

READ FIRST Welcome to the online course, Organizing ESPs. This is an asynchronous event. To complete this course, it should take about 3 hours.

As you navigate this course, there are three modules. Online Assignments, Living wage Calculator, and ESP Bill of Rights. Directions for completing the assignments in this module are listed below.

1. History and Background of NEA's ESP Pages 2-5 (Required) This brief article outlines some of the structure, policy, and context for the NEA ESP affiliates.

Estimated time to complete - 20 Minutes

2. NEA ESP Research Findings Memo Pages 5-14 (Required) This memo contains key findings and recommendations from a multi-phase research project of potential NEA member ESPs from November 2022 to February 2023. The research was designed to help NEA and its affiliates develop messaging to recruit potential member ESPs more effectively. The research was conducted in three phases.

Estimated time to complete - 30 Minutes

3. ESP Messaging Framework Pages 15-26 (Required) This an NEA Toolkit designed to help guide conversations as you recruit support staff. Support staff are valued members of our union and our school communities, and your work to recruit them is vital.

Estimated time to complete - 30 Minutes

4. What is Dominant Narrative – Pages 27- 34 (Required) The pages of this section are designed to explore strategies for shifting dominant narratives. Storytelling is an important part of organizing especially in moving partners into allyship.

Estimated time to complete - 30 Minutes

5. Defining Classism Pages 35-36 (Required) - Read this definition of classism. It can help build an understanding of the ways that Class is used to oppress ESP workers.

Estimated time to complete - 10 Minutes

6. Cross Class Capacity Tool Pages 37-43 (Required) - Read this document. This document was created by the SURJ(Stand Up for Racial Justice) a poor and working-class group organizing to dismantle racism is critical work. Attempting to do this work without acknowledgment and thoughtfulness to how class affects folks' experience of race limits a true understanding of what is racism and what is classism.

Estimated time to complete - 20 Minutes

7. Background Reading Pages 44-65 (Required) – The following documents will

provide information that will be helpful as we work through activities on Financialization and Minimum Wage Campaigns. **Estimated time to complete - 60 Minutes.**

- “Financialization Created Chicago Public Schools Fiscal Crisis”
Chicago Public Schools has constantly found itself in fiscal crises in recent years, crises that then justify brutal austerity. But those crises didn't come from nowhere: they were the logical outcome of turning to Wall Street for funding on credit instead of taxing the rich.
- “The Privatization of Everything”
Public goods—like education and water—don't belong on the marketplace where they can be sold to the highest bidder and used to further inequality, says Donald Cohen, coauthor of a new book on privatization.
- “Thinking Bigger in Local Minimum Wage Campaigns: The Fight for \$15 in Seattle”
Seattle recently passed the highest minimum wage in the country, \$15 an hour phased in over 3-7 years. This victory for low-income workers was the product of multiple intersecting forces including: The national economic and political climate; local political shifts; and smart, strategic organizing that seized this moment of opportunity.