both justice

and how to get there.

Stacy.

PANEL MEMBER DAVIS GATES: You know we've been blessed in Chicago to have great leadership. You know Karen Lewis came in in 2010, and basically set the labor movement on fire. You know she restored the pride and what it meant to put up a good fight and to participate, quite frankly, in good trouble.

We know as historians and history teachers that good trouble at the time is typically just labeled as trouble and incendiary rhetoric. So the work in Chicago has been, quite frankly, instructive to how we do this work nationally. …

PRESIDENT WEINGARTEN: I think we lost Stacy. Could the techies try to figure out how we get Stacy back?

What we're going to do is we'll move on, and then we'll get Stacy back as soon as we can get Stacy back. I'm going to kind of ask—Tega, why don't you tell the story about the Mitch and Mitch as we wait to get Stacy back.

PANEL MEMBER TONEY: Sure. Yeah, I'd be glad to. I'm excited about this part.

So we have a Senate president in West Virginia, his name is Mitch Carmichael. And he was the villain of the teacher strike in West Virginia. He was anti-teacher union or he is anti-teacher union, anti-organized labor. And he deserved our ire. He mentions that he was the villain. He doesn't think it's well earned or well deserved, I absolutely do. I do want to put a little anecdote in here.

When we had thousands of people in the Capitol in West Virginia chanting and screaming during the first teacher strike—my brothers and sisters who are millennials will love this. We had a chant; we had lot of chants. My favorite chant, though, was "Move Mitch, Get Out the Way."

Because every single thing that tried to advance, he would stop it. He was the obstacle that we were trying to overcome. And so he was the villain. He was the person who we directed a lot of our attention to in West Virginia during the 2020 election, primary election we just had.

So he's in a very conservative district in West Virginia, the 4th Senate District. But we had a public school teacher who stepped up to the plate and ran as a Senate representative in that district. AFT-West Virginia backed her and we did a lot of boots on the ground work to get her name out, to get recognition so that she would be able to run a successful campaign. She did run a successful campaign. She ran an amazing campaign.

She actually primaried Mitch, and she beat him. So I think the message here is don't mess with teachers and school service personnel, right? But we got rid of the villain of the teacher strike first opportunity we could.

So Mitch Carmichael is not going to be the Senate president anymore. We have a person that we're supporting

in that race, a public school teacher. It's poetic justice that a public school teacher beat him in his Senate primary. And we're excited.

So we've gotten rid of our Mitch in West Virginia, and we want to help our brothers and sisters in Kentucky get rid of their Mitch as well.

PRESIDENT WEINGARTEN: And the person who's running—and we're waiting, we think we're getting Stacy back, right? We think so. I think Stacy is coming back.

The person is a Republican, right?

PANEL MEMBER TONEY: She is. She's a Republican schoolteacher.

PRESIDENT WEINGARTEN: There's Stacy. I just want to say that public education, and Diane actually has a lot—but I want to get back to Stacy—but Diane has a lot of knowledge about this. She's written about this. She actually worked for a Republican administration. By the way, I heard that George Bush gave an amazing eulogy at John Lewis's funeral, which is going on right now.

But public education was never this polarized politically as a value. And so this is the DeVos/Trump/Bill Bennett kind of polarization is something that is the last basically 10, 20 years as opposed to—I mean, there were always huge inequities and let's not look away from the injustice and from the racism. So a Republican in West Virginia beat Mitch Carmichael in his primary.

Stacy, we're back to you.

PANEL MEMBER GATES: This work in Chicago is grounded in community. Without having a race analysis, a class analysis about how we interact within our school communities, we would be a failure.

Teachers are good practitioners. In order for us to do what we need to do, then our list of demands, our organizing work, what we need in the context of our school communities are grounded in what Black children need, what Latinx children need, what immigrant children need.

Children are not one unto themselves. They exist in families; they exist in communities. So when we say that a demand for us is to make sure that the 20,000 homeless students in Chicago actually have an address, that means something. When we say that if we're in the middle of a pandemic and we're going to need our students to have access to remote learning, then they need a device and they need broadband.

But we up the ante. They don't just need something that's in the household. We need to have broadband become a utility in the same way that water and electricity is a utility.

Our work is grounded in the ethic of the people that we serve. Teachers are common good practitioners; PSRPs are common good practitioners; clinicians are common good practitioners. If you work in a school district that is almost 90 percent students of color and your work is not grounded in, does not amplify the message that their lives matter, then you're not doing the work of the common good.

I would like to think that the resurgence of Local 1, under Karen's leadership, made that a headline.

I would also say, too, is that we're not afraid to fight. I mean, you know, many of the leaders in our movement are history teachers, so we know that we did something.

It's not because the 1 percent bestowed it on us; it's not because we said it politely; it's not because someone thinks we should have it. It's because we've taken it. We've taken it because we've organized people in a way they can see themselves, their needs, and their leadership and in the work that we do.

PRESIDENT WEINGARTEN: Thank you.

I know we have a good 12 minutes left. There are two huge questions I want to get to.

One, some guidance from all three of you. How do you see the intersecting crises that we're in right now? The public health, the reckoning with racial justice, the economic crisis, how do you see those crises and how do you see our role as both educators and—I should correct myself —I said K-12 instead of preK-12 in terms of this panel, but how do you see our role as educators in our public schools and our role as unionists and activists—and, frankly, Diane, I know you're a writer, but you're an activist too, and you're an honorary activist of ours.

How do you see these crises, and how do you see our role in these crises and in fighting them?

PANEL MEMBER RAVITCH: I think the important thing for teachers, and specifically for teachers unions, is to be the spokesperson for the teaching profession and also to take particular care to fight off the efforts to privatize education during the pandemic.

I think that everybody is very eager to get school working again, but also very fearful that it will be open too soon and the lives of educators, support staff and children will all be put at risk with premature openings.

We've seen countries like South Korea and Israel open their schools after a long delay and then close them, some of them, down again because of outbreaks. We really don't know how this pandemic is going to work out, whether it's going to—certainly not going to magically disappear as Trump says—but we have to be very cautious about the lives of children and adults.

I think that right now the country is looking to you and to Lily of the NEA, and to local leaders to be the spokespeople for the teaching profession, and particularly to ward off the effort to try to turn public education into a tech enterprise.

I think if we learned one thing from this pandemic, it's that people really do value in-person instruction. They want

to get back to school. They don't want to have distance learning perpetually. I think if the only good thing that's come this pandemic—and I don't think anything good has come other than that—is that parents are really disgusted with distance learning. I hear this from my own children and grandchildren. They want to be back in school. They want to be with their friends, they want to be with their teachers; teachers want to teach. That's the profession they joined.

So we have to keep alive the dream that when school resumes—and some day it will— it will be better than ever. There will be a case to be made for greater equity, for greater investment, for greater equity.

I think this pandemic has also revealed the tremendous inequities.

I want to echo something Stacy said. I've been wondering why broadband is not as free as radio. Why can I turn on the radio and get the news for free, but then if I go to cable I have to pay to get the news, the same news? Why isn't broadband as easily accessible to everyone as the municipal water or, in this case, the radio? This should not be an inequity. Every child should have the machinery they need to access their teachers.

I think the long-range vision has to be that when education resumes, it must be with professional teachers who have years of preparation and training and experience so that it's real school and not pretend school.

PRESIDENT WEINGARTEN: I'm going to go to Stacy first and then Tega on this.

I know you've thought about this a lot. How do these three crises intersect, and what as a union—not just you— but what as a union, your local, national, what should we be doing right now?

PANEL MEMBER DAVIS GATES: I thought about it a lot. Obviously I'm Black. I have Black children; I come from a Black family. The sanctity of Black life is something that means a lot to me. That being said, our union in Chicago was clear about what liberation looks like. Liberation is both interracial, intergenerational. It requires a labor movement to both provide infrastructure and to ally themselves with the movement for Black lives. That is number one.

Number two. We cannot save children. What we can do is that we can destroy systems of oppression, like that's our work in this moment. My work is to not make Black children comfortable with racism and white supremacy. Our work is to clarify their value as human beings and to create structures—to fight for structures, to win structures that create spaces for them to fully realize their potential.

And then, also, you have to work within the communities where we're located. We keep talking about, you know, it will be damaging for students to not be in school buildings without acknowledging that our educators, they continue to teach. The building was closed but the Zoom was still on,

the Google Hangouts was still on. We made it happen. We put broadband on buses, we went to folk's homes, and we figured it out.

This concept that we shrink in this moment and don't open up in fronts and new opportunities for the type of justice inequity that our students need, we've got to get bigger, we've got to get more aggressive. This moment is one thing, this moment where 54 percent of Black men are unemployed, this moment where we see Black and Latinx and immigrant communities dying and being infected with COVID-19 higher than anyone else in this country.

But what's to come is the state budgets in 2021. Those same Black children and brown children, immigrant children that these headlines tell us America is concerned with, will not take a moment, will not breathe long enough to not cut our budgets. Austerity is on its way, which means our pensions are back in focus, larger class sizes are back in focus. School communities without a music teacher and art teacher and a librarian, those things are back in focus.

What we have to do in this moment is to continue to organize with our parents. They, too, are workers in nursing homes, in hospitals, and grocery stores. Our work is to build organization across sectors. Our work is to lift up the sanctity of our students' lives. Our work is to make sure that the communities where our schools are anchored have what they need, and that not only are we willing to strike for our safety, but we're willing to strike for the safety and the prosperity of the people in communities which we serve.

PRESIDENT WEINGARTEN: Which actually leads me to—and then I'm going to get to Tega—there are several of our locals that are actually doing actions. When is it? Aug. 3, Stacy?

PANEL MEMBER DAVIS GATES: Absolutely. On Aug. 3.

PRESIDENT WEINGARTEN: Talk about it; then we'll get to Tega and then we'll wrap up.

PANEL MEMBER DAVIS GATES: August 3, many of the locals around the country are going to lift up. We need police-free schools. There's no reason why in Chicago I don't have a nurse at my son's school but there's a police officer at the door.

We are lifting up the safety and the sanctity of the communities in Pittsburgh and L.A. and Chicago and Little Rock. We need the full voice, the teacher voice to say that enough is enough, that rich people get to pay their fair share, and we get to have school communities that are not just safe but are fully funded.

PRESIDENT WEINGARTEN: Thank you. Tega.

PANEL MEMBER TONEY: I think what Stacy said was

very much on point. When I think about the union and our movement right now, and what we need to do, our responsibility is heavy. It's great.

We are in the middle of this crisis. If we don't step in, who will? We have to be the watchdogs. There's no other way to put it. It's as simple as that. We have to be the watchdogs for democracy. We have to be the watchdogs for economic justice, for racial justice and, with our healthcare brothers and sisters, we have to be the watchdogs for the healthcare justice that our students, our kids, our families, and our community members deserve.

I'm a firm believer in my personal life that people are put on this Earth for a reason during a specific time, and I truly believe that in our union. Our union is here right now for this moment and for this purpose. As my sister Stacy said, to shrink away from that would not be giving our members, our country, the justice that it deserves.

I do want to point out, here in West Virginia, we are typically referred to as—I'm going to use air quotes here—Trump Country. I hate that term, but that's what we're typically referred to, right? But I want to tell you something about West Virginia. Before we were Trump Country, we are Organized Labor Country. Right? We are Know Your Roots Country. We are Communities Matter and Are Important to Us Country. What we do in West Virginia, the work our union does, it transcends political lives. It talks about lifting up people who need help and need lifting up, and who otherwise don't have those opportunities. That is our job. That is our mission. That is our moon shot.

So there are tangible ways we can do that. My sister talked about some of them, but it's up to us to rise to that occasion.

I can tell you one thing in West Virginia that I think we need to do right off the bat—is recruit more minority teachers. We have a student population who needs to see teachers in their buildings who have shared the same experience that their students have shared and that their students' parents have shared. We have to do that. It is imperative that we do that in my area.

Broadband was discussed. Very important. I live in what can sort of be considered a broadband desert in some areas in West Virginia. It's so important, not only for our students, but for their families, and for the connectivity to the broader world.

Food insecurity. It's a huge issue. We have to focus on that for our kids. To me, it's unconscionable that we are living in a time where we have more kids hungry now—since COVID-19 started—than we did before. It wasn't acceptable before; it certainly is not acceptable now. We have kids and their families who are afraid that come tomorrow, they think that they may lose their homes and be put out on the street.

We are a union that has the ability to be the watchdogs for all this. We have the strength; we have the power. We have to harness that, look at that, use that as our mission, our vision, and with a laser focus work to make life better for everyone in this country.

PRESIDENT WEINGARTEN: Well, Di, what are your last words to us? I think we've just gotten like a closing call to action from both Stacy and from Tega. I was going to say give us our last words, but you two just did.

Di, what do you think?

PANEL MEMBER RAVITCH: Let me give you my last words too.

My last word is that I'm hoping in November that Donald Trump will be dragged out of his office and we'll have a change, and that Joe Biden will be elected. I'm hoping that you and others who understand what we went through during the Obama administration make sure that we don't have a rerun of the Obama administration in terms of charter schools and a focus on high-stakes testing and evaluating teachers by test scores, and that we have a new vision for education, which is focused on children and their well-being and the well-being of their families and their communities. And realize that test scores are the end result and not a measure by which to force schools and teachers and communities to compete.

So that's the new vision. I'm hoping that the union will be the active force in bringing that vision to the Biden administration.

PRESIDENT WEINGARTEN: I think that that's a really important point. Lily is not here with us today, but Lily and I sat on a very small Biden-Bernie Unity Task Force. It was about eight people, co-chaired by Heather Gautney from the Bernie Sanders campaign and Marcia Fudge from the Joe Biden campaign.

I don't know how the other tasks forces went, but what you just said, Diane, ended up becoming the arc by which we did the rest of our work. There was a moment where I actually pushed that if we're going to do these things in terms of well-being and a real focus on the whole child and what are the resources that are needed to do that, both community as well as school resources, we also have to have a different accountability system.

I knew it was going to be different when the reaction was not, "Well, we'll get back to you on that."

The reaction was, "OK, let's figure out what we can do in the platform to actually take on high-stakes testing. What are we really going to do, if there is a Biden administration, in terms of actually having project-based learning, career tech ed, the other types of ways in which we actually ensure equity and real engagement in schooling as opposed to everything being reduced to a measuring rod and schooling being reduced to a high-stakes test?"

That was the point when I knew it was going—or I was hopeful that it was going to be really different. Because even the private conversation was not, you know, Excuse-O-

Rama. The private conversation was, "Let's figure out what it means and how we get there."

I am hopeful but, as I think both Stacy and Tega said before and we have seen throughout the country, elections are vitally important. They do change the trajectory of a country. There's going to be a huge difference between Trump who just actually called for segregating suburbs again in what he did yesterday, and Joe Biden who has talked about what we need to do in terms of moving the nation forward to be more fair and more just.

The issue is not just elections. The issue is the activism that all three of you have done and that our union has done. We can't just outsource the responsibility for everything that we need and everything that we have to do to whoever the elected leader is. We have to actually do that check and balance.

That's what all three of you do, and I'm really, really grateful to all of you.

I'm just looking. Do I have a minute or two for them?

No. Sorry. I'm now told time, time, time.

I feel like I've done more producing and more learning about TV and how to do virtual than I probably have done in my entire life. I want to just really thank Diane Ravitch, Tega Toney and Stacy Davis Gates. Thank you.

CONVERSATION WITH VICE PRESIDENT JOE BIDEN

PRESIDENT WEINGARTEN: Look who's here.
I'm going to do an introduction, if I may.

VICE PRESIDENT BIDEN: Why don't you spend more time with your vice presidents? Spend more time with them. I have time. I really do, Randi.

PRESIDENT WEINGARTEN: You're on. You're in, believe it or not.

VICE PRESIDENT BIDEN: You should talk more about the staff. They're doing a hell of a job. I have the time.

PRESIDENT WEINGARTEN: They are. Thank you, Mr. Vice President.

To everyone who is here, this is how he cares. I love that.

We're going to have to get you an AFT mask. This is not the one with the filter in it, though.

What that last panel was, and I hope you heard me, about how I saw the change when—I said this to your wife—that that work you made us do in those joint task forces, the one that you—that I had the honor to serve on, on the pre-K through secondary one, it was quintessential Joe Biden. You're asking experts to really help guide. You worked out a process with Bernie so that people saw themselves in it.

But when we really pressed about how to do things better

given the data we knew, given the expertise we had seen, I watched your people on the task force, your staff on the task force, not say, "Well, these are the problems with it." I watched them say, "Let's figure out how to get this done."

I had heard you, during the Forum on Education, talk about how we need to deal with the whole child, coming from your experience. You've been so open about being a stutterer and having that kind of experience.

I've watched you talk about what high-stakes testing has done. I saw the change in the platform, and I saw the change in that committee. That's why I wanted to say to those three ladies, who are tough cookies, that I see real hope in terms of that kind of change.

But that's who you are, Mr. Vice President. I just want you to know before we start with the questions from our amazing people, our amazing delegates, that just yesterday our body, our delegate body in this virtual way, endorsed you for president. You know that the executive council did it in the primary, but yesterday by over 90 percent, you are now our endorsed candidate for the American Federation of Teachers for president. We will do everything we can to get you elected. Not just to defeat Donald Trump, but I want to say this again for our members.

I've said this to you, and I want them to hear it again. You are caring, you are effective, you are honest, and you are decent. This is not just about defeating Donald Trump and all of the things that he is and isn't in terms of chaotic, narcissistic and things like that. What you bring at this moment in time is what a nation needs in terms of the empathy, the understanding, the caring about people, the listening to people. I saw that throughout the Obama administration. You know I've often said that you are our go-to person. In some ways, you deciding to run at this moment pre-COVID-19, and what we now need with three intersecting crises—two of which you know how to solve —a health crisis—

Actually I would argue you can solve all three of them. You've solved a health crisis before; you've solved a recession before.

In some ways the country is, and we are really blessed that you decided to run this time and that you not only effectively have gotten the nomination but you will be, after the Democratic National Convention, the Democratic candidate.

Ultimately, we need you. We all need you as president. We need a country that can heal. We need a country that sees its soul, and we need a country that is about how we get to our better angels.

And that's why I am so appreciative that you're here today, that I can say that to you directly in front of everyone. It's not just about the platform, as important as that is. It's about who you are and what you bring with you, your character, your soul, your empathy, your caring. This country needs that right now and we are really, really blessed that

you offer yourself up and decided to run at this moment.

VICE PRESIDENT BIDEN: Well, Randi, thank you. I can't tell you how much it means to me just personally just you and me. It means a great deal to me.

As you know, I often introduce myself appropriately as Jill's husband. But I want to thank you, Randi, for not only your support but your friendship.

I understand Lin-Manuel was there earlier.

PRESIDENT WEINGARTEN: Yes, and he had an announcement.

VICE PRESIDENT BIDEN: And I hear that he endorsed me. Yeah, I know. I heard that. I heard that.

I want to offer my congratulations to Lorretta, your secretary-treasurer. I tell you what, it's a well-deserved retirement, but I know you're not going to retire. I've never found an educator that really ultimately retires.

But all of you, the most important profession in America, that's what you're part of. I don't just say that, I've been saying that for a long, long time. I'm not being solicitous. It's not because I'm married to an educator. It's because you're the ones who give these kids confidence and believe in themselves.

You know, I think the single most important thing that a child can be given, the single most important thing is confidence, confidence that they can do something, confidence. Equip them to succeed. At least that's how I viewed it my whole life.

As I said before, these aren't somebody else's kids, they're all our kids. They're the kite strings that lift our national ambitions along. And who has hold of the kite strings? You guys. You guys. You're the ones. So everything that will be possible for our country tomorrow is going to be, in large part, thanks to what you do today. And that's not hyperbole, that's real. That's just a fact.

As Jill said, any country that out-educates us is going to out-compete us.

I know there's one issue that's at the top of the mind right now and that's the pandemic, and it should be top of the mind. We saw this challenge coming. We've been calling for the president to address this as early as January, but Donald Trump failed to take any action on testing and tracing and everything we need to get this under control, to get our educators and students back in the classroom safely. He just every single opportunity has missed the chance or taken us in another direction. There's no mystery about what needs to be done.

When we were faced with a crisis back in 2009, we knew we had to stand up for educators. So when the president asked me to oversee that Recovery Act, over $800 billion, we allocated $60 billion then, $60 billion to local school districts and saved 400,000 education jobs because the states didn't

have the money. Didn't have the money.

But this time when the pandemic struck, Trump has dropped the ball again. He didn't make you a priority. And now state and local governments are facing huge, huge budget shortfalls.

Speaker Pelosi and the House did their job. They passed the so-called HEROES Act, providing $915 billion for state and local governments. But Trump and the Senate Republicans refuse to do their job.

You know, the proposal put forward by Mitch McConnell is completely out of touch. It's meager support they're offering for schools and local governments. It isn't close to what's needed. And it's being used as a cudgel to force schools to reopen when they may not be ready to reopen. And it doesn't fund educators.

This isn't a game. We've lost more than 900,000 education jobs since the pandemic started due to the budget cuts. That's absolutely unacceptable.

Two weeks ago, I put out my road map for opening our schools, another plan I hoped the president would at least listen to. It's a plan driven by science. But Donald Trump may contend to continue to move and force educators and students back in the classroom without a plan to keep them safe. It's not about whether or not this doesn't fly with me. It's not about whether or not he cares about education, it's about—he wants to make sure he looks better.

We need to implement national testing and tracing rules, get your nurses the protective gear they need, provide an adequate supply of masks to every school in America, set effective national safety guidelines, empower local decision-makers to decide what's best for their community at the moment, and provide $90 billion in emergency funding to preserve these jobs and keep schools open.

We need to get this done, and we need to get it done now. But it's only the start. Because once we get ahead of this pandemic, and it's going to be tough—you remember, Randi, I remember you asking me, Randi, on one of the forums, one of your folks asked what am I going to do when I'm president. I said it will depend on what I'm left with. I really mean it.

Look at the damage that has been done just since March by this president not dealing with this pandemic. God knows, if you look at the projections now, what's going to happen between now and January 2021? It's catastrophic some of the stuff being talked about.

So we can't just go back to the way things were. We have to build back better. That means tripling funding for Title I schools, giving raises to the teachers who deserve it, getting you the resources you need. Look, we're going to double the number of school psychologists and counselors and nurses and social workers in schools; we badly need them especially now. We can tackle the mental health crisis. We can build the economy that's responsive to the needs of working families. We can provide affordable quality healthcare and elder care,

ease the burden of caring for loved ones. We can make sure those of you who are early childhood educators can get a raise, new training and new opportunities.

You know, here's the bottom line. So often it's in the wake of the darkest moments that America's forged some of the most remarkable eras of progress, and I believe we're on the brink of one of those opportunities. If we can overcome this crisis, and I believe we can if we start doing the right things, we'll be in an incredibly strong position to make progress.

So thank you for allowing me to join you. I know you know me, there's a lot more I want to say to you all, but there's so much you've done already.

I want everybody to know, if the press is listening and they do know, you don't just represent educators, you represent a whole range of—you represent nurses, you represent across the board. But every one of them is on the frontline, every one of them, every single one of them.

So I want to thank you for letting me join the fight with you. And, Randi, thank you for your personal friendship. I appreciate it.

PRESIDENT WEINGARTEN: And I want to just also say to you, Mr. Vice President, I want to thank your wife, Jill Biden. Your wife and Elizabeth Warren did a reopening panel with us a couple of weeks ago, which was fabulous. We had leaders from around the country. This is in advance of you putting out your plan. We had leaders from around the country talk about a lot of the issues. You could see their guidance in your plan.

You often tease about how your wife is an educator, but I think people don't actually realize that she has kept working as not just—as a K-12 educator when you met her, but as a college educator when you were vice president. And there have been times when we were supposed to get together but she was teaching, and she would never, ever, ever give up her teaching.

It is just that kind of commitment to children and to kids that we see from your family over and over and over again.

So I want to say thank you to her.

VICE PRESIDENT BIDEN: I want to say one thing about that. She's going through what a lot of you are going through right now. She's learning because she's going to be teaching how to teach remotely. And she's spending hours, four hours a day trying to learn the technology to be able to teach remotely, you know.

PRESIDENT WEINGARTEN: It's hard.

VICE PRESIDENT BIDEN: An educator never stops getting educated.

PRESIDENT WEINGARTEN: Exactly right. We know that it would be back in school but we were also really

appreciative—and I'm about to start the panel as I say this—we are really appreciative of the point you said about, you know, that you can't reopen schools where they're dangerous and that it's important in terms of the community and doing that.

So the contrast, again, with the recklessness with Donald Trump and Betsy DeVos is obvious.

What we're going to do for the next half an hour is that we have three members who are going to actually ask you questions. So instead of it just being a conversation with us, rank-and-file members are going to ask you questions.

The first is Priscilla Castro from the UFT, and I'm going to just turn it over to Priscilla.

DELEGATE PRISCILLA CASTRO, Local 2: Mr. Vice President, as you know, the AFT represents teachers, paraprofessionals.

PRESIDENT WEINGARTEN: Priscilla, can you hear the vice president? He just said hi.

DELEGATE CASTRO: Hi. How are you?

VICE PRESIDENT BIDEN: I don't think she can hear me, but that's OK. How are you? Where are you speaking to me from? Where are you now?

DELEGATE CASTRO: I am at home.

VICE PRESIDENT BIDEN: Where are you now speaking to me?

DELEGATE CASTRO: I am at home.

VICE PRESIDENT BIDEN: I mean, where? Where is home?

DELEGATE CASTRO: In Brooklyn, N.Y.

VICE PRESIDENT BIDEN: Never mind.

PRESIDENT WEINGARTEN: Brooklyn, she says.

VICE PRESIDENT BIDEN: OK. All right. The capital of the world.

PRESIDENT WEINGARTEN: Well, now that I'm national president, I can't say Brooklyn is the capital of the world anymore. But we do love New York.

I think what happens is the timing of the Zoom, there's a little lag.

OK. Priscilla, go.

VICE PRESIDENT BIDEN: I'll be quiet.

DELEGATE CASTRO: Mr. Vice President, as you know, the AFT represents teachers, paraprofessionals, higher ed, nurses, and health professionals. All of us in different ways are on the frontlines helping each other during the COVID-19 pandemic. Because of COVID, states, cities and towns had to pause much of the economy in order to prevent the virus from spreading. Now revenue is plummeting, unemployment is soaring, and they have huge unexpected expenses to protect health and safety, a situation made worse from the disinvestment we have had since the 2008 Great Recession.

Funding has not been returned. ... Nearly every community is facing cuts. These cuts will affect education, healthcare, sanitation, reduce transit services, and operating hours at government offices like the DMV, and threaten public safety like closing fire stations and emergency responders.

Already more than 500,000 educators have been let go; and it is estimated without federal aid, states and localities would need to lay off 2 million employees or more, which would be devastating to our public schools, universities, public services, our communities— and this will have an effect on our children's future.

So my question to you, Mr. Vice President Joe Biden: What would the Biden administration do to help save the many jobs that are in jeopardy or have been lost, and to help save our communities and our children?

VICE PRESIDENT BIDEN: First of all, thank you for your question. Secondly, this whole country owes teachers like you a debt of gratitude. You made an enormous sacrifice and show so much creativity in making the abrupt shift to online learning, preserving some sense of stability and normality for kids and keeping them growing and keeping them learning and the gap from widening, but preparing for the fall now has so much uncertainty.

Now, first and foremost, Trump and McConnell have to stop playing political games with the HEROES Act, which allows for billions of dollars to go to state and local governments. As I know you know, Priscilla, the reason why cities, counties, and states, all of them across America are laying off people is they have to balance their budgets. Their budgets have to be balanced. They can't have a deficit. And what happens is because so little tax revenue is coming in because Trump so badly mishandled the COVID virus and caused this spiral that's occurred, there is no money to be able to keep necessary people employed.

So that we literally are going to have to keep the nation going, and at a time when COVID-19 has slashed those budgets, state and local budgets, the Trump Republicans are offering nothing to prevent these layoffs of teachers or first responders or to keep helping residents who need it most.

It's unacceptable. It's bad for educators. It's bad for students. It's bad for communities. It's bad for universities. And it's going to further slow the growth and make unemployment even worse.

We have to make sure the states and local governments get full funding they need to prevent teacher layoffs, to help schools reopen safely this fall only if they're in areas that can tolerate it, and to make sure everyone can vote safely in November.

This isn't a math exercise, it's about you. It's about making sure educators, healthcare workers, public service workers don't see wages or job cuts because when they do, guess what? They put the entire community at risk. When you shut down a fire station, somebody is going to die in that neighborhood when there's a fire. That's what's going to happen. When you close out the ability to pick up the phone and call for help from a first responder, it's causing people great difficulty. When you lay off so many educators and janitors and bus drivers and folks who work in the school system, and nurses, what happens? You not only cause them to—put them in great difficulty and not being able to go back if they're able to go back, but you do one other thing. You slow the economy even further—even further. It's an economic interest of the country to get us out of this to have these jobs maintained.

People are dying, out of work, afraid for their children. The clock is ticking, and Congress has to act and has to act now. As I said at the outset, Priscilla, look, we went through a similar thing, not as a consequence of mishandling of a COVID crisis but because we inherited the greatest recession short of a depression in American history. The president put me in charge of a program that I had to get almost $840 billion out in order to keep the economy from going into depression. What we did, we took about 900 of that to make sure that we, in fact, went out and made sure that teachers kept their jobs, educators kept their jobs, firefighters kept their jobs, law enforcement kept their jobs, nurses kept their jobs, hospitals and clinics stayed open.

That's what has to happen. That's what has to happen. We generated economic growth. We came back, the economy grew. But that's what we have to do.

This is absolutely bizarre—and I'm sorry to go on so long—but you have the Republican leader in the Senate say "let the states go bankrupt." That's wonderful, isn't it? Let the states go bankrupt. How does that help anyone? Anyone at all.

So the first thing I would do if I were in charge right now is I would pass the HEROES Act and get $950 billion out there in order to make sure that we can keep the economy open, the states open. All the major function and responsibilities would continue to be able to be paid.

PRESIDENT WEINGARTEN: Thank you, Mr. Vice

President. And thank you Priscilla.

Priscilla, just for people to know and for you to know, Mr. Vice President, Priscilla is not just from Brooklyn but she teaches kids with special needs.

So thank you, Priscilla. Keep up the work.

VICE PRESIDENT BIDEN: God love you. By the way, Priscilla, if I get elected we're going to fully fund IDEA. We're going to fully fund it.

PRESIDENT WEINGARTEN: Fabulous.

Thank you, Priscilla. Stay safe.

Then what we've tried to do here is have three people from three different areas in the country. We have Rick Lucas here. Rick, why don't you tell the vice president who you are and where you're from.

DELEGATE RICK LUCAS, Local 5903: Hello, Mr. Vice President. My name is Rick Lucas. I'm a registered nurse at the Ohio State University Wexner Medical Center in Columbus, Ohio, and president of my local bargaining unit.

VICE PRESIDENT BIDEN: Ohio.

DELEGATE LUCAS: Nurses and health professionals across the country have been in the trenches taking care of our patients since February, hoping some modicum of coordination would appear over and over again.

Amid PPE and equipment shortages, we have watched Donald Trump refuse to fully invoke the Defense Production Act, which has left many of us still with inadequate PPE and an inability for public health officials to conduct testing in our community.

We have watched OSHA loosen worker protections during some of the most dangerous conditions some of us will ever work in. We've seen CDC promulgate guidance that was inadequate and has evolved into a website that is hard to follow and contains conflicting standards.

Meanwhile, my colleagues and I go to work and take care of patients. We watch our patients say goodbye to relatives on Face Time and die alone. Many of us go home at night after our shifts without adequate PPE, unable to sleep because we're not sure whether we are bringing COVID-19 home to our kids, our significant others, or our aging parents. The trauma we wear is real and so much of it was avoidable.

Meanwhile, our states and localities are trying to construct and implement disease surveillance programs in a public health system that has been defunded to the point of having no capacity for the robust testing, tracing and isolation that is needed to stop this virus.

I can only imagine how chaotic the distribution of a vaccine will be. If the health inequities COVID-19 has

exposed are any indication, we should all be concerned and outraged. It will take years to reconcile the missteps and impact of our poor response to COVID-19.

My question to you, Mr. Vice President, is: How will a Biden administration work to ensure this doesn't happen again?

VICE PRESIDENT BIDEN: You've asked the most important question. First of all, let me start by saying that my angels in Heaven, they're all nurses, male and female. I've been a great consumer of healthcare. I've watched what you do. I watched how you treated and gave hope to my sons after their mom and sister were killed. I watched how you dealt with me when I was in ICU years ago with a cranial aneurysm. And I watched how for such a long time you took care of my son Beau when he had Stage 4 glioblastoma and only months, not whether he lived.

So I think you may be the single most underestimated profession in the world. I really mean it. I'm not joking. You're incredible. I've been saying that for the last 25 years. Unfortunately I've been a significant consumer of your professionalism.

Look, first let me start off by thanking you for your courage and putting yourself on the line, and your colleagues, and your community every single day. So many of you have died. So many of you have contracted COVID-19 unnecessarily.

My son-in-law is a leading surgeon in Philadelphia, reconstructive plastic surgeon for cancer patients. He, like all the other surgeons, sort of chipped in and dealt with the COVID side. The stories he's told early on about nurses putting garbage bags over their bodies as protection because they don't have the protective equipment.

You may recall way back in March, I laid out for the president that we should be having a program where we engaged the Defense Production Act and use it. There isn't a single reason in the world why we're in a situation where you don't have and everyone else have the protective equipment they need, but he has dawdled so much. Now we still have shortages.

We have the inability, for example, as you well know, to even have some of the materials that are needed to swab your nose, little glass vials. All those things were in our capacity to do, and we can do it quickly. But risking your lives—we ask you to go out and risk your lives, fight the daily pandemic without supplies, support, basic respect for science and for government, without any of that.

You know, the commander in chief, as he calls himself —and he is—has a duty to get you all you need. Instead, Donald Trump has ignored the warnings, refused to prepare, failed to protect our nation. For months, as I said, we've called on the president to take four urgent steps to protect the frontline heroes.

One, get all essential workers priority access to PPE. Remember what he said initially when I was pushing that? He said, "You guys are selling the PPE. You're stealing from stockpiles and selling it." What a wonderful, wonderful thing to say as you're risking your lives.

I've told the nurses I know, because I speak with a lot of them, they're afraid to go home at night. They're trying to figure out if they get a hotel room because until they can shower and clean because they're afraid to walk into their home because of their children or spouse or significant others, their mom and their dad, somebody is going to get it.

Second thing, we ought to be able to get free COVID-19 testing and paid sick leave for every worker called back to the job. We have to enforce clear workplace safety standards. OSHA is just an abomination because corporate America doesn't like OSHA. They don't like them telling them what they have to do. When they had all the crises in the meat packing plants, instead of slowing things up, what did they do? Sped up the line. How in God's name are you supposed to space people to be able to do their job, for example, and speed up the line?

Four. Congress, we have to push it to get all the essential workers the premium pay they deserve. We can do that. And not only is it the right thing to do for them, but it helps the economy. It helps the economy. When you don't have any money to spend, the economy contracts.

Trump has done none of it. I'll do that and a lot more to make sure we never are so unprepared for a pandemic again. Immediately get state and local governments the fiscal relief they need to keep vital public services running.

Two, launch a fund for cash-strapped states and local health departments to stop new COVID outbreaks in their tracks.

Three, build a new public health jobs corps, hiring 100,000 Americans to do contact tracing and testing now, and to fight environmental health issues, opioids, other health inequities long term.

Build on Obamacare. Right now the president is still in federal court trying to do away with healthcare. We have 100 million people who are covered because they have pre-existing conditions; 20 million people never had it—he said, get rid of it all. We should build on that with a public option, a Medicare option, a public option. If you can't afford it, you automatically get covered.

We're going to restore the White House Office of Global Health Security. You know, when we left office, the president put together—our administration—put together a pandemic office in the White House because we knew from the way we had to deal with three other serious diseases internationally, we knew that there were more to come. We didn't know this was coming for certain, but we put it together.

We had CDC having people out around the world to see in advance when these viruses were emerging. We had 44

people in China; he withdrew them from China.

We have to boost funding for biomedical research and disease surveillance. We're not spending the money we need to. We have to re-engage with the world so we're ready to prevent the next outbreak. Walls don't stop diseases. We need to work together.

Finally, as you know, we need a clear plan for the vaccine. Months ago I laid out—with the grace of God and the good will of the neighbors, as my grandpop would say, we're going to find a vaccine hopefully sooner than later. But unless we do what I recommended he do relative to testing, unless you have a national plan, the commander who—look, if we were at war and we had to decide how to get our aircraft and how to get our military persons in a place we most need them, what do you have? You have one commander in charge distributing those forces where they're needed so he's the only one that knows exactly where it was, not leaving it to the localities, he is sending them out or she is sending them out.

Well, I suggested about two months ago now that we start back then to set up a commander in charge of how we will effectively and efficiently distribute a vaccine when it comes.

A massive task of safety, efficiency and fairly producing and distributing this vaccine when it comes. Millions of lives and livelihoods will depend on it.

But does anybody think today, God willing, all of a sudden we found—Lord Almighty, we wake up tomorrow morning and all of a sudden there's a vaccine? What do you think the chances are that it gets distributed with any degree of equity and realization across this country to 320 million people?

There's no planning. I don't know what this guy's doing. I'm calling on Trump to commit to three principles of integrity for the vaccine and the development.

One. The same principle that he should follow and I'll follow as president. First, independent scientists and public health experts alone must determine when the vaccine is safe and effective. That means no hype, no political pressure.

Second thing is there has to be transparency. Clinical vaccine data must be made available to the public for independent expert review—independent expert review.

Third, public report from career FDA experts should submit written recommendations on any vaccine for public review and speak freely on their findings to the public before the Congress. Transparency.

You know we always have a problem with vaccines to begin with. There's a certain number of people who will say, "I'm not going to take them."

What do you think the people are going to do if the president comes along and says, "We've got a vaccine that works." They are not going to take it unless we have full transparency.

We need somebody right now putting together—and I propose a $250 billion plan—to lay out exactly how it will be

distributed if and when it is made available, God willing. We need basic planning. Basic planning, block and tackling. We didn't have to get in the mess we're in now.

First and foremost, the president has an obligation to ramp up extensively the PPE for all of you who are risking their lives every day.

PRESIDENT WEINGARTEN: We can't wait until you're there to do that.

I know you have a hard stop, Mr. Vice President, so I want to get to the last of the questions.

I want to just say Rick Lucas has been that kind of champion over and over again. We have 200,000 healthcare workers, and I will never forget the call when Rick and his colleagues were talking to me about the lack of PPE.

I want our members who watched what you just did, the knowledge that you have. When I say to people that you get things done, the level of knowledge that you have about government and about how to use these levers and what to do—could you imagine if we had that kind of transparency on any of the issues that the Trump administration is doing right now? The credibility.

You said earlier on, and then I'm going to introduce Marguerite. You said earlier on, one of the things that was so important was about confidence, that kids have confidence, that there be credibility. Even in terms of just you riffing off what to do with the vaccine, that's how you give the public confidence. I just want people to hear the kind of extensive knowledge that you have.

I'm sitting here writing down all these notes as you're just riffing off what you need to do on all these different things. It's pretty incredible.

VICE PRESIDENT BIDEN: It's because I've hired people who are smarter than me. I have a guy named Ron Klain who took care of the Ebola crisis. He ran it. He's with me now. I mean, I'm getting every single—that's not true now as it's slowed up. Three days a week I get an hour to an hour-and-a-half briefing from the leading doctors in the country who are experts in this area laying out in detail what we should be doing.

Rick, if you have any more questions for me, I'll be able to get your number. I'm happy to talk to you if you want to talk more about the plight of nurses right now.

PRESIDENT WEINGARTEN: Thank you, Mr. Vice President. I'm worried about your time. We love having you.

Let me introduce our last questioner, Marguerite Ruff. She joins us from Philly. She's a classroom assistant for special ed students and a member of the Philadelphia Federation of Teachers.

DELEGATE MARGUERITE RUFF, Local 3: Good

afternoon, and thank you. Most of us have seen and experienced racism and racial injustice in our lives.

As a nation, we had a breaking point in the middle of a pandemic, an economic crisis, where we watched George Floyd call out, "Mama," as he was murdered by police. It reminded me of my son who was also murdered. I imagine my son calling out for me and not being able to protect him.

What happened to George Floyd was the straw that broke the camel's back. It was awful. In the middle of the pandemic, we took to the streets not only for George but for all who preceded him, documented and undocumented. Enough.

I work in Philly and have worked for students in my community for more than 19 years. There are many small cuts that came before. Under-resourced schools in our Black and brown communities, stagnant wages for school staff—from teachers to counselors to paraprofessionals like myself. We are the foundation of this country. We taught presidents and CEOs. Yet, we have to fight for respect.

The healthcare crisis is killing us at an excessive rate compared with everyone else.

As president, what will you do to help fix the racial injustice, not only this racism by police, but also systemically in our education and healthcare and economic structures?

VICE PRESIDENT BIDEN: First of all, let me say how sorry I am for your loss. I've lost two children, one to an accident and one to a disease. It's the one thing that a parent never anticipates. You feel like you're being sucked into a black hole inside your chest, like you're going to get lost. It never goes away.

It doesn't take much to bring it back, like it happened that very moment, whether it's in my case now with my last child lost, my son, five years, but I can't imagine what witnessing what happened to George. I've spent time with his family, and to bring everything back as if the very moment it was happening all over again.

Gun violence in this country is a public health epidemic, not just mass shootings that make the headlines, but also the daily violence that takes so many lives. There's a mass shooting collectively in America every day; it's just made up of a lot of small numbers.

My thoughts and prayers aren't going to fix broken laws. We need leaders with courage to stand up to the NRA. I've taken on the NRA before and won twice, but I tell you what, as president I'm going to defeat them for good.

My heart goes out to you. I know the feeling.

As you said, we need much more than police and criminal justice reform if we're really going to rip out that injustice that's prevalent in society. That's why I've made racial equity the central part of my Build Back Better plan. I'm going to send you a copy of it. I'm going to take a few minutes to talk about it here.

We have an opportunity to turn something terrible into something good because I think we've reached an inflection point. The country has had the blinders taken off, and they have seen, "Oh, my God, it really happens. It really happens."

This plan covers everything from infrastructure to housing to education. It targets racial wealth and income gaps so we can rebuild a strong and inclusive middle class that deals everybody in. Right now, it's across the board. There is systemic racism in every single aspect of our society.

Here is an example. I'm going to launch what I call the Small Business Opportunity Initiative. Fancy, wonky to say, but it expands a program that President Obama and I put in place to boost investment into small businesses of color, which are the foundations of the community. The community doesn't have a local drugstore; community doesn't have a local supermarket. The community doesn't have a local beauty shop. They are the centers around which communities are built. We're going to also fight to end the deadly health inequities that COVID-19 has amplified.

For example, we expand Obamacare with a public option. It's the fastest way to get universal healthcare. We can double the funding for healthcare centers that are vital on the frontlines, that people can go to needing psychiatric health, needing mental health, dealing with drugs, and a whole range of other things.

We can make coronavirus testing, treatment, and any vaccine free so everyone has it. We don't have to wait in line; everybody gets it.

I'm going to fight to give every child the same strong start in life: Offer universal pre-K for 3- and 4-year-olds, number one.

Number two. Triple the funding for at-risk funds, Title I schools, to close the gap between the rich and the poor here, from 15 to 45 billion a year. Boost teacher pay and teacher assistants' pay. We're running short on teachers unrelated to the coronavirus. If we just had everything moving along as it was before, we're going to be short over another half a million teachers by 2025.

We've got to expand the pipeline of educators of color. You know the numbers. All the great studies have pointed out that in schools where there are students of color, it makes a big difference if the teacher or the teacher's aide is of color. It fundamentally impacts their learning. It's real. It's not some quack thing.

Great universities over the last six, eight years have produced these studies. Kids are more likely to stay in school if they have someone in the classroom teaching them or caring for them. That's why I'm going to fight to close the college race gap and ease the student debt crisis which has left Black college graduates five times more likely—five times more likely—than white graduates to have to default on their student loans because of their financial circumstances.

We're going to fix the Public Service Loan Forgiveness program so that if you, in fact, continue to teach or do what you're doing and you're in a school, your debt will be totally forgiven for school. Up to $10,000 a year in student debt is forgiven.

We're going to make public colleges free for any family earning less than 125,000 bucks a year. Free college.

We're going to invest $5 billion in graduate teaching programs at HBCUs—historically Black colleges and universities.

We're going to fund dual-enrollment high school programs—that you're familiar with in Philly—that train aspiring educators early while they are still in high school themselves and get college credits while they are moving.

We have an enormous task ahead of us in rebuilding and reinvigorating this economy, but every American deserves a strong foundation and needs to play the role.

Last thing I'll say. Right now, there is one of the great things that I find that—I know I went through it as a single parent for five years trying to raise two boys—is that the cost of child care is astronomical. If you are in that sandwich generation, like you are, you may have a parent and/or child who has to be taken care of.

And what happens? We don't pay child care workers nearly enough. We don't pay the people who come in to take care of our parents nearly enough. But people can't afford to pay them because they don't have the money. I set up a program whereby we're going to fund the training of and the advancement of people who are helping with elder care and child care so they can increase their capacity and their credentials while they are doing what they do.

That's going to create, the estimates are, 3 million good-paying jobs. It's going to allow all those, women primarily, [and those] who are single moms to be able to go back to work because they have a 2- or 3-year-old at home that can be actually cared for and be in preschool.

There are so many simple things we can do. It's not just turn on a faucet and spending government money. What it means, and the studies show it, that will increase more income in the pockets of people who are earning a decent wage growing the economy. You show up and you get two new tires on your car. You're able to go out and go to the grocery store. You're able to make sure you can fix the window in the house that's broken. It increases economic growth.

You know, you're familiar probably with Claymont, Del., I suspect. It's not far from where you live in Philly, just on the Delaware border, down by Marcus Hook and Chester and the like.

When I was a kid in grade school, early grades, my dad didn't have a job in Scranton, Pa., the working class neighborhood we lived in. No one in my family had gone to college, my dad and my mom. We moved down to Claymont. It took a long while; it took about four years for my dad to

get enough money to move out of what became Section 8 housing and being able to get a nice split-level home. It's probably worth $125,000 these days.

We did fine. My dad took care of us.

But he used to have an expression. I think this is a core of what you're talking about. He said, "Joey, a job is about a lot more than a paycheck. It's about your dignity. It's about respect. It's about your place in the community. It's about being able to look your kid in the eye and say, 'Honey, it's going to be OK,' and mean it."

Today over 50 percent of the American people think their children will never even reach the standard of living that they have reached. Much of it has to do with systemic racism for Black, Latino, and Asian people. And it's real. But it's totally unnecessary.

I just don't say this when I'm talking to teachers or African American women. I say this to the Wall Street types because it's overwhelming to the interest of the United States of America that we grow the country. Open up.

My concluding comment—I'm staying too long. I'm overstaying my welcome here.

PRESIDENT WEINGARTEN: You don't overstay your welcome.

VICE PRESIDENT BIDEN: Thank you.

Here's the deal. There are points in the history of every country, as a student of history, that are what we call inflection points. You reach a point where there's a chance to make a significant change for the better or worse in the country's future because of circumstances that have occurred.

Well, as your president has said, we have COVID, we have high unemployment, and we have systemic racism all hitting at one time. But this is one of those inflection points where the American people are finally saying, "Oh, my God, I didn't realize. I didn't realize how bad it was."

So many people.

The example I'll give is when Franklin Roosevelt got elected in the middle of Great Depression. I'm not Franklin Roosevelt; I'm not making myself out to the Roosevelt, but I'll be given a similar opportunity if I'm president.

What did he do? He just didn't take us out of a recession, he built back better. He realized how many people had been left behind, so we end up with a thing called Social Security. We ended up putting money into hospitals. Didn't get nearly as far as we had to get, but it was a gigantic step from the way things were in 1930 by the time 1948 came around.

We're at another one of those inflection points. I think the country is ready and ironically, the things that can build back the country are the very things that can have phenomenal impact on diminishing racism and making sure there are good-paying jobs.

We have to build now. We have to invest over a trillion dollars in infrastructure, highways, roads, bridges that aren't safe. We've got to make sure we have facilities that can produce energy, that don't pollute the hell out of—

Make sure that, particularly communities of color, around fence line communities and that are being hurt badly. Look at the number of African Americans that have diabetes, look at the number of African Americans. A lot of that goes back to what happened when they were kids. The absence of the right kind of food, the absence of making sure they lived in areas where you could breathe the air, where you could drink the water. Look at all the schools in America today where you are not sure you can turn on the water fountain and drink it, when they are open.

There's so much we can do to make the country better, make us more competitive, and in the same process give people a real chance.

I want to thank you for what you're doing. I really mean it. I know after what happened, it's hard to get up the next morning. But you're getting up to help other people. I found, for what it's worth—I've never given anybody advice for things like this—but you know what? I found the only way to deal with the kind of tragedies you and I have talked about is purpose. Get up in the morning and have a purpose. You have a purpose. I promise you, I share that purpose with you. I'll do my best—do my best—not to let you down. I promise.

PRESIDENT WEINGARTEN: Thank you, Mr. Vice President.

Thank you, Marguerite, for your courage.

Thank you, Rick, for your valor.

Thank you, Priscilla, for your passion.

That's who we represent, Mr. Vice President. That's who they are.

Starting today we are distributing our Biden for President shirts. I don't know if I'm getting it right, but we're going to see people all over the country, remote, virtual. We're doing over a hundred thousand calls, emails, every single day.

Eighty-three percent of our membership was registered to vote in the last presidential, and 73 percent voted. We're going to get that number up and up and up. We're going to see you in the White House.

Thank you, thank you, thank you.

VICE PRESIDENT BIDEN: My mom would say "God love you." Thank you.

... A video presentation regarding Vice President Biden was shown to the delegates.

... Gov. Michelle Lujan Grisham addressed the delegates via video as follows:

HON. MICHELLE LUJAN GRISHAM
GOVERNOR (D) NEW MEXICO

Good afternoon, everyone. It's Gov. Michelle Lujan Grisham, and I am delighted to have been invited to this incredible annual conference by the American Federation of Teachers.

While I'm incredibly honored to participate via video, there's no doubt that I join the chorus of so many others that I am really missing being able to participate with you directly. However, the leadership shown by AFT around the country—and our state is no exception—during this incredible public health national and international crisis is nothing short of exceptional.

The fact that you and so many others are putting safety and science and sound COVID practices before anything else speaks volumes about how you treat your jobs as educators every single day in the classroom.

I think that most folks are aware that, in my election for governor, one of the priorities was educational investments and reform. We talked about, in New Mexico, about having a moonshot. We did that. We put more resources into our educational budget in our very first legislative session than has ever occurred in the history of the state of New Mexico through one legislative effort. It's our moonshot.

Everything from extended days in the classroom for our earliest learners to actually, in the second session, securing several hundred million dollars for early childhood education so that we are clear that we're going to have an educational environment from the youngest of our learners to the oldest of our learners in New Mexico— all led by the advocacy of AFT and countless others in our state.

Since March, New Mexico educators have assisted the state in providing well more than 9 million meals to our students and our families statewide. They showed up every single day, our educators, including our bus drivers who made sure that they were assisting in the delivery of this much-needed food support and nutrition support to our neediest families statewide.

We didn't have to ask them. We didn't have to create an arrangement. We didn't have to struggle to strategize about how to get that done. You just showed up and did it. This is what heroism looks like. It's about letting nothing get in the way of your ultimate goal to protect your students and their families.

I want to leave you with one more message. We have an opportunity during and after this convention to come together to make sure that we redouble-down our efforts to support our education system in this country, and our educators. We have a candidate for president who must be in the White House. Vice President Biden has moved this country from an incredible financial crisis before. He can tackle this economic crisis and this healthcare crisis without

forgoing the necessary investments to make sure that education in this country remains a top priority.

Lastly, I want to thank the incredible stewardship and leadership of President Weingarten. I have appreciated your fearless advocacy for as long as I have known you. You're making a difference for our first responders and educators all across this country over and over again.

We are going to win the hearts and minds of every family and every voter in this country, and we're going to recommit to making sure our educational outcomes and standards are met in every single school district across America.

Thank you so much for inviting me today. Thank you so very much for making sure New Mexico students are getting every aspect they need to succeed. Thank you for taking that fight on across this country.

PRESIDENT WEINGARTEN: We have one more session that will start at 2:30 this afternoon, Eastern Daylight Time.

As we finish our programming session today, I want to say thank you to Gov. Lujan Grisham. I want to say thank you to Vice President Joe Biden. I want to say thank you to all of you.

I'm going to end with a quote from John Lewis in his op-ed in the New York Times today, which he asked the Times to carry as his funeral—or the day of his funeral.

The last thing we must do, after we take on the resolutions today is we must care, we must fight, we must show up, and we must vote. But we must care right now about the HEROES Act and the stimulus. We need to fight and we need to show up and we need to vote over the next few weeks and months. Early voting starts very soon.

But if we can't reopen, if we don't have the resources to reopen our schools, if we don't have the resources to do the testing that Joe Biden just talked about, that Rick Lucas just talked about, that Marguerite just talked about, that Priscilla just talked about. We need those resources now.

I want to be really clear. There's lots of things that we may disagree with in terms of the margins, but at the end of the day, Sen. Schumer in the Senate and Speaker Pelosi in the House have been our champions, and they have been our champions every single day in the last year and a half. They have been champions for progressive causes, they have been champions for that which we value and that which we need.

Ultimately, I want to just end with what John Lewis said today in his call to action for the country:

"When historians pick up their pens to write the story of the 21st century, let them say that it was your generation who laid down the heavy burdens of hate at last and that peace finally triumphed over violence, aggression, and war. I say to you, walk with the wind, brothers and sisters, and let the spirit of peace and the power of everlasting love be your guide."

My friends, my colleagues, let's walk with the wind, let's

listen to Congressman John Lewis. Let's fight the fight for justice. Let's show up for each other. Let's have the kind of country which cares and which cares for all.

First and foremost we need to vote, we need to fight for the work that we need to fight for over the next few weeks and few months.

Thank you, and I'll see you at 2:30.

… The PS22 Chorus sang "The Scientist" via video.

At 1:24 p.m. EDT, the Convention recessed, to reconvene at 2:30 p.m. EDT.

Afternoon Business Session

PRESIDENT WEINGARTEN: I'm wearing my new Biden T-shirt. You see the back of it. It's "We care. We fight. We show up. We vote."

We have them. We can send them. So we are on the last afternoon of the last day of business. We've had five different sessions. This is now the sixth.

I don't know if anybody during lunch heard it, I was blessed to be able to listen to a little bit of President Obama's eulogy of John Lewis. I'm sorry we're having our sessions during that period of time, but I'm sure they will be on YouTube. It was incredibly inspiring.

So what we're trying to do today—and I am aiming to try to finish before 5:30, because I know that people rely on that timetable. But we have—David Kazansky, I see, is about to talk about the election process and the ballot process. So we're going to have David first up, the chair of the Elections and Credentials Committee. Then we're going to go to the rest of the committees and then the one special order of business.

So just in the event that you want to follow along, we have done Constitutional Amendments. Obviously, we've done the Rules of Conduct and the Rules of Conduct for the election; Constitutional Amendments, and then we did Schools and Colleges Support Staff Issues Committee, Public Services Committee, Political Action, Organizing and Collective Bargaining, Labor and the Economy, and Retirement Committee. So we have four committees left, special order, and elections.

What I am going to do today, I'm just going to be—is that if there's no one in an Oppose Room and there's 20 people in a Support Room, then what I am going to do is just call on two or three people in the Support Room, give time for people to get to the Oppose Room. If there's still no one there, I'm going to move the vote.

Remember, if I'm going too fast—and then I'm going to automatically move the vote at 15. If I'm going too fast, get to the Procedure Room. Say, you know, "Stop it, Randi." You know, appeal the ruling of the chair. Anything in the Procedure Room, our amazing parliamentarian hears it first.

As soon as he can get my attention, he tells me. I turn the microphone off so he can talk to me.

But I am really going to try if there's no dissent—these are all great resolutions, but I know by the third or fourth day, people are actually tired. We tried to switch it up this time so that the committees that don't always get their due got their due this time.

So with that, David, do you want to tell us about the elections? And I call on—first off, we are in order. And I call on the chair of the Elections Committee, David Kazansky.

ELECTIONS COMMITTEE REPORT

COMMITTEE CHAIRPERSON KAZANSKY: Thank you, Randi.

Greetings, everyone. Someone recommended I wear a tie. I feel like a news anchor, but OK.

Much to your delight, my remarks will be brief. I know we have a lot of business to attend to today, and time is short.

So the nomination process ended last night at 6:00, and we have our finalized list of eligible candidates. Ballots are going to be mailed over the next few days to every delegate who checked into the convention in a timely fashion at the mailing address that you provided when you signed up for the convention.

The ballots are going to come in an envelope with the AFT logo on it, and the return address will be for the company handling the balloting process for us, BallotPoint. They're located in Portland, Ore. So if you see something with the AFT logo from Portland, Ore., with BallotPoint on it, that's going to let you know that the ballot, the voting instructions and the return envelope are all going to be in that package.

Can we please put up the copy of the voting instructions if you guys have that available?

Wonderful. These voting instructions are going to be inside your mailing. They're also available on the AFT Convention website in the nominations and elections section. And the document generally outlines how you can get a replacement ballot if you need one, information on

where and when to send the ballot and instructions on filling out the ballot properly so your vote can be counted and your intent as a voter is clear.

Can we put up a copy of the ballot itself?

Excellent. So for those of you who have participated in AFT elections before, the process of voting and the look of the ballot are nearly identical to those previous years. As the ballot says on the top, you can vote for either a slate or individual candidates, but you cannot do both. And I can't repeat that enough, and I'm going to repeat it several times as I go through.

The slate voting section is underneath your name and the bar code. You can see my name and the bar code there. If you want to vote for the slate, and that means voting for every candidate in that slate, just fill in that circle completely. Then go to the bottom of the page, sign it, and mail it back in the provided return envelope. If you voted for the slate, you don't need to fill in any other section on the front or the back of the ballot. Just make sure you sign the bottom and you're good to go.

If you wish to vote for individual candidates and not a slate, you're absolutely allowed to do that. Just don't fill in the slate voting section. Leave that blank. And in the sections below and on the back, fill in whoever you want. There are candidates for AFT president, secretary-treasurer and executive vice president. Those are first. Underneath those are the 43 candidates for vice president for AFT, and on the back of the ballot will be the candidates for the AFL-CIO Convention.

Once you've filled in the circles for the individual candidates, if that's your wish, sign the bottom. Return the ballot in the provided return envelope.

Again, as promised, I'm going to remind you, vote for either a slate or for individual candidates, not both. Please fill in your circles as the instructions state. If you don't fill in the circles correctly or you make marks on other areas of the ballot, that may cause your ballot to be invalidated. Many of us are teachers; we understand this pretty well.

Once your ballot is filled out and you've signed the bottom, you're going to place it in the provided envelope and only the provided envelope. Seal it. Write your return address in the space provided on the upper left-hand corner, and mail it back to BallotPoint.

The earlier you mail your ballot back, the more confident you can be that it's going to arrive at its destination in Portland, Ore., before Aug. 31. The company recommends that you mail your ballot back on or before the 22nd of August.

BallotPoint will not count any ballot that arrives after 10:30 a.m. Pacific Time. And we will announce the results for the election on Sept. 1.

That basically concludes my remarks. Before I sign off, I just want to take a moment to sincerely thank all of the staff

and all of the committee members who worked tirelessly to make this election process run so smoothly. There were more moving parts in this election and nomination process than in the last four conventions combined. It's a testament to the hard work and thoughtfulness and dedication of the staff and the committee that we were able to pull this off.

So thank you. Thank them. And enjoy the rest of the convention.

PRESIDENT WEINGARTEN: So I want to actually say thank you, take a moment to thank the chairs. A couple of people have asked questions about it looks like there's only one slate, what happened? Why are we still having a ballot? But I want David obviously to answer that instead of me.

So we're going to bring him back up.

So, David, I mean, I'm sure I'm not the only one who will ask this question. But it looked like when you showed us the ballot, there was one slate. There were people who were signing petitions and doing that beforehand, so tell us what happened.

COMMITTEE CHAIRPERSON KAZANSKY: So what happened with that is—and it's a good question, everybody who was thinking it. So the nomination process started on July 13, and there were a required number of signatures that either a slate or individual candidates needed to get past in order to make the ballot. In this particular convention, only the candidates in the Progressive Caucus slate achieved enough signatures on their nomination materials and petitions in order to make the ballot.

And even though there's only one slate, we are still making sure that there's an actual election happening. We're not going to just automatically say everybody gets on. We want to make sure that the delegates and the members have a vote.

PRESIDENT WEINGARTEN: Thank you, David.

The 50 signatures, has that been something that we've done for a long time or was that something new for this time?

COMMITTEE CHAIRPERSON KAZANSKY: No, that's been going on for quite some time. I've been the chair, I believe this is my fourth convention as the chair, and I shadowed one, and that's been the standard this entire time.

We really did not modify any of the meat of our election process, only the method by which we get people to vote. So that way we could ensure that a virtual convention, virtual and a mail-in ballot were possible. Everything else pretty much stayed identical.

PRESIDENT WEINGARTEN: Thank you, David. And thank you for all this work. And thank you for all the people

at the Oregon balloting office that we're using, and thank you to all the people who have really helped you on this. You've become an incredible pro on this and everything else that you do. So thank you, David.

COMMITTEE CHAIRPERSON KAZANSKY: Thank you, Randi. Appreciate those words.

PRESIDENT WEINGARTEN: So we are going to get to the orders of business, which the first one is the combined committees of Human Rights and Women's Rights and International Relations.

Convention business—discussion of resolutions and special orders—continued.

ADJOURNMENT

PRESIDENT WEINGARTEN: As I'm thanking all of you for our first convention in this way—we've had thousands of delegates, we've had tens of thousands of people watching us in the last three days. We've had people from the outside, we've had people from our communities, all of whom have been with us as we've tried to actually make this meaningful to all of our delegates, meaningful to all of our members, and actually do the business, the democratic business of our union.

What I am told is we are the only union who has tried to actually do all the work that we would normally do in an on-site, in-person convention. I'm sorry we haven't had all the socialization, but it's been really incredible from sitting in this desk and this room to do this— except that it's been cold as hell.

With all of that, we've got a big, big next several months, whether we are remote or whether we are in person.

I am adjourning this convention.

At 6:04 p.m. EDT, the 86th Convention of the American Federation of Teachers, AFL-CIO, 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 12 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 2018 Labor Power 50 and 50 Over Fifty, 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, predatory 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, healthcare 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

On Sept. 1, 2020, Fedrick C. Ingram was elected secretary-treasurer of the American Federation of Teachers, serving 1.7 million members, including pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; and nurses and other healthcare professionals.

Ingram is the immediate past president of the 140,000-member Florida Education Association (FEA). He was also an elected vice president of the AFT's executive council.

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 be a music teacher and band director in Miami-Dade public schools for 10 years. Fed 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 FEA, 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 also a recipient of the prestigious JM Family African-American Achievers Award, given to leaders who have exemplified excellence in their respective 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

Evelyn DeJesus is the executive vice president of the American Federation of Teachers, AFL-CIO. She was elected to the position in July 2019.

She began her career in education working 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. She went on to become an early childhood teacher and reading specialist at PS 126. She earned a B.A. in psychology, an M.S.Ed. in education and public administration from Baruch College, an M.S.Ed. in reading and curriculum development from Fordham University and an additional 30 credits in reading from New York University.

A skilled teacher and trained administrator, DeJesus is a forceful advocate for justice undaunted and unafraid to speak truth to power.

DeJesus traveled an unexpected road from an engaged parent to educator and trade unionist. Her activism began when one of her daughters became ill during a school construction project. DeJesus publicly exposed the toxic environment. Her courageous whistleblowing actions led to what's now commonly known as the Great Asbestos Scandal of 1993.

DeJesus' innovative instructional strategies soon became the model within District 2 for collaborative team teaching, and her classroom became a lab site for visitors and instructional leaders throughout the state and nation. Distinguished among educators in her district, DeJesus was selected for inclusion in the Aspiring Leaders Institute for prospective principals. While DeJesus graduated with all the qualifications to attain a school leadership position, she channeled her passion and full commitment to the UFT.

DeJesus was tapped to become the district representative for District 2 and subsequently chosen as the Manhattan borough representative, a position she held for seven years prior to becoming the vice president for education in the fall of 2014.

DeJesus' insight and counsel is sought in a variety of key positions at the state and national levels through her service on the New York State United Teachers board of directors and NYSUT executive council, the New York State Labor and Religion Coalition and the executive board of the AFT Latino Caucus. DeJesus was elected as an AFT vice president at its national convention in July 2014, and she sits on the AFT executive council, the AFT Teachers program and policy council, the AFT Civil, Human and Women's Rights Committee, and the AFT English Language Learners Cadre; she also chairs the AFT Latino Task Force, offering program and policy recommendations at the federal level. In 2018, DeJesus was appointed to the board of directors for the Congressional Hispanic Caucus Institute. In 2021, DeJesus became the secretary-treasurer of the Labor Council for Latin American Advancement.

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.

ELBA L. APONTE SANTOS

Elba L. Aponte Santos was elected as an AFT vice president during the 2020 convention.

Since November 2019, Aponte Santos has served as president of the Asociación de Maestros de Puerto Rico, a historic labor organization that was founded more than a century ago in 1911, five years before the founding of the AFT.

AMPR voted overwhelmingly to affiliate with the AFT in 2017, at a time when Puerto Rico's public institutions were threatened by both natural and economic disasters. Today's AMPR represents more than 27,000 Puerto Rican educators.

Aponte Santos is a special ed teacher, and she has also taught Spanish language and adult education. An avid student, she attended Interamerican University, the Central University of Bayamón and the University of Puerto Rico, earning a master's degree in special education with a specialty in autism, and pursuing 1,800 hours of advanced studies in educational leadership and management.

She is also a fierce defender of public education on the island, where she participates in mobilizations, marches and organized protests. In 2017, after Hurricane Maria devastated Puerto Rico, she was active in the delivery of supplies and water filters to victims and served on the Commission to Promote the Opening of Schools. The recovery and her activism are ongoing.

BARBARA BOWEN

A professor of English at Queens College and the Graduate Center of the City University of New York (CUNY), Bowen taught for 15 years before becoming president of the Professional Staff Congress/CUNY. A scholar of 17th-century English literature and African American studies, Bowen

earned her Ph.D. at Yale and has published numerous works in her field. Throughout her academic career, she also has worked in progressive political movements and as a labor organizer. Bowen's election as president of the Professional Staff Congress in 2000 was as part of a collective of faculty and staff with deep roots in progressive politics. The PSC represents 25,000 faculty members and professional staff at CUNY and the CUNY Research Foundation. Bowen began her union career when an assignment as a VISTA volunteer turned into an effort to organize 800 tobacco pickers in the Connecticut River Valley. She also spent several years as a community organizer. In addition to her position as an AFT vice president, Bowen is a member of the New York State United Teachers

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.

DONALD CARLISTO

Donald Carlisto is president of the Saranac Lake (N.Y.) Teachers Association and a full-time middle school dean of students. His career in public education spans more than two decades.

A former union building representative, negotiator and grievance chair, Carlisto also serves on the New York State United Teachers board of directors and is a member of the affiliate's executive committee.

Strong community partnerships and direct, effective action by union members have been a major focus of Carlisto's work and leadership in organized labor. He was a founding member of the North Country Alliance for Public Education, a community coalition that united educators, parents and other partners to address problems ranging from inadequate funding for rural schools to accountability based blame-and-shame tactics against schools and educators.

An advocate for community schools, Carlisto has leveraged the experience of the AFT and NYSUT to help grow and expand this model in his district and region.

Carlisto was also a lead organizer in one of the most effective and noteworthy union mobilizations in recent years: the Picket in the Pines demonstration in Lake Placid, N.Y., against destructive school reform schemes.

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 president of the Ohio Federation of Teachers, 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 chair of the federation's retirement committee.

At the state level, Cropper serves as secretary-treasurer of the Ohio AFL-CIO. She is also the secretary-treasurer of We Are Ohio, a state coalition of community and labor groups formed to preserve workers' rights. In addition, she serves on the boards of Policy Matters Ohio and UHCAN Ohio, on the steering committee for Advocates for Ohio's Future and is a labor representative on the Business Advisory Council of the Federal Reserve Bank of Cleveland. At the national level, in addition to being an AFT vice president, Cropper is a co-chair of the AFT's State Federation Presidents Advisory Committee as well as a member of the Defense Committee and the Human Rights 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.

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.

"I am a woman of God," she says. "I love my family, and I love serving the children of this great community in Gary, Ind."

MARIETTA A. ENGLISH

Marietta English is the president of AFT-Maryland, representing almost 20,000 workers throughout the state, and an AFT vice president. She formerly served as president of the Baltimore Teachers Union for 21 years.

English represents eight local affiliates in Maryland. She

can be seen in the halls of Annapolis fighting for the rights of her members.

She has been a classroom teacher, a consulting teacher and a new-teacher mentor. She has taught all grades from pre-K through grade 8, and has worked as a special education instructor.

English is also a member of several civic, social and cultural organizations. She has served as president of the Metro-Baltimore Alliance of Black School Educators and the state affiliate. In 2014, English was elected president of the National Alliance of Black School Educators, the only teacher to ever hold that position. NABSE is the largest educational worldwide organization to represent minorities.

A life member of the NAACP, English has served as that organization's youth director and is the chairperson of the Baltimore County Branch of ACT-SO (Afro-Academic, Cultural, Technological and Scientific Olympics) program.

English is a life member of Delta Sigma Theta Sorority Inc., where she has served on several committees.

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.

LISA J. GOURLEY

Lisa Gourley has been a member of the Oregon School Employees Association since she began working as a special education assistant in 1995. She was elected president of the 20,000 member OSEA in 2019. More than three decades ago, you could have found Gourley managing the Labor Booth at the Oregon State Fair or at the Union Label Show working as a volunteer. If you were looking for Gourley after class when she was in high school, you wouldn't have found her at the mall; you would have found her at her father's side typing up union grievances to help him prepare for the next day in his role as shop steward. Her tireless advocacy on behalf of working people started early in her life and has persisted throughout to guide and shape her into the dynamic and amazing labor leader she is today.

Gourley has been recognized for excellence throughout her career as a special education assistant, and has held many different roles within the Oregon public school system. Lisa is a trained Braillist, has worked as a basic life skills assistant, and was the program coordinator for the high school SPED Rewards Reading Program.

Gourley serves on the AFT executive council as an AFT vice president, and delegate to the national AFL-CIO convention. Within the AFT executive board, she is a member of the Rural Projects Committee as well as the AFT Member Benefits Committee.

In addition to serving as an AFT vice president and president of the OSEA, she holds leadership roles in other labor and community organizations. Gourley is a vice president of the Oregon AFL-CIO; she is secretary for the Linn-Benton-Lincoln Central Labor Chapter and has served in the past as president, trustee and delegate.

Gourley was elected to the City Council in Sweet Home, Ore., and is currently serving her second term. A happy mother of four children and grandmother to seven, she will proudly tell you that there are three generations of activist union women in the Gourley family. Growing up with the stories her mother told of unionism and fighting for dignity and respect on the job, Lisa Gourley has dedicated her life to improving conditions for working people, and has passed down that calling to her daughter, who like both her mother and her grandmother before her is also an active unionist.

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-Mats is the president of the United Teachers of Dade, the largest teachers union in the southeastern United States. Hernández-Mats 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-Mats 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-Mats was recognized by *Miami Today* as part of its Achiever Series for her work in advancing public education throughout the Miami-Dade community.

Hernández-Mats 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-Mats 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-Mats 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-Mats 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.

STEPHANIE LY

Stephanie Ly was elected as an AFT vice president during the 2020 AFT convention. She has been the president of AFT New Mexico since 2012, and before that, she taught kindergarten and second and third grades in Illinois and New Mexico.

Ly's union activism started early in her career while teaching at Mohawk Elementary School in Bensenville, Ill. After moving to New Mexico, she became a building rep in the Rio Rancho school district and was elected secretary and executive vice president of the Rio Rancho School Employees' Union, with whom she created a full-time position for union work.

Ly earned a bachelor's degree in elementary education at Elmhurst College in Illinois, earned a master's in teaching and leadership at Saint Xavier University in Chicago, and completed extensive studies toward a Ph.D. (ABD) in curriculum and instruction at New Mexico State University in Las Cruces, N.M.

Ly views the world through a lens of fairness, justice, equity and taking action. She is passionate about fairness in the workplace, justice for wrongs committed in society and equity for all, with a special focus on educational access for historically marginalized communities.

Ly is married to an elementary school teacher who works in Rio Rancho public schools. She is the mother of four daughters, whose activities range from soccer and political activism to graduate school and service in the U.S. Air Force. She is a longtime PTA volunteer, serves as "Team Mom" for her daughters' youth soccer leagues and has developed an educational curriculum for her church.

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.

JOHN MCDONALD

John McDonald has been the president and chief negotiator of the Henry Ford Community College Federation of Teachers, AFT Local 1650, in Dearborn, Mich., since 1978. He also has served as AFT Michigan's vice president for higher education since 1978 and has been a member of the AFT Higher Education program and policy council since 1991. He was first elected as an AFT vice president in 2012.

McDonald serves on the AFT's Democracy Committee, Committee on Political Education, and Human and Civil Rights Committee. He is chairman of the United Schools Association, a political action committee representing the employee unions at Dearborn Public Schools and Henry Ford Community College.

He has served on the Michigan Coalition for Secure Retirement, the Metro Detroit AFL-CIO Executive Board, and a recent Michigan State Board of Education committee reviewing Michigan's higher education attainment, success and strategy.

McDonald is a past president of the Dearborn Rotary Foundation, serves on the board of the Henry Ford Community College Foundation, and is active in many community organizations and political campaigns.

McDonald received his bachelor's and master's degrees from the University of Michigan. His teaching career at Henry Ford Community College has focused on English composition and 19th-century American literature.

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 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 1,900-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. He has been re-elected IFT president three times, in 2013, 2016 and 2019.

Montgomery has been active at the national level, as well. He co-chaired the AFT Teachers program and policy council, and now serves on the Democracy Committee and the executive committee of the AFT. He has worked on various AFT task forces and committees, including those on teacher evaluation, retirement security, standards and artificial intelligence.

He currently serves as an elected vice president of the Illinois AFL-CIO, and on the boards of directors of the Center for Tax and Budget Accountability 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 seven-year term on the board of directors of the National Board for Professional Teaching Standards. In 2014, Illinois Gov. Pat Quinn appointed him a regent of the Lincoln Academy of Illinois, the state's highest honor. And in 2018, Gov. JB Pritzker asked him to serve on his gubernatorial transition team.

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.

ANDREW PALLOTTA

A grassroots leader and longtime educator, Andrew Pallotta was elected executive vice president of the New York State United Teachers 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, 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. He is a vice president of the New York State AFL-CIO.

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.

In 2015, Phillips facilitated AaNA's successful affiliation with the American Federation of Teachers. Since then, she has served in her appointment by AFT President Randi Weingarten on the AFT Nurses and Health Professionals program and policy council.

In 2020, Phillips led her union's response to the COVID-19 pandemic—getting masks and face shields into the hands of AaNA union members, negotiating for fair wages and working conditions for nurses on the frontlines of the pandemic, and advocating for pandemic relief funding and Occupational Safety and Health Administration infectious disease protections for workers.

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.

JESSE SHARKEY

Jesse Sharkey was elected as an officer of the 28,000 member Chicago Teachers Union in 2010. He took over as president in 2018, and won re-election in 2019 with a program of union democracy, militancy, and commitment to racial equity and social justice. During his time in office, the CTU has built a network of hundreds of rank-and-file activists, strengthened ties to parents and the community, and provided an example to both the city and the country of how we can build power and win improvements in our schools when we create a well-organized, movement-oriented union.

As a union officer, Sharkey has led many changes through the union that have improved the CTU's effectiveness. He played a key role in the local's common good bargaining strategy, which utilizes large rank-and-file bargaining teams, and involves community organizations, immigrants' rights groups, and other stakeholders to develop popular bargaining demands. He led the merger between the CTU and the Chicago Alliance of Charter Teachers and Staff that unified district schools with the growing charter sector, which has helped slow school privatization and improved conditions in the charter sector. Sharkey spearheaded the process of moving the union from a corporate office downtown to a building with a beautiful meeting hall and classroom space on the city's West Side, which was renovated by the CTU's foundation. He also led six strikes, including the historic strike of 2012, the nation's first strike at a charter school in 2018, and an 11-day strike at Chicago Public Schools in fall 2019, which resulted in many improvements for CTU members and for the public schools, including reduced class sizes and increased clinician staffing.

Prior to being elected to CTU leadership in 2010, Sharkey taught social studies in Chicago Public Schools for 12 years at Senn High School and Chicago Vocational Career Academy, where he also coached chess, served as union delegate, and worked with community and activist groups such as the Kenwood Oakland Community Organization and the Campaign to End the Death Penalty. In 2004, he played a leading role in the Save Senn campaign, which mobilized hundreds of parents to oppose the takeover of the school by a military academy,

an experience that taught him the value of defending traditional public schools against privatization.

Sharkey represents the CTU on the American Federation of Teachers executive council, and sits on the Illinois Federation of Teachers executive board. He earned both his bachelor's and master's degrees from Brown University where he studied history and education, and currently lives with his wife and two children in Chicago's Rogers Park neighborhood.

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 has been the president of Education Minnesota since 2013. Prior to her presidency, she was Education Minnesota's secretary-treasurer. Specht is an AFT vice president, a member of the Minnesota AFL-CIO's executive committee and general board, and serves in various roles at the National Education Association.

A fourth-generation teacher, Specht holds an elementary teaching license and taught in Texas and Minnesota before becoming a teacher on leave to hold her union position.

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.

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 in that role, 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; together, they have raised three biological children and have been foster parents to 70 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.