

**LABOR AND THE ECONOMY COMMITTEE**

Committee Chair: Shari Obrenski, Cleveland Teachers Union, Local 279  
Committee Secretary: Deborah Baker-Lloyd, Ohio Nurses Association,  
Local 5903

**21. BUILDING A BETTER BRIDGE BETWEEN  
LEARNING AND WORK THROUGH CTE, INTERNSHIPS  
AND APPRENTICESHIPS**

**Committee recommends concurrence.**

1 WHEREAS, career and technical education (CTE) has proven its  
2 value in minimizing dropout rates and promoting further education in  
3 proportions approaching those of purely academic routes; and

4 WHEREAS, America is experiencing severe shortages in a number  
5 of areas, exacerbated by COVID-19, all the while needing to prepare  
6 students for well-paying, middle-class jobs of the future; and

7 WHEREAS, the German dual-track vocational education and  
8 training (VET) system is so prestigious because it puts students' needs  
9 at the center of the system, giving students multiple options for careers  
10 beginning with career research and marketing, followed by an  
11 application to a company or public sector institution for a paid  
12 apprenticeship position that consists of classroom study in specialized  
13 vocational schools and on-the-job work experience under the  
14 supervision of a certified trainer; and

15 WHEREAS, about 51 percent of Germany's workers are skilled  
16 workers trained in the VET system, in which 430,000 companies  
17 partner with vocational schools and more than 80 percent of large  
18 companies hire apprentices; and

19 WHEREAS, the German system has a tri-partite governance  
20 structure composed of government, the private sector and labor  
21 unions, which ensure that an emphasis on social inclusion is  
22 maintained; and

23 WHEREAS, the United States lacks the tri-partite system of  
24 collaboration between government, industry and labor, and U.S.  
25 politics and culture differ significantly from Germany's; nevertheless,  
26 there are elements of the German VET system that can improve our  
27 career and technical education system, producing greater benefits both  
28 for students and our economy; and

29 WHEREAS, the United States needs to embrace CTE as a system  
30 of career advising, career-connected learning, followed by an  
31 employer-facilitated transition to work and/or further education tied to a  
32 career.

33 **RESOLVED, that the American Federation of Teachers,**  
34 **including its locals and affiliated organizations, will support and**  
35 **will advocate for the development of student internships and**

36 apprenticeships, including pre-apprenticeship programs in career  
37 and technical education programs in school districts across the  
38 United States, in partnership with local employers, union  
39 apprenticeship programs and community colleges; and

40 RESOLVED, that the AFT, including its locals and affiliated  
41 organizations, will support and will advocate for the development  
42 of an incentive structure at the national and local levels to  
43 encourage the private sector to play a role similar to that of  
44 German companies in the preparation of young people for skilled,  
45 high-paying jobs; and

46 RESOLVED, that the AFT, including its locals and affiliated  
47 organizations, will advocate for externships for CTE teachers to  
48 maintain their knowledge of new technologies and processes in  
49 industries so that they are able to keep curricula up to date and  
50 teach students the latest skills that companies are looking for;  
51 and

52 RESOLVED, that the AFT will advocate for and seek resources  
53 to fund a position of coordinator in schools to manage local  
54 partnerships to develop relevant career advising, internships and  
55 apprenticeships for students and externships for teachers,  
56 similar to the AFT’s Innovation Fund-granted position in Peoria,  
57 Ill., that proved so valuable to the community that the local  
58 Chamber of Commerce and partners have continued to fund the  
59 position.

- Adopted                       Adopted as Amended                       Defeated                       Tabled
- Precluded by \_\_\_\_\_                       Referred to \_\_\_\_\_

**24. END SURVEILLANCE CAPITALISM AND REGULATE  
SOCIAL MEDIA TO PROTECT OUR CHILDREN,  
PROTECT PRIVACY, AND SAVE OUR DEMOCRACY**

**Committee recommends concurrence.**

1 WHEREAS, by age 12, more than two-thirds (69 percent) of  
2 children and 84 percent of teens (13- to 18-year-olds) own a  
3 smartphone, and on average, teens’ daily screen time (excluding  
4 school and homework) is nearly 7 1/2 hours with 1 hour and 10 min.  
5 devoted to social media;<sup>1</sup> and

6 WHEREAS, Facebook’s own internal research shows Instagram  
7 use by some teen girls is related to feeling worse about their bodies,  
8 anxiety, depression and suicidal thoughts, and confirms a decade of

<sup>1</sup> “The Common Sense Census: Media Use by Tweens and Teens, 2019.” *Common Sense Media*, <https://www.common sense media.org/research/the-common-sense-census-media-use-by-tweens-and-teens-2019>. Accessed May 21, 2022

9 studies revealing the relationship between social media use and types  
10 of harm to young people; and

11 WHEREAS, for U.S. adults, the recent average amount of time  
12 spent per day (1) reading a book is 17 minutes, (2) on their smartphone  
13 is 5.4 hours and (3) on social media is two hours and three minutes;<sup>2,3</sup>  
14 and

15 WHEREAS, social media sites are designed to be addictive with the  
16 infinite scroll and swipe-to-refresh that generate never-ending targeted  
17 content, Instagram’s and Facebook’s “Like” buttons, and comments  
18 that provide validation feedback while the brain’s dopamine system  
19 reinforces staying on the site, returning to check the media feed,  
20 responding to alerts and inducing more posts;<sup>4,5</sup> and

21 WHEREAS, every time someone sends a message on Facebook,  
22 Snapchat or Twitter, or does a Google search or sends an email using  
23 Google’s Gmail, everything is scanned, sorted and stored as part of  
24 that person’s advertising profile;<sup>6</sup> and

25 WHEREAS, the behavior of clicking Facebook’s Like button, “can  
26 be used to automatically and accurately predict a range of highly  
27 sensitive personal attributes, including: sexual orientation, ethnicity,  
28 religious and political views, personality traits, intelligence, happiness,  
29 use of addictive substances, parental separation, age and gender”; the  
30 highest accuracy for correctly classifying individuals are: by race (95  
31 percent), gender (93 percent), male sexual orientation (88 percent) and  
32 political affiliation—Democrat vs. Republican (85 percent);<sup>7</sup> and

33 WHEREAS, in 2018, Facebook (now, Meta) CEO Mark Zuckerberg  
34 told Congress, “We believe that everyone around the world deserves  
35 good privacy controls,” but, a year later, a Facebook attorney argued  
36 in a U.S. District Court, “There is no privacy interest, because by

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<sup>2</sup> Published by Statista Research Department, “Daily Social Media Usage Worldwide.” *Statista*, March 21, 2022, <https://www.statista.com/statistics/433871/daily-social-media-usage-worldwide/>. Accessed May 29, 2022.

<sup>3</sup> Hari, Johann. *Stolen Focus: Why You Can't Pay Attention*. Bloomsbury Publishing, 2022. p. 80.

<sup>4</sup> Price, Catherine. “Trapped—the Secret Ways Social Media Is Built to Be Addictive (and What You Can Do to Fight Back).” *BBC Science Focus Magazine*, April 15, 2020, <https://www.sciencefocus.com/future-technology/trapped-the-secret-ways-social-media-is-built-to-be-addictive-and-what-you-can-do-to-fight-back/>. Accessed May 30, 2022.

<sup>5</sup> Ong, Thuy. “Sean Parker on Facebook: 'God Only Knows What It's Doing to Our Children's Brains.'” *The Verge*, Nov. 9, 2017, <https://www.theverge.com/2017/11/9/16627724/sean-parker-facebook-childrens-brains-feedback-loop>. Accessed May 30, 2022.

<sup>6</sup> Hari, Johann. *Stolen Focus: Why You Can't Pay Attention*. Bloomsbury Publishing, 2022. p. 125.

<sup>7</sup> Kosinski, Michal, Stillwell, David, and Graepel, Thore. *Private Traits and Attributes Are Predictable from Digital Records of Human Behavior—PNAS*. (2013) <https://www.pnas.org/doi/10.1073/pnas.1218772110>.

37 sharing with a hundred friends on a social media platform ... negated  
38 any reasonable expectation of privacy”;<sup>8</sup> and

39 WHEREAS, surveillance capitalism creates profit by claiming  
40 private human experience collected online as a free source of raw  
41 material translated into behavioral data that is processed—without  
42 individuals’ knowledge or understanding—to create profiles which  
43 provide behavior predictions of an individual or group and sold to  
44 business customers in a new marketplace to manipulate human  
45 behavior. Internet users are not the customer, they are the raw  
46 material;<sup>9</sup> and

47 WHEREAS, surveillance data are used to build psychographic  
48 profiles of voters and sold to political campaigns, as revealed by the  
49 Cambridge Analytical scandal where CA obtained the data of 87 million  
50 Facebook profiles, more than 70 million in the U.S., tested images and  
51 messages, and supplied profiles and hundreds of tailored ads to the  
52 2016 Trump campaign to do highly targeted political advertising on  
53 social media; and

54 WHEREAS, surveillance data used to build psychographic profiles  
55 of voters to create political ads, use disinformation, and create fake  
56 news stories designed to influence specific groups of voters in elections  
57 and campaigns around the world are a threat to democratic nations:

58 **RESOLVED, that the American Federation of Teachers will**  
59 **affirm:**

- 60 • **U.S. federal and state governments must enact legislation**  
61 **that gives internet users the choice to opt out of any data**  
62 **collection process without repercussions and to have**  
63 **access to completely tracking-free advertising;**  
64 • **The business model of global tech companies must be**  
65 **reformed to protect against data targeting of personal**  
66 **information, including race, sexuality, gender, health status,**  
67 **and political, religious or philosophical beliefs;**  
68 • **Social media platforms must reform algorithmic pathways to**  
69 **end the optimization of divisive and dangerous messages**  
70 **based on disinformation that radicalizes some users, leads**  
71 **to violence and threatens democratic governments;**  
72 • **Anti-trust action must be taken to mitigate the power of**  
73 **global technology giants such as Google and Meta; and**

74 **RESOLVED, surveillance capitalism must end; and**  
75 **RESOLVED, that the AFT will affirm that it is the responsibility**  
76 **of tech giants and governments to ensure that timely reforms are**

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<sup>8</sup> Biddle, Sam. “In Court, Facebook Blames Users for Destroying Their Own Right to Privacy.” *The Intercept*, June 14, 2019, <https://theintercept.com/2019/06/14/facebook-privacy-policy-court/>. Accessed May 29, 2022.

<sup>9</sup> Zuboff, Shoshana. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Public Affairs, 2020.

77 **made to mitigate the discovered harm done by using social media,**  
78 **such that it would not be the case that viewing and using an app**  
79 **might lead a teenager to consider suicide.**

Adopted       Adopted as Amended       Defeated       Tabled  
 Precluded by \_\_\_\_\_       Referred to \_\_\_\_\_

## **22. STANDING AGAINST TAXPAYER FUNDING OF SCHOOL VOUCHER PROGRAMS**

**Committee recommends concurrence.**

1        WHEREAS, public education is the foundation of our democracy  
2 where all children are accepted regardless of their gender, race, sexual  
3 orientation, religion, disability or economic status; and

4        WHEREAS, our public schools are the heart of our communities,  
5 providing all children with an ample and effective opportunity for a  
6 public education; and

7        WHEREAS, it is not viable or desirable to divert public resources to  
8 educate only select students in other programs, which do not meet the  
9 accountability and inclusion standards of our public schools; but rather,  
10 we need to focus on educating all students with a well-resourced public  
11 education system; and

12        WHEREAS, it is essential to focus on providing public schools with  
13 the funds and resources to meet the needs of all students; and

14        WHEREAS, there have been strategic attempts to dismantle public  
15 education by imposing taxpayer-funded school voucher programs; and

16        WHEREAS, there are currently 27 voucher programs in 16 states  
17 and the District of Columbia; and

18        WHEREAS, states like New Hampshire have seen unregulated,  
19 taxpayer-funded vouchers used to discriminate against children and  
20 not provide all of them an equal opportunity at a free public education:

21        **RESOLVED, that the American Federation of Teachers will**  
22 **continue to publicly oppose the diversion of public funds to**  
23 **discriminatory voucher programs that significantly reduce public**  
24 **financial support to our cherished public schools; and**

25        **RESOLVED, that the AFT will continue to use its voice**  
26 **nationally and on the state and local levels to educate the public**  
27 **about the dangers of vouchers; and**

28        **RESOLVED, that the AFT will continue to lobby national, state,**  
29 **and local governments, and support state federations in their**  
30 **opposition to school vouchers; and**

31        **RESOLVED, that the AFT will continue to partner with like-**  
32 **minded community organizations, parent organizations and labor**  
33 **organizations to support fully funded public schools; and**

34       **RESOLVED, that the AFT will continue to shout from sea to**  
35 **shining sea the value, importance, and fundamental right of every**  
36 **American child to a free and appropriate public education.**

Adopted            Adopted as Amended        Defeated            Tabled  
 Precluded by \_\_\_\_\_        Referred to \_\_\_\_\_

**25. CHANGING SOCIAL SECURITY TO PROVIDE FULL  
ACCESS AND EQUITY FOR ALL EDUCATIONAL  
EMPLOYEES**

**Committee recommends concurrence as amended below:**

1       WHEREAS, most Americans already believe that earned Social  
2 Security is an entitlement available to all American workers; and  
3       WHEREAS, the American Federation of Teachers believes that  
4 all workers should be able to access their full, safe, secure pension  
5 via Social Security; and  
6       WHEREAS, currently the Government Pension Offset (GPO),  
7 which in various instances, reduces earned Social Security  
8 survivors' benefits for spouses, widows and widowers who also  
9 receive government pensions of their own; and  
10       WHEREAS, currently the Windfall Elimination Provision (WEP),  
11 which in some instances, reduces Social Security benefits for  
12 individuals who also receive a pension or disability benefit from an  
13 employer that did not withhold Social Security taxes; and  
14       WHEREAS, currently 1.2 million employees of certain K-12  
15 public education districts and higher education districts (or in some  
16 cases statewide) in 15 states and the District of Columbia are  
17 excluded from the Social Security system; and  
18       WHEREAS, this situation is particularly critical for adjunct faculty  
19 members in higher education employed by some community  
20 college districts who are considered as part-time employees and  
21 hourly workers. Both receive very little in the way of any pension  
22 benefits:

23       **RESOLVED, that the American Federation of Teachers will**  
24 **seek the complete repeal of the WEP and GPO loopholes by**  
25 **supporting and advocating for the passage of the Social**  
26 **Security Fairness Act of 2021 and related legislation; and**  
27       **RESOLVED, that the AFT will support and advocate for all**  
28 **federal and state legislation policy, including but not limited to**  
29 **seeking revised Section 218 agreements at the state level, as**  
30 **needed to allow all educational and all public employees in**  
31 **impacted states full access to a fully insured federal pension**  
32 **via the Social Security system a given jurisdiction or workplace**

33 who have been excluded from the retirement portion of Social  
34 Security to be able to collectively decide to take part in that  
35 portion of the system.

- Adopted             Adopted as Amended         Defeated             Tabled
- Precluded by \_\_\_\_\_  Referred to \_\_\_\_\_

## 20. TEACHING AND LEARNING ABOUT LABOR

**Committee recommends concurrence.**

1        WHEREAS, attacks on the labor movement have been increasing  
2 in volume and intensity fomented by anti-union politicians,  
3 organizations, corporations and wealthy individuals; and

4        WHEREAS, recent attacks have been primarily focused on public  
5 employee unions including teachers, police officers and firefighters and  
6 other local, state and federal employees; and

7        WHEREAS, research conducted by Hart Associates indicates that,  
8 of all adults, 46 percent said they knew a fair amount or a great amount  
9 about unions as opposed to 54 percent who said they knew just a little  
10 or did not know much about unions; and

11        WHEREAS, that same research found a great deal of  
12 misunderstanding and misinformation about unions and what they do;  
13 and

14        WHEREAS, other studies show that the more people know about  
15 unions, the higher the approval rate; and

16        WHEREAS, Americans said their chief sources of knowledge about  
17 unions were personal experience (37 percent), people in unions (26  
18 percent) and the media (25 percent) while schools were not mentioned  
19 at all; and

20        WHEREAS, while there are a number of well-documented reasons  
21 for the relative decline of American labor, including intense opposition  
22 from employers and their allies, it can be argued that the lack of  
23 knowledge or incorrect knowledge about unions contributed to this  
24 decline; and

25        WHEREAS, the lack of knowledge and support of the labor  
26 movement makes it more difficult to gain public and political support for  
27 its goals; and

28        WHEREAS, a number of studies conclude that the American labor  
29 movement has been—and is—a major advocate for measures to  
30 improve the lives of working families, including public education, a  
31 minimum wage, unemployment insurance, workers' compensation,  
32 health and safety laws, progressive leave policies, the right to organize  
33 and bargain collectively, Social Security, Medicare, pensions, and  
34 improved wages and working conditions for all American workers  
35 whether in a union or not; and

36 WHEREAS, if the fortunes of the American labor movement are to  
37 improve, its story must be told and told more effectively; and

38 WHEREAS, the Albert Shanker Institute in cooperation with the  
39 American Labor Studies Center published “American Labor in U.S.  
40 History Textbooks: How Labor’s Story is *Distorted* in High School  
41 History Textbooks” that concludes that labor’s role in U.S. history is  
42 misrepresented, downplayed or ignored; and

43 WHEREAS, there exists a number of excellent programs and  
44 curriculum about the rich history and the economic, political, social and  
45 cultural activities of workers and their unions but few find their way into  
46 American classrooms and labor education programs; and

47 WHEREAS, the American Labor Studies Center owns and is  
48 restoring the home of Kate Mullany, a young Irish immigrant who  
49 formed our nation’s first bona fide all-female union in 1864—the Troy  
50 Collar Laundry Union—that was designated a National Historic  
51 Landmark by the secretary of the interior in 1998 and a National  
52 Historic Site, a unit within the National Park System, by Congress in  
53 2004; and

54 WHEREAS, the American Labor Studies Center is in the process of  
55 establishing a National Trade Union Women’s Memorial honoring  
56 women who have made significant contributions to workers and their  
57 unions throughout our nation’s history at the Kate Mullany National  
58 Historic Site; and

59 WHEREAS, American Federation of Teachers President Randi  
60 Weingarten wrote, “The American Labor Studies Center is a wonderful  
61 source for elementary and secondary teachers who are seeking high-  
62 quality curriculum materials and resources for integrating labor history,  
63 and an understanding of the role of the labor movement, into their  
64 classrooms. It deserves the strong support of all those who support the  
65 labor movement and the Center’s mission”:

66 **RESOLVED, that the American Federation of Teachers will**  
67 **actively continue its policies and programs to assist members to**  
68 **understand the need for the integration of the labor movement**  
69 **and its history into the curriculum, and identify curriculum**  
70 **resources and strategies; and**

71 **RESOLVED, that the AFT will continue to actively support and**  
72 **promote the American Labor Studies Center ([www.labor-](http://www.labor-studies.org)**  
73 **studies.org) that provides high-quality and extensive K-12**  
74 **teaching materials about the American labor movement and its**  
75 **history through its communications platforms and the restoration**  
76 **and opening of the Kate Mullany National Historic Site**  
77 **([www.katemullanyrhs.org](http://www.katemullanyrhs.org)) in Troy, N.Y., and the creation of a**  
78 **National Trade Union Women’s Memorial at the site.**

Adopted                       Adopted as Amended                       Defeated                       Tabled  
 Precluded by \_\_\_\_\_                       Referred to \_\_\_\_\_



## 23. IN OPPOSITION TO U.S. SANCTIONS ON CUBA

### **Committee recommends non-concurrence.**

1 WHEREAS, starting in 1960, the U.S. has imposed an increasingly  
2 severe economic, commercial and financial embargo on Cuba, which  
3 was intensified by Donald Trump in 2017; and

4 WHEREAS, the U.S. blockade often prevents the purchase of  
5 necessary educational materials, desks, books, technology, which are  
6 essential for the teaching-learning process, and even basic resources  
7 for building repairs in the schools; and

8 WHEREAS, the U.S. blockade has severely restricted collaboration  
9 on scientific and medical research that interferes with the potential of  
10 saving lives in the face of this pandemic,<sup>1</sup> including Cuba's  
11 development of four vaccines against COVID-19; and

12 WHEREAS, for 29 consecutive years, the General Assembly of the  
13 United Nations has voted overwhelmingly to adopt a resolution in favor  
14 of lifting the U.S. embargo against Cuba;<sup>2</sup> and

15 WHEREAS, despite punishing sanctions, Cuba is a country that  
16 prioritizes education and spends 13 percent of its gross domestic  
17 product on universal public education, the highest of any nation;<sup>3</sup> and

18 WHEREAS, current U.S. policy undermines the solidarity that Cuba  
19 has shown with oppressed communities globally and in the U.S.; and

20 WHEREAS, Cuba is providing free medical education to low-  
21 income students in the U.S., particularly students of color in  
22 underserved communities who are unable to afford medical school;<sup>4</sup>  
23 and

24 WHEREAS, Cuba has a long history of providing international  
25 medical aid and healthcare to the peoples of the world, and the Henry  
26 Reeve International Brigades were decisive in the fight against Ebola  
27 and have stepped forward in many epidemics around the world,  
28 including dengue fever, HIV/AIDS, swine flu and hepatitis;<sup>5</sup> and

29 WHEREAS, since the outbreak of COVID-19, Cuba has sent 3,700  
30 health workers in 52 international brigades to 39 countries

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<sup>1</sup> <https://www.ethicsandinternationalaffairs.org/2020/u-s-economic-sanctions-on-cuba-in-the-context-of-the-pandemic-covid-19/>

<sup>2</sup> <https://www.reuters.com/world/americas/us-continues-vote-against-un-call-end-cuba-embargo-2021-06-23/>

<sup>3</sup> <https://www.worldatlas.com/articles/25-countries-spending-the-most-on-education.html>;

<http://nnoc.info/world-bank-cuba-has-the-highest-investment-in-education-worldwide/>;

<https://data.humdata.org/dataset/unesco-data-for-cuba>

<sup>4</sup> <https://www.newyorker.com/science/elements/why-african-american-doctors-are-choosing-to-study-medicine-in-cuba>

<sup>5</sup> <https://www.coha.org/coha-is-honored-to-nominate-the-cuban-henry-reeve-international-medical-brigade-for-the-2021-nobel-peace-prize/>

31 overwhelmed by the pandemic, with requests for assistance from many  
32 more countries;<sup>6</sup> and

33 WHEREAS, the pandemic has shown that international cooperation  
34 is essential for public health, and Cuba has led the way with its medical  
35 internationalism and solidarity; and

36 WHEREAS, the U.S. has consistently worked to undermine the  
37 progress demonstrated above in the educational and medical areas;  
38 and

39 WHEREAS, shortages and economic hardship caused by U.S.  
40 sanctions and the resulting social tensions are used as a pretext for  
41 intervention and regime change;<sup>7</sup>

42 **RESOLVED, that the American Federation of Teachers will call**  
43 **on the Biden administration and Congress to end the devastating**  
44 **61-year economic, financial and commercial blockade, as well as**  
45 **travel restrictions on U.S. residents to Cuba and Cuban citizens**  
46 **to the U.S. as so many other unions have done;<sup>8</sup> and**

47 **RESOLVED, that the AFT will educate and mobilize all**  
48 **members and students against these inhumane and unjust**  
49 **policies; and**

50 **RESOLVED, that the AFT will reverse its support for U.S.**  
51 **sanctions against Cuba.**

Adopted       Adopted as Amended       Defeated       Tabled  
 Precluded by \_\_\_\_\_       Referred to \_\_\_\_\_

## **26. IN SUPPORT OF MANUFACTURING RENAISSANCE BILL (H.R. 5124)**

**Committee recommends non-concurrence.**

1 WHEREAS, the Manufacturing Renaissance Campaign and the  
2 Manufacturing Connect program run an inclusive training program for  
3 students and educators that is rooted in equity and environmental,  
4 social and environmental sustainability; and

5 WHEREAS, there remains a crucial need for career and technical  
6 education at school districts across the country to provide learning  
7 opportunities so that all interested students, including students of color

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<sup>6</sup> <https://www.reuters.com/article/us-health-coronavirus-cuba-doctors/cuba-punches-above-weight-with-white-coat-army-during-pandemic-idUSKBN2651NK>

<sup>7</sup> <https://www.cambridge.org/core/journals/ethics-and-international-affairs/article/abs/smart-sanctions-revisited/14E85413C04EE483370E6A23CB7C7225>

<sup>8</sup> <https://www.theguardian.com/commentisfree/2021/aug/04/us-freedom-cuba-punishing-sanctions-critics-blockade>

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8 and students with disabilities, are prepared for the needs of high-skilled  
9 jobs in areas like advanced manufacturing; and

10 WHEREAS, Rep. Jan Schakowsky, a Chicago Teachers Union  
11 supporter, has filed H.R. 5124 (the Manufacturing Reinvestment  
12 Corporation Act), a bill to expand and fund manufacturing training  
13 programs, including Manufacturing Connect, in the U.S. House of  
14 Representatives, and the language of that bill has been included in  
15 other pieces of legislation that are moving through the congressional  
16 legislative process:

17 **RESOLVED, that the American Federation of Teachers will**  
18 **support H.R. 5124 and the use of the bill's language in other**  
19 **legislative measures.**

- Adopted             Adopted as Amended             Defeated             Tabled  
 Precluded by \_\_\_\_\_             Referred to \_\_\_\_\_