



**2020 ARBP Research and Bargaining
Virtual Conference
December 8- December 10
Session Descriptions, Presenter Bio
and Contact Information**

Tuesday December 8, 2020

Restarting and Reinventing School: New Supports for Educators and Students

This session will describe an overarching framework to guide policymakers and educators in supporting equitable, effective teaching and learning across all instructional formats. Focus areas will include the staffing effects of COVID and the use of meaningful assessments to inform instruction, provide support, and empower learners in a COVID environment.

Session Learning Objectives:

This session will have the following objectives:

- Participants will learn about research-based priorities and practices for restarting and reinventing schools in the COVID-era with an emphasis on promoting more effective and equitable learning experiences across the US.
- Participants will learn about the ways in which COVID is affecting staffing, including emerging information on teacher shortages and layoffs as well as proposals to implement new staffing structures.
- Participants will learn about the types of assessments that are providing useful information to educators, informing the instruction and supports that empower learners in a COVID environment.

Innovation:

In recent years, advances in the science of learning and development, changing demands of society, and recognitions of educational inequities have highlighted the need to reinvent schooling. The disruptions caused by COVID-19 provide an opportunity to do so, and we must ask how we can harness those advances to transform education systems for a more equitable and empowering future. This session will provide an overarching framework through which policymakers and educators can answer such questions, with a focus on school staffing trends and on the use of meaningful assessments to inform instruction and supports for learners in a COVID environment.

Practical Application:

This session will provide practical policy recommendations, state and local examples, and resources for reinventing schooling during this time with an emphasis on the priorities of supporting and preparing educators and meaningfully assessing what students need. Attendees will take home a broad understanding of the landscape of restarting and reinventing schooling, which also will help prepare them for the new practices, structures, and models of instruction and school organization they may see, and which may have some bearing on the topics of bargaining sessions, in the months and years ahead.

Presenter(s) Full Contact Information (Required):

Abby Schachner, Ph.D., aschachner@learningpolicyinstitute.org

Steve Wojcikiewicz, Ph.D., swojcikiewicz@learningpolicyinstitute.org

Presenter Bios:

Abby Schachner, Ph.D., is a Senior Researcher at LPI, where she co-leads the Early Childhood Learning team and is a member of the Deeper Learning team. Her work focuses on translating research on children's social, emotional, and academic development and the contexts that support such development to inform policy and practice. Schachner has more than 13 years of experience in conducting policy-relevant research on learning and development to better understand what works for whom and under what circumstances so that all children can succeed.

Steve Wojcikiewicz, Ph.D., is a Senior Researcher and Policy Advisor at LPI where he is a member of the Educator Quality team. He is a co-author of the book *Preparing Teachers for Deeper Learning* and of several case studies of educator preparation programs that are part of that project. His focus is on initiatives related to educator preparation research, practice, and policy, including the Educator Preparation Laboratory (EdPrepLab), an initiative of LPI and the Bank Street Graduate School of Education focused on teacher and leader preparation for deeper learning and equity.

The Current State of Group Medicare Benefits

This session will provide an overview of the historical and current state of post-retirement health benefits. The discussion will highlight the importance of continuing to provide benefits to retirees and explore what plan sponsors are doing to minimize costs and maximize coverage.

Session Learning Objectives

- What is the history and future of group Medicare Medical and Pharmacy plan options available?
- How does government funding flow through each option?
- What is Medicare Advantage and how is it different from Medicare Supplement?

Innovation:

The word that brings the most fear to retirees and plan sponsors alike is change. This session will arm ARBP members with the knowledge to approach their constituents with the latest and most efficient ways to maintain comprehensive retiree healthcare coverage while keeping the plan funding healthy and sustainable as well as a resource to provide research and advocacy support for any needs they encounter.

Practical Application:

There will be a PowerPoint that contains helpful graphs, charts, statistics and facts with a reference page highlighted in the back with a variety of websites listed. The attendees will also have access directly to Kelly and Larry for any post session questions or follow up consultations for their field partners with various retiree scenarios.

Presenters:

Kelly Hartnett, Regional Director - Mid-Atlantic, Labor First, LLC / Retiree First, LLC, 3000 Midlantic Drive, Suite 101, Mt Laurel, NJ 08054, Phone: (856) 465-8023, E-mail: khartnett@laborfirst.com, www.laborfirst.com

Larry Behrman, Vice President of Sales, Labor First, LLC / Retiree First, LLC, 3000 Midlantic Drive, Suite 101, Mt Laurel, NJ 08054, Phone: (214) 484-7752 , E-mail: lbehrman@laborfirst.com, www.laborfirst.com

Presenter Bio

Kelly Hartnett is a group Medicare expert with 14 years of insurance industry experience. After graduating with honors from Rutgers University, she began her career on the carrier side and transitioned to advocacy and consulting for group Medicare plans with Labor First in 2018. She is currently the Regional Director for the Mid-Atlantic region with a focus on assisting school districts, municipalities and labor clients with analyzing the group Medicare market, transitioning to more cost-effective plans and providing ongoing support to retirees and plan sponsors.

Larry Behrman is a group pharmacy and Medicare expert and leads a national sales team in marketing a diverse suite of Medicare retiree focused pharmacy and medical benefit solutions. Larry brings extensive pharmacy and health experience to clients and retirees via his more than 25 years of sales and management responsibilities with OptumRX and Aetna, and currently Labor First. Mr. Behrman graduated with honors from Northeastern University with a degree in Marketing.

Crowdsourcing Data: The Case of Tracking COVID in Schools

This session will focus on how to crowdsource data and the pros and cons of this methodology by exploring the case of NEA's PK-12 COVID Reporting Site. We will cover the logistics of crowdsourcing and discuss applications beyond COVID tracking, such as ESP privatization and local health and safety committees.

Session Learning Objectives

- How to gather and process crowdsourced data
- The pros and cons of crowdsourcing
- The circumstances in which crowdsourcing should (and should not!) be used
- The mess that the federal government created by not having a national school Covid tracking system

Innovation:

Efforts to gather original data are often limited by staff and financial resources. Crowdsourcing provides one solution by calling on members and the community to provide data proactively. NEA tested this approach when it took over a member's school Covid tracking system. Through this project, we have learned the benefits and pitfalls of crowdsourced data. While it is not a method that should be used to answer every research question, we believe it holds promise when an issue is of high priority to members/the public and when data need to be collected over time rather than in a single-shot survey.

Practical Application:

Attendees will see how to quickly set up and maintain a crowdsourcing workflow in Smartsheet. We will also discuss crowdsourcing best practices/potential pitfalls and options for sharing crowdsourced data, including mapping. Attendees should leave this session with the basic knowledge needed to launch their own crowdsourcing efforts.

Presenter:

Stacey Pelika, spelika@nea.org

Kathleen Flaherty, kflaherty@nea.org

Presenter Bio:

Stacey Pelika has been the director of research at the National Education Association since 2012. She is a passionate advocate for public schools and leads a team that conducts quantitative and qualitative research to inform NEA strategy and lift up educators' voices and experiences. Prior to joining NEA, she was director of research at the Children's Defense Fund and assistant professor of government at the

College of William & Mary. Stacey holds an A.M. in education from Stanford University and a Ph.D. in political science from the University of Wisconsin – Madison. She lives in Washington, DC, and in her spare time enjoys travel (when there isn't a pandemic) and volunteering with her dog, Pablo (also when there isn't a pandemic).

Kathleen Flaherty joined NEA as a Research Analyst in January 2020. Her work is primarily focused on NEA's annual report on educational statistics, Rankings and Estimates. Prior to NEA, she was a research and data analyst at the International Food Policy Research Institute, coordinating data collection and analysis with government, nonprofit, and higher education partners. She is a graduate of the University of Maryland Baltimore County and University College Dublin.

OGC Updates: trends at the NLRB, DOL, and state agencies, and post-*Espinoza* voucher programs

We will discuss recent decisions and guidance of the NLRB and DOL, and how those issues have been addressed by states' public employment relations agencies and labor departments, with the aim to provide practical guidance to inform collective bargaining and other concerted action by our affiliates. This presentation will include a discussion of issues that representatives must be aware of at the bargaining table and beyond. We will also discuss the current state of voucher programs following the Supreme Court's 2020 decision in *Espinoza v. Montana Department of Revenue*.

Session Learning Objectives :

- Identify issues impacting collective bargaining and concerted action that are in flux due to recent decisions/guidance or agendas of the NLRB, DOL, and/or state agencies.
- Explore how recent trends may allow or require changes to bargaining strategy/objective.
- Discuss how recent trends may impact our ability to pursue or defend against unfair labor practice charges.
- Discuss the current state of voucher programs and how litigation challenging those programs is changing as a result of the Supreme Court's recent decision in *Espinoza v. Montana Dep't of Revenue*, 140 S. Ct. 2246 (2020).

Innovation:

To the extent possible, the session will not only alert attendees to trends but also tools to think through and address those trends as they arise.

Practical Application:

This presentation will include a discussion of issues that representatives must be aware of at the bargaining table and beyond. Resources provided will likely include decisions and guidance from the NLRB, DOL, and state agencies; links to articles and other guidance discussing each issue; and a roadmap

of sorts that attendees can follow if and when they confront these issues during the course of their work.

Presenters:

National Education Association, Office of the General Counsel

Jeffrey W. Burritt, Staff Counsel, jburritt@nea.org

Keira McNett, Staff Counsel, kmcnett@nea.org

Kristen L. Hollar, Staff Counsel, khollar@nea.org

Presenter Bio:

Jeff Burritt is a Staff Counsel in NEA's Office of General Counsel. Jeff's work has focused on post-Janus litigation, workers' rights during the pandemic, state courts, and membership-related issues. Prior to joining NEA, Jeff was a senior attorney in the Appellate and Supreme Court Litigation Branch of the National Labor Relations Board, where his practice focused largely on litigation that culminated unsuccessfully in *Epic Systems v. Lewis*, in which a divided Supreme Court affirmed employers' right to require that employees individually arbitrate work-related issues. Prior to that, Jeff was an associate at a union-side firm and a staff attorney at the Maryland Legal Aid Bureau, where he served as a statewide officer in the National Organization of Legal Services Workers, UAW Local 2320. He is a graduate of the University of Arizona and the New York University School of Law. He and his family live in Annapolis, Maryland.

Keira McNett is a Staff Counsel in NEA's Office of General Counsel. Keira focuses primarily on employment law, women's rights, and compliance with federal labor laws. Prior to joining the NEA, Keira was an associate general counsel for the Amalgamated Transit Union. Keira was previously with the nonprofit D.C. Employment Justice Center, where she served as a staff attorney and as an interim executive director. She began her legal career as an associate with Murphy Anderson PLLC, a Washington, D.C. firm specializing in labor, employment, whistleblower and First Amendment law. Keira is also the co-founder of First Shift Justice Project, a nonprofit organization which assists low-income pregnant women and parents to assert their workplace rights. Keira graduated *cum laude* from Georgetown University Law Center, and received her B.A. with honors from Wesleyan University.

Kristen Hollar is a Staff Counsel for the National Education Association. Kristen's work at NEA focuses on school voucher litigation, school funding, public sector bargaining, and cybersecurity and privacy law compliance. She was one of NEA's first law fellows and was subsequently hired as a full time staff attorney in 2012. She has a J.D. from Northwestern University and an A.B. from Georgetown University.

Plenary Session 1:

Demanding Justice for Black Lives to Transform the Union

Using NEAs Justice for Black Lives Demands as a frame, participants will engage in an interactive exploration of how our union must transform if we are to create racially just and equitable unions and schools. Participants will also begin to identify some strategies to begin these discussions when they return home.

Session Learning Objectives

- Participants will understand how and why NEAs Justice for Black Lives Demands were developed
- Participants will better understand why our unions need to transform to create the schools we want
- Participants will learn about the Racial Justice Framework we use to facilitate organizational change
- Participants will learn about the steps they can take to begin these discussions in their respective unions.

Innovation:

We will introduce tools and frameworks to support participants understanding and capacity to talk about race, equity and social Justice.

Practical Application:

We will introduce the following resources as well as explore them with participants:

- Justice for Black Lives Demands
- RJE Framework

Presenter(s):

Aaron Dorsey, Senior Program/Policy Analyst Specialist, ADorsey@nea.org

Wednesday, December 9, 2020

Are Your Salaries on Schedule?

What are the elements that make a good salary schedule. Examining the structures of a salary schedule and determining how to make better salary schedules.

Session Learning Objectives:

The objectives of this session will be to examine different salary schedule structures and look at ways to determine what makes a good salary schedule. Will we try to learn how to examine a schedule using various methods, these would be some of the objectives, such as lifetime earnings, beginning and ending salaries, do dead zones matter, what are the psychological impacts of salary schedule constructions.

Innovation:

What types of salary schedules are there? In my state, Utah, we have locals that have gone to single-lane schedule. What are the pros and cons of these? Are they better, worse or the same as a 'traditional' salary schedules.

Practical Application:

I will provide examples of different schedules to illustrate what might be considered good and bad schedules. We will look at ways to do lifetime earnings.

Presenter:

Jay Blain, Utah Education Association, 875 E Pontiac Drive, Murray, UT, 84107, jay.blain@myuea.org, 801-641-5297 (email best way to contact)

Presenter Bio:

Jay Blain has been the Director of Policy and Research for the Utah Education Association for the past 10.5 years. He is also the UniServ Coordinator and coordinate collective bargaining around the state of Utah. Jay is a member of UEAs Legislative Lobby team and focuses on school finance and tax policy. Prior to staff work, he was a high school math and computer science teacher for twenty years. He served in many association governance positions, including many years on the local's negotiations team and insurance committee. He was the full-time released local president for 5 years. He also served on the Utah State Retirement Board.

Incorporating Comprehensive Research in a Higher Ed Bargaining Campaign

Presenters will review the research conducted pursuant to a higher ed bargaining campaign, and how findings were used to organize members and community allies.

Session Learning Objectives:

- Participants will learn how MTA partnered with NEA to expand upon traditional financial research to begin exploring the business ventures in which institutions of higher education are invested as well as what might be influencing decision-makers.
- Participants will learn how MTA and NEA staff collaborated to present the research findings and facilitate discussions regarding operationalizing them.
- Participants will gain an appreciation for the value of a comprehensive research approach to bargaining.

Innovation:

Bargaining research is frequently limited to the employer's financial position. A comprehensive research approach can uncover alternative sources of revenue, conflicts of interest among decision-makers, and opportunities to engage community allies in areas of common interest.

Practical Application:

Participants will be able to employ a similar strategy based on research that can be conducted using publicly available information. Presenters will share handouts and flyers created to capitalize on the research.

(Strategically sensitive information has been leaked to external sources. Accordingly, the presenters would prefer to hold this session confidentially, it will not be recorded, and the presenters would also ask participants not to take screen shots or otherwise record the presentation.)

Presenter(s):

Susan Nogan, Strategic Research Analyst, NEA, 202-300-1767, snogan@nea.org

Justin Tzuanos, Organizational Specialist, NEA, 202-702-9223, jtzuanos@nea.org

Presenter Bio:

Justin Tzuanos is a labor union organizer in NEA's Center for Organizing (C4O). As a member of C4O's higher education organizing team, he provides direct support to higher education affiliates in new organizing, power development, legislative, and advocacy campaigns. Justin has previously organized and mobilized for justice alongside healthcare workers, K-12 teachers and support staff, and private sector workers.

Susan Nogan is a Strategic Research Analyst in NEA's Research Department, where she supports bargaining, organizing and advocacy campaigns. She previously served as a policy analyst in NEA's Department of Education Policy and Practice, and was a federal lobbyist for the National PTA, where she chaired the National Coalition for Public Education. She received her BA from Duke University, and an MA and JD degrees from New York University, and is currently pursuing a Master's degree in Labor Studies from the University of Massachusetts-Amherst.

Organizing in the time of COVID using Digital Organizing for Work Actions!

This session will provide an overview of organizing strategies that build power by engaging and empowering members. We will look at the importance of tracking member data, developing strong communication and leadership structures, and strategies for digital organizing.

Session Learning Objectives:

- Participants will have resources and frameworks to create local organizing team structures.
- Participants will have a basic understanding of the phases and steps to developing a plan for organizing during COVID
- Participants will learn about tools and strategies that have been successful in building membership lists to turnout and track participation of members.
- Participants will gain frames and strategies for helping leaders have conversations with members and frame the conversations.

Innovation:

As COVID hit, many of our states and locals have had to rethink what it means to turn out members to participate in action to apply pressure while bargaining in high impact bargaining situations. It was no longer about just turning out bodies but now about building strength through communication so that members are united and in the know. By developing clear steps and practices, these organizing strategies allow us to both collect data on our membership and their actions while connecting and engaging members around the issues that matter the most to them.

Practical Application:

We will utilize a PPT, sample tools that we have used with locals, and access to member/leader trainings that have been successful in bringing about change.

We will attempt to utilize some polling and other group conversation/breakouts to have people share their own successes and struggles so that we can help to identify ways to improve everyone's opportunities to empower members in this unprecedented time.

Presenter(s) Full Contact Information (Required):

Jennifer Silves – jsilves@washingtonea.org – WEA Bargaining Specialist

Chad Bishop – cbishop@washingtonea.org – WEA Organizing Specialist

Scott Knowles – sknowles@washingtonea.org – WEA Organizing Specialist

Presenter Bios:

Jennifer Silves, has worked in Washington, Connecticut and Rhode Island as a UniServ Rep since 2005. Starting in 2019, Jennifer took on the role of Bargaining Specialist in Washington and provides support to all UniServ Rep as it relates to bargaining strategy, language, and currently all thing COVID.

Chad Bishop, has worked in Washington and Montana organizing locals from the ground up and working to develop systems that empower members and build strength and capacity. Chad's been the go-to organizer in recent years to build capacity and bring members together in order to stand strong and take action to get what they need empowering leaders to realize they have the power as he develops their skills.

Scott Knowles, has worked in Washington as an organizer and a UniServ Rep. His experiences as an educator and ability to quickly build relationships has made him a go to in the crunch work of crisis organizing. Through this work, he has developed tools and strategies that can be implemented to help others empower their own members.

What can we say about the pandemic's economic effects?

The pandemic has been an unprecedented shock to the American and global economic systems. In this session, economists from NEA and EPI will discuss what we know – and what we yet don't know – about the effects of the pandemic on educator employment and school finance

Session Learning Objectives:

- What we can say at this point about the effects of the pandemic on educator employment and school finance
- An understanding of the challenges involved in making projections given the unprecedented situation we are in and inconsistencies among data sources
- What resources NEA and EPI can provide to help navigate the upcoming state and district budget cycles

Innovation:

Understanding school finance and educator employment is certainly not a new goal, but doing so in a unique national and global economic context is. This session will provide participants with knowledge of available data sources, the caveats necessary in making projections given ongoing instability in the public health situation, and an overview of what NEA and EPI economists *do* know about finance and employment dynamics.

Practical Application:

Attendees will leave with a compendium of economic data resources and an understanding of what NEA and EPI can offer in supporting state affiliates.

Presenter(s):

Tom Zembar, tzembar@nea.org

Dwight Holmes, dholmes@nea.org

Elise Gould, Senior Economist at the Economic Policy Institute, egould@epi.org, @elisegould, <https://www.epi.org/people/elise-gould/>

Presenter Bio:

Tom Zembar is a Senior Policy Analyst in Education Policy and Practice at NEA.

Dwight Holmes is a Senior Policy Analyst in the Research Department at NEA.

Elise Gould, senior economist at the Economic Policy Institute, conducts research on employment, wages, inequality, poverty, and childcare. She is a co-author of *The State of Working America*, 12th Edition. Gould also publishes in venues such as *The Chronicle of Higher Education*, *Challenge Magazine*, and *Tax Notes*; and written for academic journals including *Health Economics*, *Health Affairs*, *Journal of Aging and Social Policy*, *Risk Management & Insurance Review*, *Environmental Health Perspectives*, and *International Journal of Health Services*. Gould has been quoted by a variety of news sources, including Bloomberg, NPR, the Washington Post, the New York Times, and the Wall Street Journal, and her

opinions have appeared on the op-ed pages of USA Today and the Detroit News. She has testified before the U.S. House Committee on Ways and Means, U.S. House Committee on Education and the Workforce, Maryland Senate Finance and House Economic Matters committees, the New York City Council, and the District of Columbia Council. She holds a Masters of Public Affairs from the University of Texas at Austin and a PhD in economics from the University of Wisconsin at Madison.

Plenary Session 2:

The Critical Issues of Teacher Pay & Employment

This session presents information from my 16 years of researching relative teacher wages and total compensation

Session Learning Objectives:

I will show participants how to understand this research and why it matters to issues such as the teacher pipeline & shortages

Presenter:

Sylvia A. Allegretto, 510 289-9146, allegretto@berkeley.edu

Presenter Bio:

Dr. Sylvia Allegretto is co-chair of the Center on Wage and Employment Dynamics at the University of California, Berkeley. CWED is a research center housed at the Institute for Researcher on Labor and Employment. Dr. Allegretto is an expert on minimum and subminimum wages and has numerous publications on these topics. Other research interests include teacher pay, unemployment, austerity, public employee compensation, unions, and low-wage labor markets. Sylvia closely tracks the economy with particular interest in how typical workers are faring. Media often call on her to provide context with regard to economic trends and policy. She is a research associate at the Economic Policy Institute in Washington, DC.

Thursday December 10, 2020

Just and Safe Schools – Demanding Justice for Black Lives

Participants will be introduced to NEAs Justice for Black Lives Demands, explore how to leverage the demands to expand bargaining concepts, discuss and identify strategies to bargain for the common good and build healthy, strong and empowered communities.

Session Learning Objectives

- Explore the federal, state and local policy elements to achieve the Justice for Black Lives (JBL) Demands
- Learn how local communities and local unions helped generate the JBL Demands
- Introduce draft resolutions language regarding law enforcement in schools
- Introduce draft bargaining language regarding law enforcement in schools

Innovation:

The Demands, while not an innovative practice, are a bold step for NEA and provides some new approaches for what it means to have just and safe schools. They also provide an opportunity

Practical Application:

We will introduce the following resources as well as explore them with participants:

- Justice for Black Lives Demands
- Draft resolution language regarding police in schools
- Draft bargaining language regarding law enforcement and SROs
- RJE Framework

Presenter(s):

Aaron Dorsey, ADorsey@nea.org

Angelina Cruz, President of the Racine Education Association

Pension: Millennial Support and Funding Strategies

Millennials, a significant share of NEA members, face much greater challenges for retirement and they already worry about retirement. This presentation discusses how much Millennials care, how relatively rough it is for them to prepare for retirement (yes, even Millennials employed in the public sector), how prepared they are relative to prior generations, and, finally, creating funding strategies in the public plan space. This last bit will be absolutely fresh off the presses.

Session Learning Objectives:

Participants will learn about the factors causing retirement to be a growing challenge for Millennials and younger generations, even as powerful interests and thinktanks push to make public sector employees more reliant upon you-are-on-your-own retirement systems. They will also learn about Millennials' progress in preparing for retirement, useful lessons to learn for countering pie-in-the-sky projections of anti-public sector advocates. In addition, they will also hear about some innovative funding approaches in public sector systems, which could be helpful examples for their states.

Innovation:

Both public and private sector retirement systems have been hard hit by external forces since 2008, which has led to the erosion of benefits as well as funding challenges. The piece on innovative funding solutions will provide case studies that offer examples of funding goals and strategies that are not widely known. This will give advocates material to consider promoting beyond status quo positions that are difficult to maintain in the today's political climate. In turn, it can help advocates drive these conversations instead of being stuck in a reactionary position.

Practical Application:

Advocates will be able to explain that retirement will require more resources for younger workers, due to the broader trends we are experiencing. This will be useful to fight constant efforts to lower the bar for future workers in response to rising costs, which gives away the future. In addition, the funding examples will provide alternative ideas to benefit reductions for future workers, which doesn't reduce legacy costs anyway.

The following resources will be used for the presentation:

- <https://www.nirsonline.org/reports/growingburden/>
- Graphic from Aon's Real Deal 2018
- <https://www.nirsonline.org/reports/millennials-and-retirement-already-falling-short/>
- <https://www.nirsonline.org/reports/financial-asset-inequality-and-its-implications-for-retirement-security/>
- <https://www.nirsonline.org/reports/millennial-state-local-government-employee-views-on-their-jobs-compensation-retirement/>
- New report, *Beyond the ARC*, once it is released

Presenter:

Dan Doonan, Executive Director of the National Institute on Retirement Security, Dan@NIRSONline.org,
Cell: 202-360-5632

Presenter Bio:

Dan Doonan is the executive director of the National Institute on Retirement Security. With the Board of Directors, Doonan leads the organization's strategic planning, retirement research and education initiatives.

Doonan has more than 20 years of experience working on retirement issues from different vantage points including an analyst, consultant, trainer and even a plan trustee. In these various roles, the consistent theme has been his belief that Americans have a shared interest in creating and maintaining a resilient retirement infrastructure that provides adequate financial support in an efficient manner.

The teacher shortage in public schools in the U.S.: an unaddressed problem that the pandemic is further worsening

The shortage of teachers in public schools constitutes a crisis for the teaching profession and a serious problem for the entire education system. Multiple factors explain that teaching has lost its appeal as a profession including teacher pay and compensation from working multiple jobs, stress, systems of professional development, and teachers' voice and influence at their jobs.

Session Learning Objectives

- Review the multiple factors that lead to the lost of appeal of teaching as a profession: pay and other working conditions, investments in education, the prestige of the profession, and other policy choices done (or not) to support education
- Understand the consequences of the shortage of teachers for the teaching profession, students, and the system
- Discuss how the COVID-19 pandemic is likely exacerbating the teacher shortage, and why now it is even more urgent to address it than before

Innovation

- The analyses offer a comprehensive approach to the factors that may be influencing teachers' decisions to quit the profession and a view of the teaching labor markets after the prior recession. This contrasts with other studies that have focused on one main factor, dismissing the roles other factors, and all combined, may be playing. This national level, comprehensive approach to both the data and the policy recommendations can be of value as we talk through the current crisis and its specifics for teachers (despite the fact that the most recent data is from 2015-16).

Practical Application:

- EPI's series of reports and additional materials can be used by attendees both in their research and their bargaining jobs.
- The evidence provide is obtained using national level data from the U.S. Department of Education's National Center for Education Statistics, and are therefore representative of the nation's public school teachers and for a large variety of their working conditions.
- The series includes 6 main reports, 1 summary report, 5 infographics, and 8 blog-posts with evidence on how improving all working conditions would lead to increased retention, would improve the prestige of teaching as a profession, and would also improve the teaching and learning conditions. All the resources are available at EPI's dedicated site to the teacher shortage: <https://www.epi.org/research/teacher-shortages/>

Presenter:

Emma García, Economic Policy Institute, 1225 Eye Street NW, Ste. 600, Washington, D.C., 20005
202-331-5526, egarcia@epi.org

Presenter Bio:

Emma García is an economist at the Economic Policy Institute, specialized in the economics of education and education policy. At EPI, her research focuses on the production of education (cognitive and

noncognitive skills), evaluation of educational interventions (early childhood, K–12, and higher education), equity, teacher labor markets, returns to education, and cost-effectiveness and cost–benefit analysis in education. She has held research positions at Teachers College’s Center for Benefit-Cost Studies of Education, National Center for the Study of Privatization in Education, and Community College Research Center; consulted for MDRC, the National Institute for Early Education Research, and various I.O.O.; and served as an adjunct faculty member at the McCourt School of Public Policy, Georgetown University.

Ventilation strategies to mitigate COVID-19

In this session, we’ll discuss how to design and implement a COVID-19 indoor air quality plan, specific steps that can be taken to improve the air that students and educators breathe, and strategies for achieving those goals in bargaining and non-bargaining contexts. In part, we’ll base the discussion on Designing and Implementing a COVID-19 Indoor Air Quality Plan in Schools, a new report by NEA, but we’ll also explore NEA affiliates’ work, successes, and challenges in using indoor air quality strategies to mitigate COVID-19.

Presenter:

Joel Solomon, Senior Policy Analyst, Collective Bargaining and Member Advocacy Department, National Education Association, JSolomon@nea.org

Plenary Session 3:

Do Education Unions Help or Hurt?

For decades research on the impact of education unions has been sparse with questionable methods and spotty results. However, the past few years, a few researchers have developed new techniques to discover the impact on student achievement and school environment, not just teacher wages and benefits.

Session Learning Objectives:

- Understand what has research historically concluded about the impact of teacher unions.
- Understand what new research is concluding about the impact of teacher unions.
- Understand what research concludes about various levels of collective bargaining (meet and confer to strong bargaining laws).
- Ideas for using this information in your state affiliate.

Innovation:

For decades, spotty research has hinted that the impact of unionization is mainly on pay and benefits, and that unionization can actually hurt student achievement. However, new research using new, and more sophisticated techniques, is beginning to demonstrate different results.

Practical Application:

This presentation will summarize the past, and current state of research, including a bibliography with links. We will discuss ideas for how this work can be used to promote education unionism to both internal colleagues and external media and policy-makers.

Presenter:

Dr. Gretchen Dziadosz, Executive Director, Great Lakes Center for Education Research and Practice, Cell (616) 915-9028, gdziadosz@greatlakescenter.org, www.greatlakescenter.org

Presenter Bio:

Dr. Gretchen Dziadosz has been the Executive Director of the GLC for two years. Previously she worked for the Michigan Education Association for 38 years, including 25 years as a UniServ Director, Director of research, and finally Executive Director. She has a Ph.D. from the University of Wisconsin-Madison in Communication and Education Policy Studies.