



# 147th Annual TSTA Convention

April 17-18, 2026, Embassy Suites San Marcos Hotel

## ¡Gracias Ovidia!



**Power through Solidarity: Advancing  
Racial and Social Justice...Together**

# Embassy Suites San Marcos



**EMBASSY SUITES®**  
**San Marcos - Hotel, Spa**  
**& Conference Center**



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## Welcome from the TSTA President



Dear #TeamTSTA,

Welcome to the 147th House of Delegates of the Texas State Teachers Association.

Our guiding theme this year, Power Through Solidarity: Advancing Racial and Social Justice Together, captures both our purpose and our responsibility. Gatherings like this remind us why we do this work: to learn from one another, to reconnect, and to honor the daily commitment we bring to public education across Texas.

As we look ahead to an important election cycle, we have a meaningful opportunity to support leaders who value and invest in our public schools. The choices made in the coming months will directly shape our classrooms and the conditions in which our members serve. In a climate where public education continues to face persistent challenges, our role as advocates has never been more critical. Every conversation we have and every effort we make to highlight the value of our schools strengthens our collective voice.

We have consistently raised our voices on issues that matter, including student and educator safety, equitable access to education, immigration, staffing shortages, gun violence, and the importance of honest, inclusive curricula. These are not abstract concerns; they reflect the real experiences of our students and colleagues. We speak out because we witness the impact firsthand.

Despite longstanding gaps in support from the state, educators continue to show up with dedication and pride for their students and communities. That commitment deserves recognition, and it demands action. We must continue pressing our elected leaders to address the true challenges facing public education, rather than diverting essential resources away from neighborhood schools through privatization efforts.

The future of Texas depends on the success of our students. Ensuring that they are prioritized requires more than the efforts of educators alone. It calls for strong partnerships, engaged communities, and accountability from those in positions of power. Progress is built through unity, through people coming together with a shared purpose.

Our strength lies in that unity. When we organize, when we vote, and when we stand together, we create real momentum. As members of TSTA, we harness that shared strength to push forward meaningful change so that every student has the opportunity to succeed.

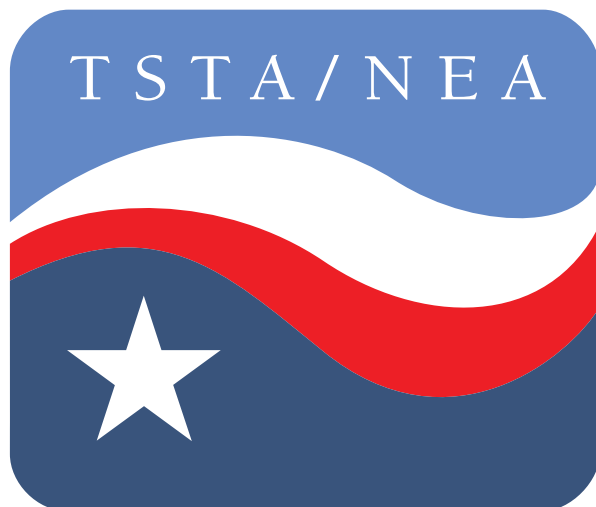
We will continue to stand firm, whether in advocacy, in public action, or in defense of our schools and our profession. Your work, your voice, and your commitment make this movement possible.

Thank you for the dedication you have already shown, for the work you continue to do, and for the leadership you will bring in the days ahead. The challenges before us are significant, but they are not insurmountable. Together, by supporting one another and staying united in purpose, we will continue building a stronger future for our students, our colleagues, and our communities.

As I prepare to conclude my term at the end of this summer after 12 years of service as an officer of this union, I am deeply grateful for the opportunity to stand alongside each of you. Thank you for the partnership, the shared purpose, and the lasting memories we have built together.

A handwritten signature in black ink, appearing to read "Ovidia Molina". The signature is fluid and cursive, with a long horizontal line extending to the right.

Ovidia Molina, TSTA president



## 2025-2026 TSTA Board of Directors

**President**

Ovidia Molina

**Vice President**

Linda Estrada

**NEA Director, Place 1**

Lakeisha Patterson

**NEA Director, Place 2**

Winifred Jackson

**Region 1**

Veronica Borrego

**Region 2**

Leticia Barbosa

**Region 3**

Angelena Watkins

**Region 4**

Luis De La Garza

**Region 5**

Alejandra Lopez

**Region 6**

Leticia Calderon

**Region 8**

Jeffrey Cynor

**Region 9**

Melanie Sheehan

**Region 10**

Michelle Cardenas

**Region 11**

Valencia Johnson

**Region 12**

Lauren Smith

**Region 13**

Ann Margaret Gallardo

**Region 14**

Ronald Kotts

**Region 15**

Lakeisha Patterson

**Region 16**

Stephanie Powell

**Region 17**

Bridget Smith

**Region 18**

Lucero Cazares-Rodriguez

**Region 19**

Sheila Walker

**Supervisory At-Large**

Mariana Hansen

**TSTA-Aspiring Educators**

Zachary Sheriff

**TSTA-Retired**

Evelina Loya

**Texas Faculty Association**

Patricia Heintzelman

**ESP At-Large**

Sylvia Ortega

**ESP At-Large**

Yvonne Ortega

**ESP At-Large**

Trasell Underwood

# TSTA Mission and Vision Statements

## Mission Statement

The Texas State Teachers Association will unite, organize and empower public education advocates to shape public education in Texas thus providing a quality public school for every child.

## Internal Vision Statement

### In order to shape public education in Texas, the Texas State Teachers Association (TSTA) will:

- Be receptive and responsive to the diverse needs of the membership, embracing differences;
- Be results-oriented, achieving outcomes that have a clear impact on members;
- Focus on systemic change, rather than on individual change; and
- Generate sufficient resources to expand association programs and services to meet all organizational needs.

### TSTA will maintain an internal culture that values:

- Open, honest and respectful communication;
- Organizational and individual change based on data, assessment and evaluation; and
- Shared accountability, collaboration and teamwork among all stakeholders — members, leaders, management and staff.

### Further, TSTA must:

- Focus its resources on organizing; and
- Recruit and visibly organize within locals that show potential and commitment.



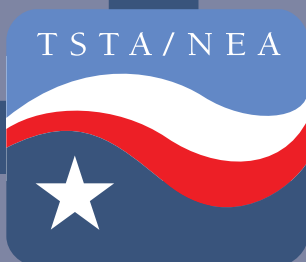
# TSTA Strategic Focus

**Developing  
Leaders  
at All Levels**

**Engaging  
Members  
in Collective  
Action**

**Organizing  
for Change  
Through  
Political Power**

**Protecting  
Interests of  
Members**



# Schedule At-A-Glance

*The following events take place at the Embassy Suites San Marcos.*

## THURSDAY, APRIL 16, 2026

- 9:30 a.m. – 12:00 p.m. . . . . Advisory Committee Meeting, *Burleson Board Room*
- 12:00 – 1:30 p.m. . . . . Board of Directors Luncheon, *Veramendi Salon G*
- 1:30 – 6:00 p.m. . . . . Board of Directors Meeting, *Veramendi Salon H*

## FRIDAY, APRIL 17, 2026

- 8:00 a.m. to close of First Business Session . . . . . Registration and Certification of Delegates, *Permanent Registration*  
. . . . . Credentials Committee, *Burleson Board Room*
- 8:00 a.m. – 2:30 p.m. . . . . Exhibits Open, *Veramendi PreFunction E+F*
- 9:00 – 10:00 a.m. . . . . WORKSHOPS: Session 1
- 10:15 – 11:15 a.m. . . . . WORKSHOPS: Session 2
- 11:30 a.m.– 12:30 p.m. . . . . WORKSHOPS: Session 3
- 2:00 p.m. . . . . House of Delegates Doors Open, *Veramendi Salons E+F*
- 2:30 p.m. . . . . OPENING CEREMONY, *Veramendi Salons E+F*
- Immediately following Opening Ceremony . . . . . FIRST BUSINESS SESSION, *Veramendi Salons E+F*

## SATURDAY, APRIL 18, 2026

- 8:00 a.m. – 1:00 p.m. . . . . Registration and Certification of Delegates, *Permanent Registration*
- 8:00 a.m. – 1:00 p.m. . . . . Credentials Committee, *Burleson Board Room*
- 8:00 – 9:15 a.m. . . . . REGIONAL MEETINGS
- 9:15 – 10:30 a.m. . . . . Voting, *Veramendi Salons A+B*
- 8:00 a.m. – 3:00 p.m. . . . . Exhibits Open, *Veramendi PreFunction E+F*
- 10:30 a.m. – 1:00 p.m. . . . . SECOND BUSINESS SESSION, *Veramendi Salons E+F*
- 1:00 – 2:30 p.m. . . . . Lunch Break (approximate time)
- 1:00 – 2:30 p.m. . . . . RECOGNIZED CAUCUS MEETINGS
- 2:30 p.m. to Adjourn . . . . . THIRD BUSINESS SESSION, *Veramendi Salons E+F*
- 8:00 – 11:00 p.m. . . . . Host Committee Dance with DJ Diana & Lou Arellano, *Veramendi Salons G+H+I*

# Caucus Schedule At-A-Glance

## Saturday, April 18, 8:00 – 9:15 a.m

Region 1 .....	Chautauqua Salon A
Region 2 + Region 3 .....	Veramendi Salon I
Region 4 .....	Veramendi Salon G
Region 5 .....	Veramendi Salon J
Region 6 .....	Chautauqua Salon A
Region 8 .....	Veramendi Salon G
Region 9 + Region 12 .....	Veramendi Salon D
Region 10 .....	Veramendi Salon H
Region 11 .....	Veramendi Salon J
Region 13 .....	Veramendi Salon D
Region 14 .....	Veramendi Salon D
Region 15 .....	Veramendi Salon C
Region 16 .....	Veramendi Salon J
Region 17 .....	Veramendi Salon J
Region 18 + Region 19 .....	Veramendi Salon I
TFA .....	Placido Boardroom
TSTA-Retired .....	Chautauqua Salon B
TSTA-Aspiring Educators .....	Veramendi Salon E+F

## Saturday, April 18, 1:00-2:30 p.m.

Black Caucus .....	Veramendi Salon C
Progressive Caucus .....	Veramendi Salon H
Hispaic Caucus .....	Vermendi Salon G
Democratic Caucus .....	Chautauqua Salon B

# Main Hall Seating Chart

## STAGE

REGION 13	REGION 17	REGION 10
REGION 14	REGION 9	REGION 18
REGION 3	REGION 19	REGION 8
REGION 5	REGION 16	REGION 1
REGION 12	REGION 15	REGION 6
REGION 4	REGION 2	TSTA-AE/TFA
REGION 11	TSTA-RETIRED	

Seating assignment for Regions at the HoD is based on three factors: (1) a set rotation schedule for Regions, (2) preferential seating to reward membership gains for the current year, and (3) preferential seating to reward PAC contributions for the prior year. Regions given preferential seating return to their regular place in the rotation schedule the following year.

Other factors, such as the number of sections and projected delegates per Region, also impact seating assignments. We do not split Regions across aisles, though sometimes Regions may share a row. It is not an exact science, so if your Region seating fills up please use the overflow seating. Adjustments will be made on site if needed during an appropriate break in the schedule.

# Workshops At-A-Glance

## Friday, April 17, 2026

### Professional Development Workshops Session 1 — 9:00-10:00 a.m.

#### Public School Employees: Essential Rights Under Texas Law (CPE Credit)

*Portia Talley, TSTA General Counsel, Jessica Patterson, TSTA Staff Attorney*

This session will provide a comprehensive overview of Texas laws and school board policies that directly impact public school employment. Participants will explore key employment topics, including contracts, pre-employment affidavits, certification requirements and misconduct investigations, and the interplay between state and federal laws governing education professionals.

The discussion will also cover practical workplace considerations such as employee grievances, job duties, working conditions, and the legal frameworks that guide decision-making in these areas. Attendees will leave with a clearer understanding of their rights, responsibilities, and the policies that shape the public school work environment in Texas.

*Chautauqua A*

#### Safe School Zones (CPE Credit)

*Alonzo Mendoza, TSTA Member Organizer*

This session will provide training in the rights that students have and the safe school zone initiative to protect all students while on campus.

*Veramendi H*

#### TIA: Teacher Incentive Allotment (CPE Credit)

*Brian Peña, TSTA Public Affairs*

This training introduces the basics of the legislation, with steps to advocate for plans that use holistic measures of student learning.

*Veramendi I*

### Professional Development Workshops Session 2 — 10:15-11:15 a.m.

#### Public School Employees: Essential Rights Under Texas Law (CPE Credit)

*Portia Talley, TSTA General Counsel, Jessica Patterson, TSTA Staff Attorney*

This session will provide a comprehensive overview of Texas

laws and school board policies that directly impact public school employment. Participants will explore key employment topics, including contracts, pre-employment affidavits, certification requirements and misconduct investigations, and the interplay between state and federal laws governing education professionals.

The discussion will also cover practical workplace considerations such as employee grievances, job duties, working conditions, and the legal frameworks that guide decision-making in these areas. Attendees will leave with a clearer understanding of their rights, responsibilities, and the policies that shape the public school work environment in Texas.

*Chautauqua A*

#### Advancing Racial Justice

*Alonzo Mendoza, TSTA Member Organizer*

Participants will learn about TSTA and NEA's racial justice initiatives and examine four levels of racism that exist in our schools and society and engage in an activity to practice identifying such levels. This training will conclude with a reflective discussion on how TSTA members can integrate social justice in their locals' unionism.

*Veramendi H*

#### Battleground Texas: 2026 Midterm Election Training

*James Hallamek, Government Relations Specialist*

The 2026 midterm elections will play a pivotal role in determining the future of public education in Texas and across the nation — and TSTA members have the political power to advocate for their communities and public schooling. Participants will gain a deeper understanding of the Texas political landscape and explore updated election tactics, including relational organizing and community-based canvassing. Members will also learn about voter contact scripts, GOTV strategies, and electoral legal compliance.

*Veramendi I*

### Professional Development Workshops Session 3 — 11:30 a.m.-12:30 p.m.

#### Let's Talk About Race: A Beginning Conversation for Educators

*Dr. Dwonna Goldstone, Associate Professor of Department of History at Texas State University and Director of African American Studies Program*

This session invites educators to engage with a brief reading

on race and use it as a springboard for a thoughtful, structured dialogue on race and racism. Participants will reflect on how the text connects to current conversations about race and racism in today's society, and we will consider the implications for their own teaching practices. Together, we will begin building a shared language and collective responsibility for addressing race in today's classrooms.

*Chautauqua A*

**Battleground Texas: 2026 Midterm Election Training**

*James Hallamek, Government Relations Specialist*

The 2026 midterm elections will play a pivotal role in determining the future of public education in Texas and across the nation — and TSTA members have the political power to advocate for their communities and public schooling. Participants will gain a deeper understanding of the Texas political landscape and explore updated election tactics, including relational organizing and community-based canvassing. Members will also learn about voter contact scripts, GOTV strategies, and electoral legal compliance.

*Veramendi I*

**TIA: Teacher Incentive Allotment (CPE Credit)**

*Brian Peña, TSTA Public Affairs*

This training introduces the basics of the legislation, with steps to advocate for plans that use holistic measures of student learning.

*Veramendi H*

**Parliamentary Procedures Workshop— 1:00-2:00 p.m.**

*Jeff Neurauter, Parliamentarian for TSTA's House of Delegates*

Specifically designed for new delegates, this workshop provides the basics on parliamentary procedure.

*Chautauqua A*

**Safe School Zones (CPE Credit)— 1:00-2:00 p.m.**

*Alonzo Mendoza, TSTA Member Organizer*

This session will provide training in the rights that students have and the safe school zone initiative to protect all students while on campus.

*Veramendi H*

# Business Sessions Schedule — Veramendi Salons E&F

## First Business Session—Friday, April 17, 2026, Following Opening Session

### Presiding

Ovidia Molina, President

### Executive Director's Report

Anezka Carmona, Executive Director

### Credentials Committee Report

### Adoption of Standing Rules

### Adoption of Agenda

### Introductions

## Second Business Session — Saturday, April 18, 2026, 10:30a.m.

### Presiding

Ovidia Molina, President

### Credentials Committee Report

### President's Address

Ovidia Molina, President

### New Business Items

### Board of Trustees of the Permanent Fund Report

### Elections Committee Report

## Third Business Session—Saturday, April 18, 2026, 2:30 p.m. (estimated)

### Presiding

Ovidia Molina, President

### Credentials Committee Report

### New Business Items

### Legislative Report

### Resolutions Committee Report

### New Business Items

### Texas Representatives of the NEA

### Resolutions Committee Report

### Adjournment

# General Information

## 2026 Convention Committees

### Credentials, Bylaws, and Elections Committee

Eric Charon

Alejandra Diaz-Lightner, Chair

Gilbert Lara

Felecia Owens

August Plock

Mary Ann Quintana

Trasell Underwood

Barbara Reed Wilson

## New Business Items

All new business items legislative amendments, and resolutions amendments shall be previously submitted/filed no later than 21 days prior to the House of Delegates. The maker of any submitted NBI, Legislative Amendment, or resolutions amendment that will be ruled out of order as written shall be notified at least 10 days before the beginning of the second business session and be allowed to move a modified NBI or Legislative Amendment, or Resolutions Amendment.

New Business Items will be considered in the order received.

No person shall be recognized to address a New Business Item until it has been submitted in writing to the Chair on the appropriate form, signed by the maker and seconder.

## Obtaining the Floor

Any delegate wishing to speak should go to one of the floor microphones and hold up the appropriate colored paddle until recognized by the presiding officer.

**Green** = make a motion/speak in favor of an item

**Red** = make a motion/speak against an item

**Blue** = point of order

**White** = request for information/motion to suspend rules

### **Please note:**

1. The Chair will alternate between **Green** (pro) and **Red** (con) speakers.
2. Priority will be given to delegates using the **White** (question on content of a motion/suspension of rules) or **Blue** (procedural question/indicate disruption or inconvenience on assembly floor) paddle.
3. Points of personal privilege—e.g. to commend individuals for their contributions of service—will be considered out of order until the end of all business.

A chart providing further explanation on the use of paddles in making motions is provided on page 14.

## Parliamentary Procedure Workshop

A parliamentary procedure workshop will be held from 1:00-2:00 p.m. on Friday, April 17. Any person interested in learning the procedures used during TSTA's House of Delegates should plan to attend.

# TSTA House of Delegates Standing Rules

- A. The recording of official state House of Delegates business meetings by any electronic device is strictly prohibited without the express approval of the TSTA President or Executive Director.
- B. Any rule herein provided may be suspended by two-thirds (2/3) vote of the members present and voting.
- C. The order of business may be suspended by two-thirds (2/3) vote of the delegates present and voting.
- D. All voting delegates who have been properly certified to the state House of Delegates shall wear the proper identification badges visible on the front at all times during the state House of Delegates.
- E. Only certified voting delegates have permanent floor privileges for the duration of the state House of Delegates. Staff may be on the floor only when conducting official state House of Delegates business. No other person may be on the floor unless at the direction or invitation of the TSTA President or Executive Director.
- F. All main motions and amendments shall be in writing, signed by the maker and seconder, and sent to the Chair before recognition is sought to offer the motion. If a delegate is recognized to make a motion and that motion has not been submitted in writing before such recognition, then that delegate shall lose recognition and will have to seek recognition again after submitting the motion in writing.
- G. Objection to the consideration of a motion shall only be in order immediately after the maker of the motion or NBI has had the opportunity to speak to it.
- H. Any delegate wishing to speak must rise, address the Chair, and give name, local association, region, and whether speaking as an individual or for a group before being assigned the floor.
- I. No more than two (2) delegates will be recognized for requests for information prior to debate on any given motion and amendment. Further points of information will be recognized in the regular speaking order.
- J. No delegate shall speak in debate more than twice to the same question during the same meeting, nor longer than three (3) minutes at one time.
- K. A delegate shall not speak for or against a motion and move to close debate on the same recognition.
- L. Calling the Previous Question shall require approval by two-thirds (2/3) of the delegates present and voting.
- M. A counted vote shall be taken only after approval, by a standing vote, of a majority of the delegates present. The doors shall be closed while a count is being taken under the charge of the Credentials, Bylaws, and Elections Committee.
- N. All new business items, legislative amendments, and resolutions amendments shall be previously submitted/filed no later than 21 days prior to the House of Delegates. The maker of any submitted NBI, Legislative Amendment, or Resolutions Amendment that will be ruled out of order as written shall be notified at least 10 days before the beginning of the second business session and be allowed to move a modified NBI, Legislative Amendment, or Resolutions Amendment.
- O. When the Chair of the Legislative/Resolutions Committee presents the Legislative Program/TSTA Resolutions, it shall include a motion to adopt that program. That motion shall remain pending while any amendments dealing with the Legislative Program/TSTA Resolutions are considered. All such amendments shall be written in a Legislative Program/TSTA Resolutions Amendment Form and shall be declared out of order if not written in the form of an amendment to the Legislative Program/TSTA Resolutions.
- P. New business items (NBIs), Legislative Amendments (LAs), and Resolutions Amendments (RAs) coming before the House of Delegates shall be considered in the order received.
- Q. The order of business shall provide one hour for consideration of new business items at the second business session and at least one hour for consideration of new business items at the start of the third business session.
- R. New business items (NBIs) adopted by the state House of Delegates shall be assigned to an appropriate TSTA committee or TSTA center by the Executive Director and President. It shall be the responsibility of committees or centers to carry out directions of the state House of Delegates' adopted new business items until achieved or changed by a subsequent state House of Delegates action.
- S. A committee chairperson and/or designee and the Executive Director and President shall report to succeeding Houses of Delegates action taken to achieve the purposes of the new business items referred as provided in Item R. above.
- T. Smoking shall not be permitted on the floor of the House of Delegates.
- U. Cell phones shall be in silent mode during all business sessions.

**These Standing Rules are subject to amendment from the floor before adoption. Amendments are approved by simple majority vote, and final adoption as amended by two-thirds (2/3) vote.**

# Parliamentary Procedures Under TSTA House of Delegates Standing Rules

## GREEN or RED paddles

Main motions and motions that deal with the main motion

GREEN = FOR

RED = AGAINST

Motion	Debatable	Amendable	Vote Required
8. Close Debate	No	No	2/3
7. Limit or Extend Limits of Debate	No	Yes	2/3
6. Postpone to a Certain Time	Yes	Yes	Majority
5. Refer to Committee	Yes	Yes	Majority
4. Amend the Amendment	Yes	No	Majority
3. Amend or Substitute	Yes	Yes	Majority
2. Postpone Indefinitely	Yes	No	Majority
1. Main Motion	Yes	Yes	Majority

## BLUE paddle

Motions that deal with the general conduct of the meeting can interrupt the speaker

Motion	Debatable	Amendable	Vote Required
1. Point of Order	No	No	None
2. Parliamentary Inquiry	No	No	None
3. Division of the Assembly	No	No	None
4. Appeal the Decision of the Chair	Yes	No	Majority
5. Object to Consideration	No	No	2/3

## WHITE paddle

Motions that cannot interrupt the speaker

Motion	Debatable	Amendable	Vote Required
1. Request for Information	No	No	None
2. Modify or Withdraw	No	No	Majority
3. Divide a Motion	No	Yes	Majority
4. Suspend the Rules	No	No	2/3

*The motions listed should be sufficient for you to express your opinion on a motion before the assembly or to raise a question concerning the procedures of the assembly.*

*Additional parliamentary motions available to you include: Reconsider; Lay on the Table; Take from the Table; Recess; and Adjourn.*

# Report and Recommendations of the Credentials, Bylaws, and Elections Committee

This committee shall receive all amendments to these Bylaws and put them in the proper form for submission to the Board of Directors and House of Delegates. This committee shall serve as the Elections Committee for all TSTA statewide elections. The President shall select the Credentials and Elections Committees for the annual House of Delegates from this committee.

—TSTA Bylaws, Article IX, Section 1.A.2

## Fulfillment of Committee Charges

1. Receive amendments to the Bylaws and prepare in proper form for submission to the Board of Directors and House of Delegates.

**ACTION:** The Credentials, Bylaws and Elections (CB&E) Committee received 2 proposed bylaws amendments.

2. Serve as the Elections Committee for the TSTA House of Delegates. The Elections Committee shall conduct all elections at the House of Delegates and shall certify the results to the House of Delegates.

**ACTION:** At the annual House of Delegates, the CB&E Committee divides into three separate committees—a Bylaws Committee, a Credentials Committee, and an Elections Committee—that serve distinct purposes. The Elections Committee will conduct elections and canvass ballots as needed.

3. Serve as the Credentials Committee for the TSTA House of Delegates. The Credentials Committee shall rule on the seating of any delegate and on any challenges to the election of local delegates.

**ACTION:** At the annual House of Delegates, the CB&E Committee divides into three separate committees—a Bylaws Committee, a Credentials Committee, and an Elec-

tions Committee—that serve distinct purposes. The Credentials Committee examines the credentials of elected delegates and presents for certification the delegates in attendance.

4. Act as Statewide Elections Committee to canvass NEA Delegate elections.

**ACTION:** The CB&E Committee will meet specifically as an Elections Committee in 2026 to canvass the elections of NEA State Delegates by Region, NEA State Delegates Category II, and NEA Supervisory Cluster Delegate.

## 2025 New Business Items Adopted

There was one NBI and one Bylaw Amendment submitted to the committee in 2025.

## Credentials, Bylaws, Elections Committee

- Eric Charon, Port Arthur Teachers Association (Region 17)
- Alejandra Diaz-Lightner, Laredo United TSTA/NEA (Region 4), Chair
- Gilbert Lara, El Paso Teachers Association (Region 13)
- Felecia Owens, TSTA-Retired (TSTA-R)
- August Plock, Pflugerville Educators Association (Region 10)
- Mary Ann Quintana, Klein Education Association (Region 16)
- Trasell Underwood, Education Austin (Region 11)
- Barbara Reed Wilson, Arlington TSTA (Region 19)

# Proposed TSTA Bylaws Amendments

Wording in **bold and underlined** proposed additions. Wording in [~~brackets with strikethrough~~] proposed deletions.

**1 INTENT:** To revise substantially the Acknowledgements and Recognitions requirements, providing for acknowledgements and recognitions being flexible to evolving language and understanding.

Article II

Mission, Acknowledgements and Recognitions

A. Mission

The Texas State Teachers Association will unite, organize, and empower public education advocates to shape public education in Texas thus providing a quality public school for every child.

B. **Statewide Labor Recognitions and Land Acknowledgements**

We acknowledge that TSTA exists, works, and meets on the stolen lands of Texas' First Peoples. We honor America's First Peoples and all elders past, present, and emerging. We are called on to learn, and share what we learn about the tribal history, culture, and contributions that have been hidden from the story of America.

**All meetings of the House of Delegates and other TSTA statewide events shall include a Land Acknowledgement that connects and directly collaborates with the Indigenous People in the area in accordance with policy to be established by the TSTA Board of Directors. The Board will review this policy annually to ensure it is respectful, supportive, and current.**

**All meetings of the House of Delegates and other TSTA statewide events shall include a Labor Recognition that connects and directly collaborates with Black History and Empowerment Groups in the area in accordance with policy to be established by the TSTA Board of Directors. The Board will review this policy annually to ensure it is respectful, supportive, and current.**

C. **Region and Local Land** Acknowledgements

We acknowledge that TSTA exists, works, and meets on the stolen lands of Texas' First Peoples. We honor America's First Peoples and all elders past, present, and emerg-

ing. We are called on to learn, and share what we learn about the tribal history, culture, and contributions that have been hidden from the story of America.

**TSTA Locals, Regions, and Affiliates are strongly encouraged to contact the Indigenous Peoples in their area to connect and collaborate with them directly on Land Acknowledgements, in accordance with policy to be established by the TSTA Board of Directors. The Board will review this policy annually to ensure it is respectful, supportive, and current.**

D. **Region and Local** Labor Recognitions

We pay homage to those who were stolen from Africa, placed in bondage, falsely named chattel, and forced into labor, who were called slaves, but never submitted to such and always been fully human, with an unbroken connection to the divine and each other. We honor our African Ancestors for the still unpaid labor which built what is now Texas and the Americas. To our indigenous and African forebearers, we commit to the continued struggle for liberation and reparations, for it is through freedom and justice that we truly give honor.

**TSTA Locals, Regions, and Affiliates are strongly encouraged to contact Black History and Empowerment Groups in their area to connect and collaborate with them directly on Labor Recognitions, in accordance with policy to be established by the TSTA Board of Directors. The Board will review this policy annually to ensure it is respectful, supportive, and current.**

E. ~~Recognitions~~

All meetings of the House of Delegates shall include a Land Acknowledgement that recognized the traditional lands of the People(s) where the meeting is located and Labor Recognition:

All meetings of the House of Delegates shall include a presentation that recognizes and educates the HoD on the history, culture, contributions, and/or accolades of the Native people of the region, and a separate presentation that recognizes and educates the HoD on the history,

culture, contributions, and/or accolades of the African People and history in the region.

The agenda for all meetings of statewide committees shall include a Land acknowledgement and Labor recognition.

**2 INTENT:** As an organization that leads by example, we must ensure that member votes are counted fully when it comes to votes that represent us. A board member holding two seats dilutes the voice of TSTA members.

### ARTICLE VII

#### Board of Directors

##### Section 3. Qualifications

Board of Directors members shall:

- A. Be actively engaged in the education profession within the state at the time of election, except for the President

of TSTA-R and the President of TSTA-AE, who shall maintain membership and office in those respective groups.

- B. Have held Active, TSTA-R, TFA or any combination of Active, TSTA-R and TFA membership for at least the three (3) consecutive years preceding election, or be a Life member of TSTA, except for the President of TSTA-AE.
- C. Be a nonsupervisory member unless elected as a supervisor-at-large to the Board, except for the TSTA-R and TSTA-AE Presidents.
- D. Be employed within the represented region if serving on the Board as a regional president.
- E. Maintain membership status and educational position during term of office if serving as an at-large board member.

**F. Hold no more than one voting seat on the Board.**

# Report and Recommendations of the Legislative Committee

This committee shall research issues of importance to education employees and students in Texas and shall propose for adoption by the TSTA House of Delegates a Legislative Program recommending state legislative actions related to those issues.

—TSTA Bylaws, Article IX, Section 1, Subsection D(2)

## Progress Report on Fulfilling Committee Charges

- Review and make recommendations to the TSTA Legislative Program.
 

**ACTION:** The Legislative Committee met twice during the 2025-26 year on October 4 and December 9, 2025, at which time, the TSTA Legislative Program was reviewed and recommended changes were discussed.
- Submit a written report, including the proposed Legislative Program, to the 2026 House of Delegates.
 

**ACTION:** The proposed Legislative Program is found below this Legislative Committee report. All additions and changes in language are found in **underlined bold red** font. Five new additions to the TSTA Legislative Program now include the following:

  - 1. Providing Quality Teachers **Educators** (Line 11)
  - 1.11 Legislation that would create incentive or merit pay programs based on a competitive model using standardized test scores; **including but not limited to the Teacher Incentive Allotment Program.** (Lines 55-57)
  - 2.12 **Legislation that guarantees the appropriate research, implementation, and use of Artificial Intelligence (AI) for classroom purposes including but not limited to; instruction, grading, student and educator identification or monitoring, and student discipline.** (Lines 118-121)
  - 4.02 Legislation that establishes and fully funds full-day kindergarten and pre-kindergarten programs **with universal eligibility**. Research indicates that the initiation of high-quality early care and education programs leads to a reduction in special education placement. TSTA supports legislation that requires students to attend school who are at least 4 years old. (Lines 175-179)
  - 4.21 **Legislation that would create a universal free school meal program, ensuring that every student has a free, healthy breakfast and lunch, while reducing the stigmatization and administrative burden of implementing the current meal-for-purchase program.** (Lines 263-266)

- Be a resource in your local and region on the continuing implementation of legislation.
 

**ACTION:** Legislative advocacy for public schools was discussed, and ongoing information and materials are available to members, leaders and staff regarding public education legislation.
- Serve as a resource for other TSTA Standing Committees, Special Committees and Task Forces to implement their recommendations for the TSTA Legislative Program as needed.
 

**ACTION:** The Legislative Committee did not receive recommendations from other committees.

## 2025 New Business Items Related and Action Taken

No other NBIs from the 2025 House of Delegates convention were related to the Legislative Committee.

## Specific Projects and/or Recommendations from the 2025 House of Delegates

No specific projects were recommended from the 2025 House of Delegates to the Legislative Committee.

## Specific Projects and/or Recommendations to the 2026 House of Delegates

There are no projects or recommendations from the Legislative Committee to the 2026 House of Delegates.<sup>1</sup>

## Committee Members:

- Ana Karen Cantu – Deer Park Education Association
- Melissa Cortez – Donna TSTA/NEA
- Heather Cynor – Ysleta Teachers Association
- Angela Davis – NEA-Dallas
- Santos Antonio “Tony” Garcia – Laredo United TSTA/NEA
- Roger Hall – Education Abilene
- David Ring (Chair) – Lubbock County Unit
- Adonis Schurmann – North East Education Association
- Melanie Sheehan (Board Liaison) – Ector County TSTA/NEA
- Megan Tapia – Edgewood C T A
- Andre Williams – Tyler Education Association
- Rhonda “Rhoni” Whiting – Alief-TSTA/NEA

<sup>1</sup>The red, bolded and underlined font were changes introduced into the Legislative Program by the 2025-26 Legislative Committee and were subsequently adopted by the Board of Directors at its meeting at HQ on February 7, 2026.

# TSTA Legislative Program

## 2025-2026

These legislative priorities are designed to make significant progress toward meeting our goals of well-funded and well-staffed classrooms and truthful, accurate curricula for every public school student in Texas; professional pay and respect for Texas teachers and support staff; effective and affordable teacher training and professional development; promote student and educator health, wellness and safety; and secure comfortable retirements for former educators, including a cost of living adjustment. These are goals that our students need and members of our profession have earned and deserve.

### The TSTA Legislative Agenda

#### 1. Providing Quality Teachers Educators

To attract, maintain, and retain appropriately certified teachers in Texas classrooms, TSTA supports:

**1.01.** Legislation to give teachers and ESPs significant across the board pay raises that will be passed through directly to teachers and ESPs.

**1.02.** Legislation that requires proportional per diem rate of pay for any work done beyond the number of days required by the school employee's employment contract.

**1.03.** Legislation that requires high standards for teacher certification and supports teacher preparation programs that balance content knowledge and pedagogy. These programs will provide teachers with an understanding of how to teach, including requiring practical experience before entering the classroom.

**1.04.** Legislation that provides for greater representation of teachers on the State Board for Educator Certification (SBEC).

**1.05.** Legislation that provides training, compensation, and release time to teachers who serve as mentors to new and or struggling teachers. According to SBEC data, approximately one-third of new teachers quit after the first year and one-half leave by the fifth year. Data from the Texas Beginning Educator Support System (TxBess) and similar projects show that an effective Mentoring program can reduce first year attrition rates to less than 10 percent. Every district should provide a mentoring program for first to third year teachers and mentoring support for new teachers. Legislation that provides funding to school districts to create cohorts of

33 Early Career Educators in their first to third year teaching. The funding will be used  
 34 for training, compensation, and release time to Early Career Educators to ensure  
 35 they have peer support and help reduce Early Career Educators attrition rates.

36 **1.06.** Legislation to financially reward those individuals who obtain National Board  
 37 Certification and others who voluntarily hold themselves to higher standards such  
 38 as: Master’s Degree(s), Specialist Degree(s), Doctorate(s) and Multiple  
 39 Certifications.

40 **1.07.** Legislation that provides incentives and financial support for paraprofessionals  
 41 who pursue teacher certification, as well as continuing education and staff  
 42 development for teachers.

43 **1.08.** Legislation to protect and enhance Teacher Retirement System’s defined benefit  
 44 program. All educational employees should be able to make plans for their  
 45 retirement without worrying about the Legislature changing or reducing benefits.  
 46 Retired educational employees deserve a system that provides annual cost of living  
 47 adjustments and health insurance they can afford. Retired School Employees’  
 48 health insurance and benefits shall be comparable to or better than those for  
 49 Retired State and higher education employees.

50 **1.09.** Legislation that establishes a paid student teaching model in the state of Texas so  
 51 that candidates are paid a living wage or higher while student teaching or in  
 52 residency.

53 **TSTA will oppose:**

54 **1.10.** Legislation that reduces salaries and/or benefits for public school employees.

55 **1.11.** Legislation that would create incentive or merit pay programs based on a  
 56 competitive model using standardized test scores; **including but not limited to**  
 57 **the Teacher Incentive Allotment Program.**

58 **1.12.** Legislation that would mandate employment decisions and compensation based  
 59 on value-added modeling.

60 **1.13.** Legislation that would move the Teacher Retirement System toward a defined  
 61 contribution system.

62 **1.14.** Legislation to decrease the state’s contribution to the Teacher Retirement System.

63 **1.15.** Legislation that abolishes the State Board for Educator Certification.

64 **1.16.** Legislation that would eliminate experience-based compensation.

65        **1.17.** Legislation that takes away protections granted under the Deferred Action for  
 66                      Childhood Arrivals program.

67        **2. Creating a Positive Work Environment for Educational Employees and Students**

68        **In order to provide a positive working environment for educational employees and**  
 69        **students in Texas, TSTA will support:**

70        **2.01.** Legislation that increases the minimum requirements for holding any supervisor or  
 71                      administrative position for which full certification is required, including a  
 72                      mandatory eight years relevant teaching experience before being eligible to apply  
 73                      for administrative certification.

74        **2.02.** Legislation that provides educational employees with a meaningful voice in the  
 75                      important decisions that relate to the learning environment and working  
 76                      conditions. To that end, TSTA supports strengthening site-based decision making  
 77                      at the campus and district level, mandating consultation at the district level,  
 78                      permitting collective bargaining in individual school districts after a local option  
 79                      vote, and repealing the prohibition against collective bargaining in order to give  
 80                      educational employees a necessary and critical role in the decision-making process.

81        **2.03.** Legislation reducing mandated paperwork (electronic or otherwise), providing  
 82                      standardized requirements on required paperwork/forms to be used across the  
 83                      state limiting the number of meetings, and providing time for collaboration and  
 84                      professional learning. Giving teachers adequate preparation time is essential to  
 85                      successful teaching and learning. Numerous studies have shown that working  
 86                      conditions are a primary factor in teacher attrition.

87        **2.04.** Legislation prohibiting classroom teachers and classrooms ESPs from engaging in  
 88                      direct billing (for example, Medicaid billing).

89        **2.05.** Legislation to maintain safe and orderly schools. Educational employees must have  
 90                      the authority to remove disruptive students and maintain discipline. Discipline  
 91                      must be dealt with in a uniform and effective manner. Student violence directed at  
 92                      staff or students must be dealt with swiftly and those students should be  
 93                      immediately removed to an appropriate alternative learning environment. Districts  
 94                      should be mandated to establish policy and include in the district’s Student Code of  
 95                      Conduct rules and guidelines prohibiting harassment of educators, personnel, and  
 96                      students, including the use of social media platforms.

97        **2.06.** Legislation that provides health insurance benefits for all educational employees,  
 98                      comparable to those provided to state and higher education employees. The state  
 99                      and district insurance plans should provide appropriate disclosures and notices of  
 100                      what benefits are covered and what fees and deductibles employees may be

101 obligated to pay. TSTA will aggressively lobby and work with Teacher Retirement  
 102 System and the legislature to reign in the cost of TRS Active Care / TRS Retired  
 103 Care.

104 **2.07.** Legislation that increases personnel, school social workers and support structures  
 105 for counseling that best serves the mental health needs of students, faculty, and  
 106 staff members.

107 **2.08.** Legislation that provides all public-school employees with a living wage, including  
 108 annual cost of living adjustments.

109 **2.09.** Legislation to provide all employees with employment contracts and strong due  
 110 process provisions regarding contractual, statutory, and constitutional rights.

111 **2.10.** Legislation that prohibits districts from requiring annual contracts exceeding 187  
 112 days without additional compensation.

113 **2.11.** Legislation that outlines strict, specific stipulations, definitions, and limits to the  
 114 authority of school districts, in employee contracts, to transfer or reassign a district  
 115 employee to any other district position that they consider without a specific  
 116 definition to be “similar” at any time with no necessary reason provided or the need  
 117 for the employee’s consent.

118 **2.12.** Legislation that guarantees the appropriate research, implementation, and use  
 119 of Artificial Intelligence (AI) for classroom purposes including but not limited to;  
 120 instruction, grading, student and educator identification or monitoring, and  
 121 student discipline.

122 **TSTA will oppose:**

123 **2.13.** Legislation that expands or provides broad rulemaking authority to the  
 124 Commissioner of Education.

125 **2.14.** Legislation designed to restrict the ability of TSTA to organize and provide services  
 126 to educational employees.

127 **2.15.** Legislation that would make current state standards subject to “home rule” or  
 128 otherwise allow school districts to be exempt from or to roll back the current  
 129 standards that protect the quality learning environment for students. Attempts to  
 130 erode state standards for educational quality, in the name of “cost saving,” “local  
 131 control” or “eliminating unfunded mandates,” could mean the end of 22-1 class size  
 132 limits, the salary schedule, and other benefits necessary to provide teachers and  
 133 students a productive educational environment.

134 **3. Increasing Support for Public Education**

135 **In order to improve the public schools in Texas, TSTA will support:**

136 **3.01.** Legislation that creates long term, equitable school finance solution that generates  
 137 substantial new revenue for public education, including sufficient revenue to pay  
 138 for a substantial across-the-board teacher pay raise. A revised tax system must  
 139 have the capacity to generate sufficient additional revenue in the future as our  
 140 student population increases and additional funding needs arise.

141 **3.02.** Legislation that requires open enrollment charters to follow all regulations and  
 142 accountability standards that public schools follow.

143 **3.03.** Legislation that provides monetary and/or institutional support to end and repair  
 144 harms committed by historically racist and oppressive public policies, such as red  
 145 lining, public housing programs, one-way busing of minority students, restriction of  
 146 languages other than English in schools, etc.

147 **3.04.** Legislation that expands local control regarding instructional delivery decisions  
 148 that is in the best interest of students and staff during a declared state of disaster.

149 **TSTA will oppose:**

150 **3.05.** Legislation that would shift public tax dollars to private entities. Vouchers,  
 151 educational savings accounts, and other privatization schemes would take the  
 152 funding we have for public schools and give it to students to attend private schools  
 153 that are exempt from our accountability system. TSTA believes we should use our  
 154 state resources to offer every student a quality public education.

155 **3.06.** Legislation that allows the takeover of the public’s neighborhood schools by  
 156 private, for-profit, or unelected entities that are not accountable to taxpayers.  
 157 Privatization has been shown to be a failed approach that provides an inferior  
 158 education to our students.

159 **3.07.** Legislation that would establish initiative and referendum. In states where  
 160 initiative and referendum are legal, the procedures have been used to bypass the  
 161 legislative process, undermine the decisions of elected representatives and to limit  
 162 funding for public education. TSTA supports that system of representative  
 163 government that allows us to effect change through the electoral process.

164 **3.08.** Legislation that expands virtual learning options for students. Research and the  
 165 experience of the pandemic show that students are not well served in virtual  
 166 learning environments.



203 attendance (ADA) to calculate funding for its public schools. However, schools are  
 204 still required to provide an education to 100% of its enrolled students using funds  
 205 that are based on a lower student count, as ADA in Texas is around 95% of the total  
 206 enrollment across the state. Basing funding on attendance disproportionately  
 207 penalizes schools that serve a large number of children from low-income families  
 208 and children who are more likely to suffer chronic health issues.

209 **4.06.** Legislation requiring full-time counselors, librarians and school social workers on  
 210 every campus. In addition, legislation requiring limitations on counselor-to-student  
 211 ratios is not to exceed 1:250. This should be a priority for all schools without  
 212 exception. Support legislation that adds school social work services to the Texas  
 213 Education Code.

214 **4.07.** Legislation requiring at least one full-time registered nurse on every campus.

215 **4.08.** Legislation expanding the Children’s Health Insurance Program and Medicaid. The  
 216 quality of health care is directly related to the standard of living. Children from low  
 217 socio-economic homes are less likely to have access to adequate and preventive  
 218 health care.

219 **4.09.** Legislation minimizing the use of standardized assessments in our schools. The  
 220 excessive use of high stakes standardized tests to measure or label student,  
 221 teacher, campus, and district performance creates a situation where “teaching to  
 222 the test” becomes more important than learning. Student assessment should be  
 223 based on multiple measures that are related to the educational needs of students.  
 224 Students with Individualized Education Plans that would formerly qualify to take  
 225 STAAR ALT 2 assessments shall not be required to take any mandated state  
 226 assessments and a student portfolio documenting a student’s progress shall  
 227 replace it.

228 **4.10.** Legislation supporting and funding effective, subject-specific technology training  
 229 for educators in the use of proven programs. With increases in the use of  
 230 technology systems in the workplace, our students deserve instruction in subject-  
 231 specific technology by teachers who are proficient in its use.

232 **4.11.** Legislation to fund and support programs to assist emergent bilinguals.  
 233 Globalization has brought students from around the world into Texas public school  
 234 classrooms. These students need effective programs and appropriately certified  
 235 teachers to help them become successful emergent bilinguals. In addition,  
 236 legislation requiring limitations of ESL, transitional bilingual education, and dual  
 237 language classroom teacher-to-student ratios is not to exceed 1:15.

238 **4.12.** Legislation that establishes an 11-to-1 class ratio for pre-kindergarten classes.

- 239 4.13. Legislation that protects and promotes the contributions of and excellence of  
 240 Black, Indigenous, and People of Color, women, and LGBTQ+ peoples, individually  
 241 and within movements, including the role intersectionality plays in these  
 242 movements.
- 243 4.14. Legislation that ensures the history of racism and oppression of marginalized  
 244 populations is taught.
- 245 4.15. Legislation that strongly supports “opt-out” rather than “opt-in” in regard to  
 246 “abstinence-plus” sex education that would provide more access for students to  
 247 the curriculum.
- 248 4.16. Legislation that addresses period poverty, adopts a state mandate and provides  
 249 funding that directs all public school entities to provide feminine hygiene products  
 250 in all campuses for menstruating students.
- 251 4.17. Legislation that creates and funds Career & Technical Education (CTE) programs  
 252 that train and certify high school students in vocations that transition our economy  
 253 away from dependence on fossil fuels.
- 254 4.18. Legislation that prohibits third party organizations that offer opportunities or  
 255 services to public school students from collecting student data that could reveal  
 256 documentation status.
- 257 4.19. Legislation that closes loopholes in the CROWN Act, including disciplinary action  
 258 against students based on hair color and hair length.
- 259 4.20. Legislation that will mandate and fund training for educators and all district staff in  
 260 public schools that teaches the dangers of fentanyl use by individuals and certifies  
 261 educators in Naloxone (NARCAN) administration while also providing emergency  
 262 use Naloxone (NARCAN) for each staff member.
- 263 4.21. Legislation that would create a universal free school meal program, ensuring  
 264 that every student has a free, healthy breakfast and lunch, while reducing the  
 265 stigmatization and administrative burden of implementing the current meal-  
 266 for-purchase program.
- 267 TSTA will oppose:
- 268 4.22. Legislation that requires outcomes-based funding.
- 269 4.23. Legislation that penalizes educators for special education services missed during a  
 270 declared state of disaster or academic regression due to student disengagement.



# Report and Recommendations of the Resolutions Committee

The committee shall write and edit TSTA statements of principle for annual approval by the House of Delegates; and respond to any proposed changes for resolutions from the TSTA House of Delegates.

—*TSTA Bylaws, Article IX, Section 1.F.2*

## Committee Goal Areas

### GOAL AREA #1

Serve as State Voice for Education

### GOAL AREA #2

Advance the Cause for Public Education as a United Profession

### GOAL AREA #3

Promote Health and Welfare

### GOAL AREA #4

Promote and Protect Human and Civil Rights

### GOAL AREA #5

Secure and Promote Professional Excellence and Autonomy

### GOAL AREA #6

Recognize the importance of the Educator in the Learning Process

### GOAL AREA #7

Protect, strengthen, and expand the rights of Public School Employees

### GOAL AREA #8

Unite Education Employees to demonstrate and promote Effective Citizenship

## Fulfillment of Committee Charges

1. Write and edit TSTA statements of principle for annual approval by the House of Delegates.

**ACTION:** The Resolutions Committee has drafted a TSTA Resolutions document for review by the Board of Directors, which will then go to the House of Delegates.

2. Respond to any proposed changes for Resolutions from the TSTA House of Delegates.

**ACTION:** The Resolutions Committee received no proposed changes for Resolutions.

## Committee Members:

- Victor Armenta Jr., Laredo United TSTA/NEA (Region 4)
- Karen Barnes-Ullrich, TSTA-Retired (NEA ESP Resolutions)
- Leticia Calderon, Donna TSTA/NEA (Region 6)
- Norma De La Rosa, El Paso Teachers Association (Region 13)
- Bobbie Duncan, TSTA-Retired (TSTA Resolutions)
- Anthony Flores, Ysleta Teachers Association (Region 8)
- Angela Garcia, Pasadena Educators Association (TSTA Resolutions)
- David Garza, San Antonio Alliance (Region 5)
- Heather Gatlin, Lubbock Educators Association (Region 12)
- Roger Hall, Education Abilene (Region 9)
- Mariana Hansen, Del Valle Education Association (Administrator)
- Maria Hernandez, Ysleta Teachers Association (NEA ESP Resolutions)
- Shannon Isaac, Longview Educators Association (Region 18)
- Patricia Johnson, TSTA-Retired (TSTA-R)
- Ronald Kotts, Alief-TSTA/NEA (Region 14)
- Agustin Loreda, Pasadena Educators Association (Region 15)
- Jessica Marquez, Del Valle Education Association (Region 10)
- Cristal Martinez, Harlandale Education Association (Region 2)
- Reni Morriss, Hurst Euleess Bedford Local Unit (Region 19)
- Elizabeth Torres, Association of Brownsville Educators (Region 1)
- Trasell Underwood, Education Austin (Region 11)
- Sheila Walker, NEA-Dallas (NEA ESP Resolutions), Co-Chair
- Angel Watkins, Judson Education Association (Region 3), Co-Chair
- Tanzanyika Reeves, Cy Fair TSTA/NEA (Region 16)
- Sebrina Winger, Beaumont Teachers Association (Region 17)
- Cary Wintz, Texas Faculty Association (TFA)

## 2026 TSTA Resolutions

### **A. Serve as State Voice for Education**

#### **A-1 Statewide Voice**

The Texas State Teachers Association serves as a statewide voice in support of public education and advocates for high-quality learning environments for all students and our members that serve them. TSTA believes strong public schools require stable and equitable funding that grows with the needs of Texas communities.

TSTA believes Texas should fully fund public education through a long-term, equitable finance system that provides substantial new revenue for schools.

TSTA will continue to be the leading voice demanding that public tax dollars remain in public schools, ensuring every student regardless of zip code has access to a fully funded, high-quality public education.

### **B. Advance the Cause for Public Education as a United Profession**

#### **B-1 Equitable School Finance System**

The Texas State Teachers Association believes Texas public schools require a long-term and equitable school finance system that provides substantial new revenue, supports meaningful teacher pay raises, grows with student enrollment, and funds schools based on total enrollment rather than attendance.

#### **B-2 Privatization**

The Texas State Teachers Association believes Texas must protect taxpayer funds by opposing vouchers, education savings accounts, privatization schemes, and any takeover of neighborhood public schools by private, for-profit, or unelected entities, while ensuring that open-enrollment charter schools comply with the same regulations, transparency requirements, and accountability standards as public school districts.

#### **B-3 Early Education and Support Services**

The Texas State Teachers Association believes high-quality early education and strong student support services are essential for student success, requiring full-day kindergarten and pre-kindergarten, mandatory attendance for students age four and older, and full-time counselors, librarians, nurses, and school social workers on every campus, with counselor-to-student ratios not exceeding 1:250.

#### **B-4 Class Size**

The Texas State Teachers Association believes student learning is strengthened when class sizes are limited to a true 15:1 student–teacher ratio across all grade levels, with additional reductions in classrooms serving special education students.

**B-5 Standardized Testing**

The Texas State Teachers Association believes excessive high-stakes standardized testing narrows instruction, and student progress is better measured through multiple assessments, including portfolio assessments. TSTA believes that tests should be used to assist educators in determining student strengths and weaknesses to inform instruction. TSTA believes that high-stakes assessments should not be used as the primary measure in the state accountability system.

**C. Promote Health and Welfare**

**C-1 Employee Health Insurance**

The Texas State Teachers Association believes the following principles regarding health insurance for educational employees:

- a. All educational employees should have access to health insurance benefits that are equitable and comparable to those provided to state and higher education employees.
- b. State and district insurance plans must provide clear, comprehensive disclosures about: Covered benefits, Premiums and fees, Deductibles and out-of-pocket costs.
- c. Health insurance should be affordable for all educational employees. The Association is committed to advocating for measures that reduce the cost of TRS ActiveCare and TRS Retired Care.
- d. Access to quality health care is essential for the physical and mental well-being of educators, which directly impacts student success.
- e. The Association will work with the Teacher Retirement System and policymakers to ensure sustainable, cost-effective health insurance options for current and retired educational employees.
- f. The Association will continuously monitor and address rising health care costs to ensure benefits remain fair, comprehensive, and accessible.

**C-2 Mental Health**

The Texas State Teachers Association believes that mental health is essential to the success and well-being of students, faculty, and staff. Schools must have adequate personnel and resources to provide comprehensive mental health support.

The Association supports and advocates for:

- a. Increasing the number of school counselors, social workers, and licensed mental health practitioners to ensure adequate support for all campuses.
- b. Implementing evidence-based programs that address prevention, early intervention, and crisis response for students and staff.
- c. Providing ongoing training for educators and staff on recognizing mental health concerns, trauma-informed practices, and referral processes.
- d. Ensuring that counseling and mental health services are available during and beyond school hours, including virtual options for underserved areas.
- e. Establishing partnerships with local mental health agencies and organizations to expand access to specialized care and wraparound services.
- f. Securing dedicated funding streams to maintain and expand mental health support programs without reducing other essential educational services.

### **C-3 Quality Health Care for Children**

The Texas State Teachers Association believes that access to quality health care is a fundamental right for all children. The quality of health care is directly related to the standard of living, and children from low socio-economic homes are less likely to have access to adequate and preventive health care.

TSTA supports and advocates for:

- a. Expansion of the Children’s Health Insurance Program (CHIP) and Medicaid to ensure that all eligible children receive comprehensive health care services.
- b. Increased access to preventive health care services for children in low-income families to reduce long-term health disparities.
- c. Policies that eliminate barriers to health care for children from underserved communities.
- d. Working with state agencies, health care providers, and community organizations to strengthen outreach and enrollment in CHIP and Medicaid programs.
- e. Adequate funding to maintain and expand these programs without compromising quality or accessibility.

## **D. Promote and Protect Human and Civil Rights**

### **D-1 Educational Equity**

The Texas State Teachers Association recognizes that past educational practices—such as one-way busing of minority students, restrictions on languages other than English in schools, and inequitable resource allocation—have caused lasting harm to students and communities.

TSTA affirms its responsibility to address these impacts and commits to the following actions:

- a. Create and implement policies that promote equity and inclusion for all students, including multilingual learners and historically marginalized groups.
- b. Directing funding and resources toward programs that repair the impact of past discriminatory practices, including culturally responsive curriculum development, bilingual education, and community engagement initiatives.
- c. Providing ongoing training for educators and staff on equity, cultural competency, and restorative practices.
- d. Involving impacted communities in decision-making processes to ensure reparative measures reflect their needs and priorities.
- e. Monitoring and reporting progress annually to ensure measurable outcomes and public accountability.

This resolution reflects the TSTA's commitment to educational equity, diversity, and the success of every student.

### **D-2 Promotion of Contributions**

The Texas State Teachers Association believes that the contributions of and excellence of Black, Indigenous, People of Color, women, and LGBTQ+ peoples, individually and within movements, including the role intersectionality plays in these movements should be promoted, protected, and included in comprehensive curriculum that reflects the entire diversity of Texas and the United States.

### **D-3 Accurate History of Racism and Oppression**

The Texas State Teachers Association believes that Texas should implement a statewide curriculum that ensures that the history of racism and the oppression of marginalized populations is taught truthfully to all students.

### **D-4 Reproductive Freedom**

The Texas State Teachers Association believes in protecting the individual's right to reproductive freedom and body autonomy. TSTA also believes that any restriction to reproductive freedom is a form of sex discrimination

### **D-5 Immigration**

TSTA supports efforts to improve the immigration process, including the provision of due process, equal protection, and access to status without regard to ethnicity, religion, or national origin. TSTA also supports policies that protect the integrity of the family unit and deplors the hardships and trauma imposed on families when family members, especially spouses and partners, parents, guardians, or caretakers, are detained and/or deported for immigration status offenses and thereby separated from their children, many of whom are U.S. citizens. TSTA supports equal access to educational opportunities for immigrants. TSTA believes that English, adult education, GED, and citizenship classes should be available in sufficient numbers to ensure that immigrants can comply with all federal mandates for permanent residence and/or citizenship. TSTA also believes that the federal government is responsible for the enforcement of immigration policy.

The Texas State Teachers Association recognizes that historically there have been many economic and/or political circumstances that have compelled people to come to the U.S. TSTA opposes any immigration policy that denies human and/or civil rights or educational opportunities to immigrants and their children, hinders workers' abilities to organize, imposes excessive fees and fines on those seeking legalization, or criminalizes individuals or groups who support or assist them. The Texas State Teachers Association also opposes any policy that makes legalization or naturalization dependent upon military service and/or service in a combat zone. The Texas State Teachers Association condemns such policies as inhumane and discriminatory.

The Texas State Teachers Association further believes that federal decisions regarding the status of accompanied and unaccompanied immigrant children must always be made in the best interests of the child. Children who qualify for international protection must have their educational needs met while being given the time and resources, including court-appointed counsel, to have their cases fairly heard. The Texas State Teachers Association believes that children should not be separated from their parents/guardians. Therefore, the best placement for these children is in a family setting and not in detention facilities.

### **D-6 Education of Refugee and Undocumented Children and Children of Undocumented Immigrants**

The Texas State Teachers Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education, including

multilingual services and primary language instruction, in an environment free from harassment. TSTA also believes that all parents should have equal access to all services provided by the school system regardless of their immigration status. TSTA opposes Immigration and Customs Enforcement (ICE) operations on school property. The Association supports access to higher education for undocumented students and access to financial aid and in-state tuition to state colleges and universities in the states where they reside. TSTA further believes that neither educational systems nor their employees are responsible for the determination and enforcement of legal residency status.

The Texas State Teachers Association believes that students who have resided in the United States for at least five years at the time of high school graduation should not be held responsible for decisions they were not legally able to make but rather should be granted legal residency status, and allowed to apply for U.S. citizenship, and that legalization not be used as an incentive for or be dependent on military service.

**E. Secure and Promote Professional Excellence and Autonomy**

**E-1 Teacher Certification**

The Texas State Teachers Association believes in high standards for teacher certification and supports teacher preparation programs that balance content knowledge and pedagogy. TSTA believes that preparation programs should give teachers an understanding of how to teach and require practical experience before entering the classroom. TSTA also believes that teacher preparation programs must involve all stakeholders in the design, implementation, and improvement of preparation programs. Stakeholders should include licensed teacher educators.

**F. Recognize the Importance of the Educator in the Learning Process**

**F-1 Fair Compensation**

The Texas State Teachers Association (TSTA) believes that fair and competitive compensation is essential to attract and retain high-quality educators and education support professionals (ESPs). Adequate pay reflects the value of their work and ensures financial stability for those who serve our students.

TSTA supports and advocates for:

- a. Legislation that provides substantial salary increases for teachers and ESPs statewide.

- b. Ensuring that all funds allocated for pay raises are passed directly to teachers and ESPs without diversion to other expenses.
- c. Establishing pay scales that are competitive with other professions requiring similar education and expertise.
- d. Fair pay structures that address disparities among districts and roles, ensuring ESPs receive livable wages.
- e. Securing dedicated and recurring funding sources to maintain salary increases without reducing other essential educational services.

**F-2 Living Wage**

The Texas State Teachers Association (TSTA) believes that every public-school employee deserves a living wage that reflects the dignity and value of their work. Fair compensation is essential to attract and retain quality educators and staff, and to ensure financial stability for those who serve our students.

TSTA supports and advocates for:

- a. Legislation that guarantees all public-school employees earn a living wage sufficient to meet basic needs and maintain a reasonable standard of living.
- b. Implementing automatic annual cost-of-living adjustments to protect employees from inflation and maintain purchasing power.
- c. Ensuring that wage policies apply to all public-school employees, including education support professionals (ESPs), without disparities.
- d. Dedicated funding streams to maintain living wages and COLA adjustments without reducing other essential educational services.

**G. Protect, Strengthen, and Expand the Rights of Public School Educators**

**G-1 Secure Retirement**

The Texas State Teachers Association (TSTA) believes that all educational employees should be able to plan for retirement with confidence, without fear of legislative changes that reduce or eliminate benefits. Retired educational employees deserve a secure system that provides affordable health insurance and annual cost-of-living adjustments (COLA).

TSTA supports and advocates for:

- a. Protecting and enhancing the Teacher Retirement System’s (TRS) defined benefit program to ensure stability and predictability for retirees.

- b. Implementing regular COLA increases for retired educational employees to maintain purchasing power and financial security.
- c. Guaranteed access to health insurance plans that retired school employees can afford without sacrificing quality of care.
- d. Ensuring that retired school employees' health insurance and benefits are comparable to or better than those provided to retired state and higher education employees.
- e. Laws that prevent reductions in retirement benefits and protect the integrity of TRS for current and future retirees.

### **G-2 Workplace Input**

The Texas State Teachers Association (TSTA) believes that educational employees must have a meaningful voice in decisions that affect the learning environment and their working conditions. Empowering educators in decision-making leads to better outcomes for students and schools.

TSTA supports and advocates for:

- a. Expanding and reinforcing site-based decision-making processes at both campus and district levels to ensure educator input is valued and implemented.
- b. Requiring school districts to consult with educational employees on policies and practices that impact classrooms and working conditions.
- c. Permitting collective bargaining in individual school districts following a local option vote, giving educators a formal mechanism to negotiate working conditions.
- d. The repeal of laws prohibiting collective bargaining for educational employees, restoring their right to negotiate for fair and equitable conditions.
- e. Ensuring educators have a necessary and influential role in shaping policies that affect teaching, learning, and school climate.

### **G-3 Safe Learning Environment**

The Texas State Teachers Association (TSTA) believes that every student and educational employee deserves a safe and orderly learning environment. Schools must have clear policies and resources to maintain discipline and protect staff and students from violence and harassment.

TSTA supports and advocates for:

- a. Educational employees having the authority to remove disruptive students from the classroom and maintain discipline effectively.

- b. Addressing discipline in a consistent and fair manner across all campuses and districts.
- c. Swift Action on Violence. Student violence directed at staff or other students must be dealt with immediately, and those students should be removed to an appropriate alternative learning environment.
- d. Requiring districts to establish clear policies and include in the Student Code of Conduct rules prohibiting harassment of educators, personnel, and students.
- e. Policies that explicitly prohibit harassment through social media platforms and other digital means.
- f. Resources and training to prevent violence and harassment, ensuring schools remain safe for teaching and learning.

**G-4 Fair Contracts**

The Texas State Teachers Association believes that every educational employee should be provided with a written employment contract that defines their rights, responsibilities, and terms of employment. These contracts must include provisions that uphold due process and protect contractual, statutory, and constitutional rights.

TSTA believes in the following principles:

- a. Employment decisions must be based on objective criteria and applied consistently.
- b. Employees should have access to clear information about contract terms, evaluation procedures, and disciplinary processes.
- c. Employees must receive timely notice of any employment action, the right to representation, and an impartial review process.
- d. All employment practices should comply with state and federal laws governing employee rights.

School districts should issue written contracts to all employees annually or upon hiring and contracts should explicitly include: job description and responsibilities, compensation and benefits, terms of employment and renewal procedures, and due process protections for disciplinary actions and termination. Districts must also clearly outline and make accessible procedures for grievances and appeals. Districts shall also provide training to administrators and Human Resources personnel to ensure compliance with due process standards.

**H. Unite Education Employees to Demonstrate and Promote Effective Citizenship**

**H-1 Voting Rights**

The Texas State Teachers Association believes that protecting voting rights is critical for the establishment of strong public schools as education policy decisions are made by elected leaders at the local, state, and federal level. TSTA believes in implementing automatic voter registration that increases voter participation and creates civically engaged communities. TSTA believes in the advancement of accessible polling places to meet the needs of all registered voters.

**H-2 Freedom of Speech**

The Texas State Teachers Association believes that freedom of speech is an essential right and shall not be infringed upon. TSTA believes that freedom of speech extends to constitutionally protected free press, freedom of association, freedom of religion, freedom to protest, and freedom to petition the government.

# Report of the Board of Trustees of the Permanent Fund to the 2026 TSTA House of Delegates

Article X of the TSTA Bylaws stipulates those investments of the Permanent Fund be directed by the Board of Trustees of the Permanent Fund consisting of the President, Executive Director and three members elected by the Board of Directors to serve three-year staggered terms and that each year one of these three members be elected chairperson. The elected members include Winifred Jackson, Valencia Johnson and Sheila Walker.

The TSTA Permanent Fund Investment Policy provides for investments in one or more of the following: (a) Certificates of Deposit with maturity dates extending no more than three years, (b) Repurchase agreements of Treasury Bonds or Notes, (c) Government Agency Bonds or Notes, (d) U.S. Treasury Bills, (e) Commercial Paper in the two highest quality classes by Moody's Investor's Service or Standard & Poor's, or (f) Index Funds not to exceed thirty percent (30%) of the total fund with re-balancing as necessary to maintain the limitation. The balance invested in equities at February 28, 2026, equals \$775,040 or 28.7%. TSTA regularly works with the investment advisors to maintain the balance of the fund as the Certificates of Deposit mature and that next rebalance will be with the upcoming CD maturity in April 2026.

The Board of Trustees has reviewed the status and use of the Fund, noting the following items:

1. On September 1, 2025, the Fund balance was

\$2,587,093, including \$3,738 or ten percent (10%) of the interest earned by the Fund during 2024-25 and returned to the Fund at the end of the year.

2. The Fund Balance on August 31, 2026, will be increased by ten percent (10%) of the net income earned by the Fund during 2025-26, as directed by the 1998 House of Delegates, and will also be adjusted to reflect market losses, if any, on Permanent Fund investments at that time. Recent market trends have resulted in a higher rate of return on both Equities and CDs in the Fund than the prior year. Those rates are expected to have a continued impact on higher yields for CDs with equity investments expected to be positive in the longer term. The Fund currently has \$236,761 in unrealized gains on the market value of fund investments. TSTA investment advisors continue to have a positive outlook on all investments in the Permanent Fund and do not make any recommendations for changes in investment strategy currently.
3. All Permanent Fund investments earn interest which is deposited in the Available Fund for operating expenses except for earnings on equity investments that are retained in that account. The accounts will be balanced with ten percent (10%) of the Permanent Fund earnings for the year added to the Permanent Fund balance as of August 31st.

Following is an analysis of Permanent Fund investments as of February 28, 2026:

## Analysis of Permanent Fund Investments

<u>Securities/Investments</u>	<u>Current Value</u>	<u>Maturity Date(s)</u>
<b>FROST BROKERAGE SERVICES</b>		
Certificates of Deposit (\$1,640,000 at maturity, 03.6% to 4.7%)	\$1,641,245	7/26 to 4/28
Equity Investments (original investments \$539,524)	\$ 775,040	
U.S. Govt. Obligation Money Market Funds	\$ 283,376	
Accrued Interest on Certificates of Deposit	\$ 13,165	
<b>TOTAL Permanent Fund Balance</b>	<b><u>\$2,712,826</u></b>	

# Report on TSTA's Financial Condition of the Association by Executive Director Anezka Carmona

## 2024-2025 Financial Condition of the Association

I'm happy to share that our financial situation remains stable and strong. Our stability is largely driven by ongoing membership growth, which continues to be a focus for us, even while we work to convert members to auto-pay. We've had a solid start to the year, with membership numbers holding steady. Additionally, as in past years, we've maintained careful oversight of our expenses, ensuring they stay within the budget approved by the Board.

TSTA has three dedicated Funds created by the Board to help maintain our financial stability. These are the Cash Management Reserve Fund (CMR), the Capital Improvement and Technology Fund (CIT) and the Building Maintenance and Real Estate Investment Fund (BMRE).

Board Policy requires an annual transfer of between 1% and 3% of dues revenue to the CMR, as outlined in the budget, with the Board having the flexibility to forgo the transfer if needed. The Board's goal is to increase the CMR to 16% of dues revenue (roughly one and a half months of operating expenses) and maintain that level. As of the end of 2025, the CMR Fund totaled \$1,510,674, or 17% of membership dues, and this balance remained steady through the end of 2025. Since the fund exceeded the 16% target, no transfers were made to the CMR in 2025.

At the end of the year, the CIT Fund had a balance of \$979,877. Board Policy for this fund stipulates that an amount equal to the depreciation expense for capital purchases made from the fund be transferred each year. As a result, the fund's balance will fluctuate annually based on capital expenditures.

The balances in these two funds enable us to avoid borrowing for cash flow during the two to three months each year when dues revenue is minimal. Additionally, the Permanent Fund continues to provide a solid financial foundation, with a balance at 2/28/2026 of \$2,712,826. The

base fund saw a slight decrease from the previous year, due to a lower returned interest of \$3,738.

The BMRE Fund was established by the Board in April 2017 to reserve funds for future building maintenance and real estate acquisitions. An initial contribution of \$500,000 was made in 2018, with additional annual funding set at 1% of membership dues. In 2024, the contribution was \$87,893, and the balance of the BMRE Fund stands at \$1,233,961.

The staff pension plan remains a key financial focus for TSTA, largely due to the stricter funding requirements introduced by the Pension Reform Act passed a couple of years ago. While the plan continues to report a pension asset rather than a liability, the new regulations have added pressure on all defined benefit plans. Additionally, the current rise in interest rates and recent market fluctuations could present some challenges. Nonetheless, TSTA is proactively pre-funding the plan to help ensure its continued stability.

A summary of audited revenue and expenses for the past two years is on the following page.

## 2025-26: Good news at the mid-point in the fiscal year!

We've successfully welcomed many new members, offsetting any losses. We are committed to ongoing recruitment and retention to continue to increase membership overall. While the financial markets have experienced some volatility, our investment advisors continue to guide us on optimizing our portfolio, ensuring that we maintain the required asset balance in line with Bylaws and TSTA Policies. Our investments are well-positioned to keep values steady and strong.

Looking ahead, we're optimistic about an increase in membership for 2025-26, which will further stabilize the organization and strengthen our budget.

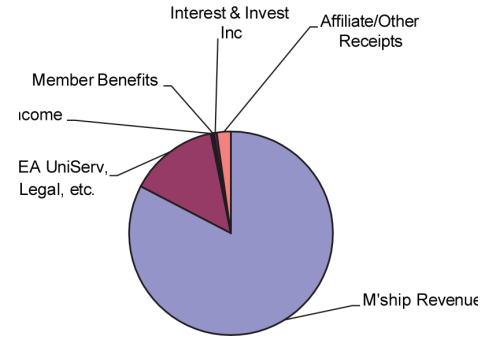
**Summary of Revenue and Expenditures for the Last Two Years:**

<b>Revenue</b>	<b>2025</b>	<b>2024</b>
Membership dues . . . . .	\$ 9,316,635	\$ 9,052,220
NEA Unified Staff Services Program . . . . .	1,406,614	1,399,610
NEA Unified Legal Services Program . . . . .	212,559	136,484
NEA Projects . . . . .	768,709	1,226,099
Rental income . . . . .	22,917	25,000
Affiliate and other receipts . . . . .	243,263	262,491
Member benefit programs . . . . .	22,662	25,692
Other income . . . . .	(6,411)	(3,627)
Conference registration . . . . .	8,543	6,212
Investment return, net . . . . .	262,063	350,434
<b>TOTAL REVENUES</b> . . . . .	<b><u>12,257,554</u></b>	<b><u>12,480,615</u></b>
<b>Expenses</b>		
Center for Public Affairs . . . . .	1,014,778	958,866
Center for Affiliate and Leadership Development . . . . .	1,864,418	1,730,431
Center for Legal Services and Member Advocacy . . . . .	1,643,381	1,627,486
NEA Projects . . . . .	916,343	1,397,025
<b>Total program services</b> . . . . .	<b><u>5,438,920</u></b>	<b><u>5,713,808</u></b>
<b>Supporting services</b>		
Management and General . . . . .	3,057,504	3,065,145
<b>Member Development</b>		
Center for Public Affairs . . . . .	351,734	332,491
Center for Executive and Governance . . . . .	158,210	152,504
Center for Affiliate and Leadership Development . . . . .	2,439,597	2,264,403
<b>Total supporting expenses</b> . . . . .	<b><u>6,007,045</u></b>	<b><u>5,814,543</u></b>
<b>TOTAL EXPENSES</b> . . . . .	<b><u>11,445,965</u></b>	<b><u>11,528,351</u></b>
<b>Total change in net assets without donor restrictions</b> . . . . .	<b><u>811,589</u></b>	<b><u>952,264</u></b>

# TSTA's Preliminary Budget Summary

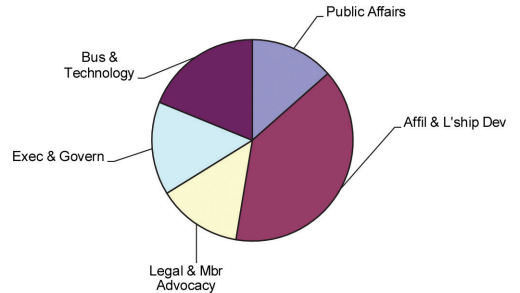
## PRELIMINARY REVENUE BY MAJOR BUDGET CATEGORY

Category	2024-25		2025-26		TSTA Revenue 2025-26
	Actual	% of Total	Budget	% of Total	
M'ship Revenue	9,705,000	81.6%	9,605,000	81.8%	
NEA UniServ, Legal, etc.	1,701,225	14.3%	1,645,485	14.0%	
Rental Income	25,000	0.2%	25,000	0.2%	
Member Benefits	35,000	0.3%	35,000	0.3%	
Interest & Invest Inc	55,000	0.5%	55,000	0.5%	
Affiliate/Other Receipts	253,380	2.1%	257,929	2.2%	
Trf, Cash Mgt & PF	120,000	1.0%	120,000	1.0%	
	<b>11,894,605</b>	<b>100.0%</b>	<b>11,743,414</b>	<b>100.0%</b>	



## PRELIMINARY EXPENDITURES BY MAJOR BUDGET CATEGORY

Category	2024-25		2025-26		TSTA Expenditures 2025-26
	Actual	% of Total	Budget	% of Total	
Public Affairs	1,666,377	14.0%	1,580,129	13.5%	
Affil & L'ship Dev	4,604,715	38.8%	4,590,154	39.2%	
Legal & Mbr Advocacy	1,689,875	14.2%	1,590,923	13.6%	
Exec & Govern	1,751,224	14.8%	1,753,737	15.0%	
Bus & Technology	2,153,392	18.1%	2,208,464	18.8%	
	<b>11,865,583</b>	<b>100.0%</b>	<b>11,723,407</b>	<b>100.0%</b>	
<b>Net Revenue</b>	<b>29,022</b>		<b>20,007</b>		



Scan the QR code to send us your questions and input. We will be monitoring throughout the convention!

### Budget Committee Members

Linda Estrada, Vice President, Chair; Zachary Sheriff, Aspiring Educators; Evelina Loya, TSTA-R; Yvonne Ortega, ESP At-Large; Bridget Smith, Region 17; Michelle Cardenas, Region 10; Ovidia Molina, President

# 2025-2026 NEA Resolutions Report

## TX NEA Resolutions Committee Members:

Angela Garcia, Bobbie Duncan

ESP At Large Members: Sheila Walker, Karen Barnes-Ullrich,  
Maria Hernandez

## Definition of Resolution:

Resolutions are formal expressions of opinion, intent, belief, or position of the association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the preamble of the constitution.

## Subcommittees:

Student Health Welfare and Rights — Angela Garcia

Lifelong Learning — Bobbie Duncan

Group Rights — Sheila Walker

## Leading Policy Issues

The committee may, in any given year, see policy interests directed toward one or two critical Association issues, and consequently may consider actions directed toward advancing policies that reflect current activities or initiatives experienced at the state or national level.

Focus: High-impact resolutions with Texas-specific implications for educators, students, and public schools.

## Education Access, Special Education & Language Access

A-2 Educational Opportunity for All\*\*

A-5 Parental Involvement\*\*

B-37 Education for All Students with Disabilities\*\*

## Student Health, Safety & Family Supports

C-4 Nutrition\*\*

C-11 Suicide Prevention Programs\*\*

C-36 Child Care\*\*

C-45 Social Media & AI\*\*

## Equity, Identity & Civil Rights

B-15 Discrimination\*\*

I-71 Names & Pronouns\*\*

I-52 Elimination of Discrimination\*\*

I-60 Prejudicial Symbols\*\*

## Immigration, Citizenship & Student Stability

New H - Right to Citizenship\*\*

I-28 Immigration\*\*

## Educator Rights, Safety & Professionalism

F-34 Confidentiality of Employee Records\*\*

G-2 National Board Certification\*\*

D-18 Professional Development\*\*

## Key Dates for Delegates

June 16, 2026 — NEA Virtual Open Hearing on Resolutions

July 2–3, 2026 — NEA Resolutions Committee Summer Meeting

First Day of 2026 NEA RA — Final report issued; \*\*4:00 PM amendment deadline\*\*

# Motions That Passed

## 2025 TSTA House of Delegates / San Marcos, Texas

**NBI #1** I MOVE that the CB&E Committee be directed to draft and present a bylaw amendment to revise substantially the Acknowledgements and Recognitions requirements. The amendment shall provide for acknowledgements and recognitions being flexible to evolving language and understanding. The bylaw may delegate to the TSTA Board of Directors the authority to establish by Board Policy the requirements.

**ACTION:** CB&E drafted and is presenting a bylaw amendment to the 2026 House of Delegates.

**NBI #3** I MOVE that TSTA solicit the membership for articles to publish in the Advocate.

**ACTION:** An item soliciting articles from membership ran in the Spring 26, Fall 25 and Summer 25 Advocates. We have received one submission, which will be considered for the Summer 26 issue upon review. We have also reached out to membership through social media about contributing to Advocate articles relating to cell phone bans and AI in the classroom.

**NBI #4** I MOVE that TSTA will expand action items/mobilization efforts in each Advocate publication to include an action the reader can do.

**ACTION:** In addition to running content that covers our legislative advocacy and organizing efforts throughout the state, we have included calls to action in the Advocate, most notably calls to switch to autopay as we are running a statewide conversion campaign. Articles in the Advocate also included suggestions for ways to be more involved, including contributing to the TSTA PAC, encouragement to join curriculum standards workgroups with TEA, candidate endorsements and get out the vote efforts, guidelines for staying safe on social media, information about supporting vulnerable student populations, among other issues. Due to the time constraints of a quarterly printing schedule and to honor the spirit of this NBI while also taking advantage of a much more frequent publishing schedule, we include all Action Alerts in the weekly Briefing, often as the lead story.

**NBI #5** I MOVE that TSTA utilize current NEA and TSTA resources to educate locals on how to take advantage of release time for local presidents and specifically notify potential qualifying locals.

**ACTION:** This information was shared with local

presidents during local presidents calls, in person training and via email. For years 1-2, locals in a full-time release grant must cover 45% of the cost of a full-time release president (NEA will cover 45% up to a total of 25K and the state affiliate covers 10% of the cost). For year 3, NEA will cover 30% up to \$16,500 and the state affiliate picks up 7% of the cost, while the local covers 63%. TSTA has supported local efforts to build density through membership recruitment and retention to assist locals in their efforts to build a revenue stream that can sustain release-time partnerships.

**NBI #6** I MOVE that TSTA develop and present a webinar, utilizing existing NEA and TSTA resources, to support Aspiring Educator (AE) members in their transition to active membership and full-time teaching. This webinar will highlight the benefits of union membership in the early career.

**ACTION:** TSTA is continuing to work with TSTA -AE on updating the TSTA-AE website and NEA has assisted in creating resources for AE to organize around the issue of pay for student-teaching. TSTA is in the process of leveraging the focus on this organizing issue to bridge AE to active membership with plans to expand it to a webinar to be launched at the Organizing Institute.

**NBI #8** I MOVE that TSTA will continue to inform local presidents and add informing Region Presidents if any of their members have been selected by state to attend NEA convenings.

**ACTION:** TSTA staff has implemented standard operating procedures to include Region Presidents not only Local Presidents to these notices. The TSTA President routinely asks local and region presidents for participant recommendations to NEA convenings.

**NBI #9** I MOVE that TSTA create a local application to be used in determining which locals are selected for TOO's that includes a members' pathway to leadership. The application will be reviewed by the TSTA Board of Directors.

**ACTION:** OCALD and CEG have been working on a complete review and evaluation of the TOO process. To maximize our organizing efforts, the local application for TOO's will be incorporated into the local compliance application process. The applications will include a plan for leadership identification.

**NBI #10** I MOVE that TSTA establish digital communications focused exclusively on strengthening the association's social media presence and that TSTA will also support local associations in developing their own social media strategies and communication procedures through an application process submitted by the local executive board.

**ACTION:** We have greatly expanded the “look and feel” along with the number and scope of our social media posts over the past year. These efforts will continue to be built upon. Additionally, we are piloting a program to connect locals with social media resources. The first step of this program includes a local communication survey launching in April which will identify communication and local social media needs, interests, and commitment to create a plan. Participating locals will receive customized assistance.

**NBI #12** I MOVE that TSTA will reach out to members of any unchartered local eligible to bring at least one (1) delegate to HoD to survey membership in those locals about interest in forming an organizing committee and report those results to the TSTA Board of Directors; and notify those local members that resources are available to help them form organizing committees and become chartered.

**ACTION:** TSTA has used current Spring allocations to identify locals that are uncharted but eligible to bring 1 delegate to the HoD and included organizing committee information in allocation distribution. A follow-up email to membership in the identified locals will be sent in May to align with compliance notice and support. This does not change the process of having members in unchartered locals eligible to participate in cluster elections.

**NBI #13** I MOVE that a board report be sent to the TSTA membership once the minutes of the Board of Directors meeting are approved.

**ACTION:** A section for board minutes has been created in the members only section of the TSTA website. Copies of minutes from 2020 on were made available on the website and they continue to be updated with approved minutes. Notice of this site was and will continue to be sent in member briefings.

**NBI #14** I MOVE that [TSTA] provide region officers access to chartered and Aspiring Ed local membership information.

**ACTION:** TSTA staff has implemented standard operating procedures to include these notices.

**NBI #15** I MOVE that [the] TSTA HoD recommends that the board of directors explore the hiring of an Aspiring Ed staff organizer that works exclusively for the As-

piring Ed. members in their organizing efforts, advocacy, and leadership development.

**ACTION:** TSTA Leadership met with TSTA-AE Leadership several times to discuss along with the needs that TSTA-AE presented for their programming efforts. This position was not added to the TSTA Budget.

**NBI #16** I MOVE that TSTA survey local leaders about their district TIA plans so as to find inclusive practices that will be shared as a report to the general membership.

**ACTION:** Since this NBI passed, the Texas Legislature passed an enhanced TIA system to promote the commissioner's education objectives for Texas teachers. The new system is currently being assessed, and a survey document is in development for our local leaders. The TSTA/Sam Houston State University Moonlighting Survey is also currently in the field and includes several questions related to TIA. Survey results will be shared with membership. TSTA has created a NEA 360 EdCommunities section for presidents to share plans and have dialogue around this issue.

**NBI #17** I MOVE that TSTA will send two participants to attend the Leadership Summit. This opportunity is available to local officers or Association Representatives (ARs) who are within their first four years of service in an official capacity. An application process will be implemented, and participants will be selected by the Board of Directors.

**ACTION:** This application and selection process was created and launched resulting in the TSTA Board of Directors selecting two participants to the past Leadership Summit that took place in March in Chicago.

**NBI #18** I MOVE that TSTA will find ways to ensure that all locals are actively working to get safe school resolutions passed at their school districts, including but not limited to trainings to help locals understand the process of passing resolutions in their districts.

**ACTION:** SAFE schools trainings have taken place in several spaces - including the TSTA Board Meeting, TSTA Local Presidents Training, TSTA Leadership Academy, and will be delivered at the TSTA HoD. In addition, information about SAFE schools has been distributed to leaders via email and promoted during local presidents' calls.

**NBI #19** I MOVE that the TSTA President will create several statewide advocacy days a year to highlight education issues and when possible, highlight the work being done on those issues at the local, state and national levels. These advocacy days can include but are not limited to - trainings, webinars, and wear

your association shirt days.

**ACTION:** TSTA President Ovidia Molina has promoted, highlighted, and supported national, state, and local advocacy days throughout the year including No Kings and May Day. In addition, NEA and coalition partner advocacy opportunities have been routinely shared with leaders and promoted among membership.

**NBI #20** I MOVE that TSTA will survey locals on what best practices for the retention of Early Career Educator Teacher and ESP Members are being implemented at the local level. TSTA will then compile and make available (through existing channels) collected local best practices for the retention of Early Career Educator and ESP Members are being implemented and working throughout the state.

**ACTION:** TSTA is in the process of curating resources for Early Career Educators and Education Support Professionals and has reached out to NEA regarding an updated survey. TSTA has also reached out to the NEA ESP Quality Department to obtain potential survey information. TSTA will survey members utilizing and expanding on these potential resources in order to present information for summer and fall member engagement planning and initiatives.

**NBI #21** I MOVE that TSTA will share information about the National Council of Urban Education Associations — including its work, conferences, and role within NEA — with local leaders at any organizing events. The session should be 15 minutes for any convening that is one-half to a full day, and 30 minutes for any multi-day event, whether in-person or virtual. For online organizing events, this shall apply only to conferences with multiple sessions/topics, not single webinars.

**ACTION:** TSTA has compiled information and is working with NCUEA to collect more resources to share with members at the organizing institute and future organizing events. The resources will also be made available to local presidents after the organizing institute.

**NBI #22** I MOVE that [the] TSTA HoD recommends to the ED sending one Organizing Center for Affiliate and Leadership Development staff member to attend either the Fall or Summer NCUEA Conference in the 25-26 membership year. TSTA HoD recommends that the Executive Director decide the parameters for who is selected to attend and their post-conference responsibilities. Further, TSTA HoD recommends that the ED will also report to the Budget Committee whether the ED believes the expense should be continued in the 26-27 budget.

**ACTION:** A TSTA Officer attended the 25-26 Fall Conference. At least one TSTA staff member will attend a conference in the 26-27 year.

**NBI #24** I MOVE that TSTA research insurance coverage that would allow the insurance company to provide a certificate of liability to Regions for the purpose of renting transportation to attend rallies/events that pertain to our legislative agenda.

**ACTION:** A Certificate of Liability (COL) cannot be provided using buses that are not TSTA owned. The possibility of an affiliated group buying a separate special event liability policy and the generation of a “Transportation Liability Limits Acknowledgement” to help guide a group to accept additional or decline additional coverage is also something that is being researched. Locals are encouraged to work with the existing transportation provider in order use their COL.

**NBI #25** I MOVE that Texas State Teachers’ Association will support locals in taking coordinated action for public education, democracy, and workers’ rights on May 1, 2028; and TSTA will support locals getting action ready for May 1, 2028; and TSTA will encourage all locals to participate in this coordinated action campaign as a way to advance racial, economic, and social justice.

**ACTION:** TSTA has promoted and raised awareness about May Day activities in local presidents’ calls, at the TSTA Board, and through sharing resources with members and leaders. TSTA will continue to canvass participating locals and working with them to support their action plans and initiatives.

**NBI #27** I MOVE that beginning with the 2026 House of Delegates, for any budget estimate provided by staff, all NBIs that include staffing costs in their budget estimates must provide a description of the work performed by staff that is associated with those costs. CB&E will review standing rules and policies and suggest any changes needed to make this possible.

**ACTION:** Staff cost descriptions will be included with budget estimates beginning 2026. The budget committee reviews and cost NBI’s. Additionally, we provide a costing sheet based on NEA’s to assist in the costing of NBIs.

**NBI #28** I MOVE that TSTA will run an email campaign for any SBOE meetings in accordance with our legislative agenda and add to our TSTA newsbriefs a debrief before and after monthly committee SBOE meetings.

**ACTION:** State Board of Education meetings are a regular feature of the Briefing, both pre-meeting in-

formation once agendas are published and recaps, often including TSTA testimony. We have created campaigns, including member action opportunities, to send out via email and Hustle that addresses issues before the board, most recently involving social studies TEKS rewrites and mandated reading lists.

**NBI #30** I MOVE that TSTA present the TSTA model bylaws at the TSTA Organizing Institute, where TSTA will also

provide a comprehensive, hands-on session on the minimum requirements and best practices for local bylaws.

**ACTION:** TSTA has provided bylaws training to local presidents in person and local boards virtually. The bylaws basics document has been made available to local leaders and is in the local presidents trainings website. A bylaws training will be delivered at the organizing institute.

# TSTA/NEA Acronyms

<b>ADA</b>	Americans with Disabilities Act (Federal Law)	<b>NEA MB</b>	National Education Association Member Benefits
<b>AFL-CIO</b>	American Federation of Labor/Congress of Industrial Organizations	<b>NEA-R</b>	NEA-Retired
<b>AFT</b>	American Federation of Teachers	<b>NEA FIE</b>	NEA Foundation for the Improvement of Education
<b>AI/AN</b>	American Indian/Alaska Native	<b>NEO</b>	New Employee Orientations
<b>AOT</b>	Area Organizing Team (Part of TSTA Staff Structure)	<b>NMS</b>	National Membership Strategy
<b>API</b>	Asian Pacific Islander	<b>NTO</b>	New Teacher Orientation
<b>AR</b>	Association Representative (Also called CL – Campus Leader)	<b>OCALD</b>	Organizing Center for Affiliate and Leadership Development (TSTA Staff Structure)
<b>ATPE</b>	Association of Texas Professional Educators	<b>PAC</b>	Political Action Committee
<b>BAT</b>	Building Association Teams	<b>PSA</b>	Professional Staff Association (TSTA Staff union for professional staff)
<b>BOD</b>	Board of Directors	<b>PSI</b>	Priority Schools Initiative (NEA Program)
<b>CB</b>	Collective Bargaining	<b>PSP</b>	Professional Standards and Practice
<b>CBE</b>	Constitution, Bylaws, and Elections Committee	<b>RAA</b>	Read Across America (NEA Program)
<b>CEG</b>	Center for Executive and Governance	<b>RA</b>	Representative Assembly
<b>CIA</b>	Community and Instructional Advocacy Committee	<b>RBOD</b>	Region Board of Directors
<b>CL</b>	Campus Leader (Also called AR – Association Representative)	<b>RSJ</b>	Racial and Social Justice
<b>DOI</b>	District of Innovation	<b>SBEC</b>	State Board for Educator Certification
<b>EI</b>	Education International	<b>SBOE</b>	State Board of Education
<b>EMAC</b>	Ethnic Minority Affairs Committee	<b>SOGI</b>	Sexual Orientation and Gender Identity Committee
<b>ESEA</b>	Elementary and Secondary Education Act (Federal Law) – NCLB (No Child Left Behind)	<b>T-TESS</b>	Texas Teacher Evaluation and Support System
<b>ESP</b>	Education Support Professionals	<b>TASA</b>	Texas Association of School Administrators
<b>FTE</b>	Full Time Equivalent	<b>TASB</b>	Texas Association of School Boards
<b>GIO</b>	Governance and Internal Operations	<b>TASO</b>	Texas Associate Staff Organization (TSTA Staff union for associate staff)
<b>GPS</b>	Great Public Schools (NEA's Initiative for Every Child)	<b>TASSP</b>	Texas Association of Secondary School Principals
<b>HCR</b>	Human and Civil Rights	<b>T&amp;L</b>	Teaching and Learning (TSTA Staff structure)
<b>HIN</b>	Health Information Network	<b>TCTA</b>	Texas Classroom Teachers Association
<b>HOD</b>	House of Delegates	<b>TEA</b>	Texas Education Agency
<b>IDEA</b>	Individuals with Disabilities Education Act (Federal Law)	<b>TEC</b>	Texas Education Code
<b>LBOD</b>	Local Board of Directors	<b>TEPSA</b>	Texas Elementary Principals and Supervisors Assn.
<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender, Queer / Questioning, Plus	<b>TFA</b>	Texas Faculty Association (TSTA Higher Education affiliate)
<b>LPAC</b>	Legislative and Political Advocacy Committee	<b>TFT</b>	Texas Federation of Teachers
<b>MAC</b>	Minority Affairs Committee	<b>TFTA</b>	Texas Future Teachers of America
<b>MAT</b>	Member Advocacy Team	<b>TIA</b>	Teaching Incentive Allotment
<b>MLT</b>	Minority Leadership Training	<b>TRS</b>	Teacher Retirement System of Texas
<b>NBI</b>	New Business Item	<b>TRS CARE</b>	Teacher Retirement System Health Insurance
<b>NCHE</b>	National Council for Higher Education	<b>TSTA</b>	Texas State Teachers Association
<b>NCSEA</b>	National Council of State Education Associations	<b>TSTA-AE</b>	TSTA-Aspiring Educators
<b>NCUEA</b>	National Council of Urban Education Associations	<b>TSTA-R</b>	TSTA-Retired
<b>NEA</b>	National Education Association	<b>USEDP</b>	Unified State Executive Director Program (NEA Program)
<b>NEA-AE</b>	NEA-Aspiring Educator	<b>ULSP</b>	Unified Legal Services Program (NEA Program)
<b>NEA Fund</b>	National Education Association Fund for Children and Public Education	<b>WLT</b>	Women's Leadership Training
		<b>WRLC</b>	Western Region Leadership Conference

# SUPPORT YOUR PROFESSION



# SUPPORT YOUR STUDENTS

## Support TSTA-PAC

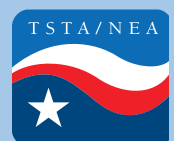
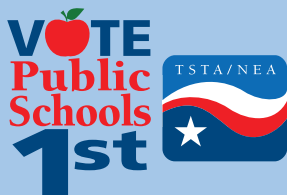
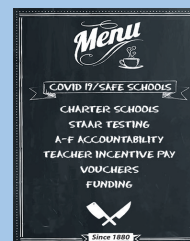
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Winning school board races impacts wages, benefits and educators' rights

Winning a pro-public education majority in the Legislature will stop vouchers, secure more funds and reduce testing

**To Join TSTA-PAC, contact your local TSTA officers or go to <http://tsta.org/PAC>**

In Austin, if you are  
not at the table, you  
are on the menu







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**ALWAYS A PART OF US**


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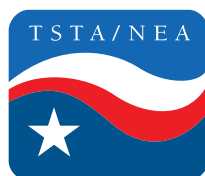
# *TSTA remembers...*

June Ackel, TSTA-Retired  
 Helen Andrews, Education Abilene  
 John F Beasley, TSTA Life Member  
 Olivia "Ollie" Besteiro, TSTA-Retired (TSTA President 1989-1993)  
 Virginia Callahan, Lampasas County Teachers Association  
 Jerry Cannon, TSTA Life Member  
 France Cherry, El Paso Teachers Association  
 Aubrey Cherry, El Paso Teachers Association  
 Charles Clark, TSTA-Retired  
 Jasmine Clewis, NEA-Dallas  
 Dirk A Goldsmith, TSTA-Katy  
 Juan Hernandez, TSTA-Retired  
 Carla Hill, NEA-Dallas  
 Harry "Skip" Holmes, Ysleta Teachers Association  
 Jewel Howard, TSTA Life Member (TSTA President in 1974)  
 Jane Howard, TSTA-Retired  
 J Paul Jones, TSTA Life Member  
 Bonnie Jones, Rio Hondo Local Association  
 Loretha Knight, Education Abilene  
 Kenneth J Krivanek, Lake Worth Education Association  
 Brenda Kyle, San Marcos Educators Association  
 Violet D Lang, TSTA Life Member  
 Lillie Lister, TSTA-Retired  
 Magdalena Martinez, Ysleta Teachers Association  
 Susan Matlock, TSTA-Retired  
 Eugenia McCraw, Mathis Local Unit  
 Olan McCraw, TSTA-Retired  
 Florence Morgan, Llano County Unit  
 Leonard Morgan, TSTA Life Member  
 Edna J Moyer, Goose Creek Education Association  
 Fannie Murray, North Forest Education Association  
 James Schock, North East Education Association  
 Judith Theierl, Wichita Falls Education Association  
 Tina Till, San Marcos Educators Association  
 Jo Y Ullrich, Mission Education Association  
 Kevin Villamin, North East Education Association  
 Shelita Whiteside, Cy Fair TSTA/NEA  
 David Williams, Tyler Education Association  
 Virginia Wong, TSTA-Retired  
 Alma Yates, TSTA-Retired  
 Dr. Wanda J. Zamorano, TSTA-Retired





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