

Retired Power to Win: Foundations of Organizing





Welcome & Introduction

Yvie

Honoring This Space

We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands stewarded by generations of the Hohokam people.

We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America.

NEA Standards of Conduct

NEA has adopted a Standard of Conduct Policy to ensure that all of our gatherings are welcoming to and free from discriminatory, harassing, or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity, or expression, or any other characteristic protected by law will not be tolerated. If you have experience any discriminatory or harassing behavior, please report the incident by emailing Ron "Duff" Martin (rmartin@nea.org) and Gladys Marquez (gmarquez@nea.org). Thank you for your commitment to ensuring a positive event for all.

Logistics to Remember

Questions to Ask
Bathroom
Materials
Food
Room Temperature





One Revolution Around the Room

Name
Required Pronoun
State



Sessions 1-5

1. 3/1 9:45-12:30

2. 3/1 2:30-5:00

3. 3/2 9:45-12:30

4. 3/2 2:30-5:00

5. 3/3 9:00-10:15

SESSION OUTCOMES

We will leave this training with a campaign plan that works for you.
In the process we will discuss:

- › Key Issues and Problems
- › Designing Strategic Actions
- › Building Power through Organizing
- › Developing Structures to Win



Key Parts of an Issue Campaign

1. Problem and Issue
2. Power Analysis
3. Target
4. Demand
5. Strategy and Tactics
6. Escalation

Elements of campaign planning:

- Involves a series of escalating actions (or tactics) that combine to solve a particular issue, that combine to win a demand
- Increases pressure on decision-makers to give what will solve that issue
- Builds power by increasing engagement, developing leaders, and building capacity around the values and shared pain of the common issue.
- Identifies milestones that indicate we have enough power to take on larger actions and win!

Do you want to build the power of your local?

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Community Agreements

Halimah

Community Agreements

Using Self-Awareness and Self-Knowledge

Listening for Understanding

Being Gracious

Staying Engaged

Being Open and Suspend Judgment

Saying “I”- tell your truth

Seeking Discomfort

Reaching Empathy

Expecting Non-Resolution and Non-Closure

*

Adapted from “Embracing equity and inclusion”, Annie E. Casey Foundation



Core Values Introductions

Jess



Core values are the fundamental beliefs of a person. These guiding principles dictate behavior and can help people understand the difference between right and wrong – These can often be expressed using one or two words.

Sharing Values for Solidarity

- › Name
- › State
- › Core Value – One or two words that describes a fundamental belief held by you
- › 15 Seconds Each

sol·i·dar·i·ty

/,sälə'derədē/

noun

1. unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.



Core Values

- › Stated in one or two words
- › Core Values are critical for building solidarity in our union work.



Core values are the fundamental beliefs of a person. These guiding principles dictate behavior and can help people understand the difference between right and wrong – These can often be expressed using one or two words.

Sharing Values for Solidarity

- › Name
- › State
- › Core Value – One or two words that describes a fundamental belief held by you
- › 15 Seconds Each



Key Point

- › Our work can be balanced by reflecting on our values.
- › Values are at the core of relationships, community, and solidarity.



Highest Hopes

Yvie



If you had all the power you needed, what is the world you and your union would create?



BREAK



Three Theories of Change

Earl



Which of these theories will build the power we need to achieve the BIG dreams we have?

3 Theories of Change Page 5-8

› Advocacy

- › “Advocacy is the work of creating change through the actions of professionals or technical experts—lobbyists, pollsters, lawyers, communication specialists, researchers. Advocacy relies on the expertise, status, and know-how of these groups of people to make change. Advocacy usually happens in a closed-door room; ordinary people play a small to nonexistent role in its efficacy. Advocacy has become a dominant strategy for unions and liberals.”

› Mobilizing

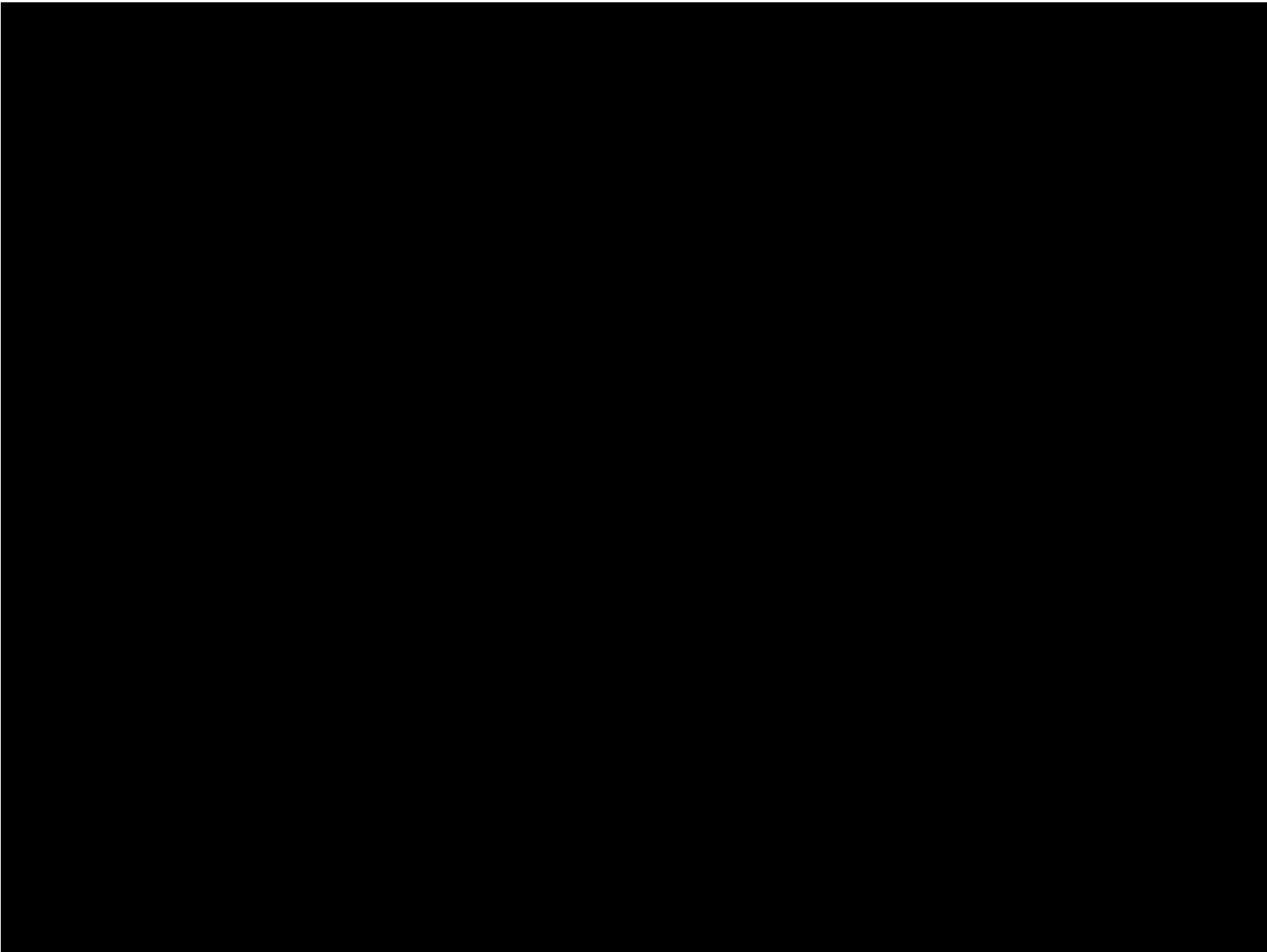
- › “Mobilizing, by contrast, activates an already-convinced membership. Mobilizing encourages those who already support a cause or a mission to take action to defend their belief—for example, by attending a protest, wearing a button, or signing a petition.”

› Organizing

- › “To organize is to build mass support and strength among ordinary people. Organizing draws its power from working people’s biggest strength: our numbers. The work of organizing is systematic and rigorous: It requires connecting with every single worker in a shop, every educator in a building, every building in a district. At its core, it asks people to understand their own agency and to make choices about how they will exercise it.”

Advocacy





Mobilizing

Organizing



Team Talk Pg. 8

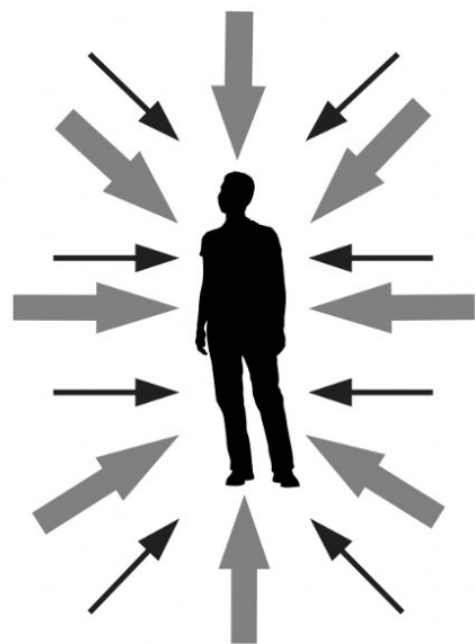
- › Which of these theories do we mostly work in?
- › Which of these theories generates the power we need to win our BIG Dreams?

Moving towards Organizing Starts With YOU

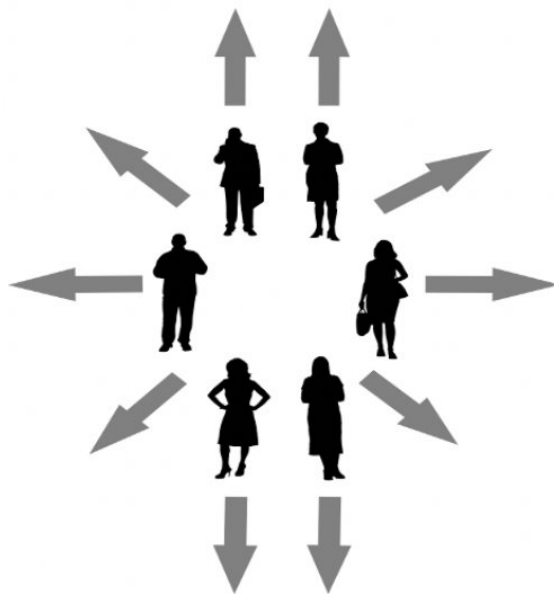


Leaders Across these Theories

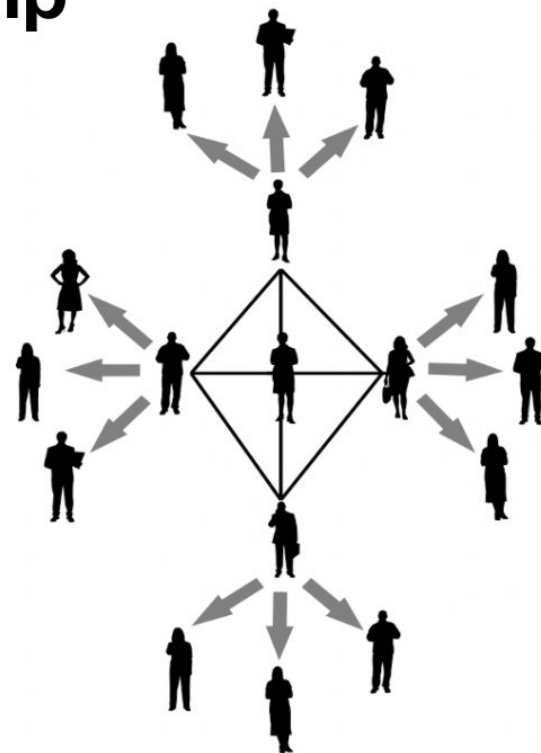
3 kinds of Leadership



"I'm The Leader"



"We're All Leaders"



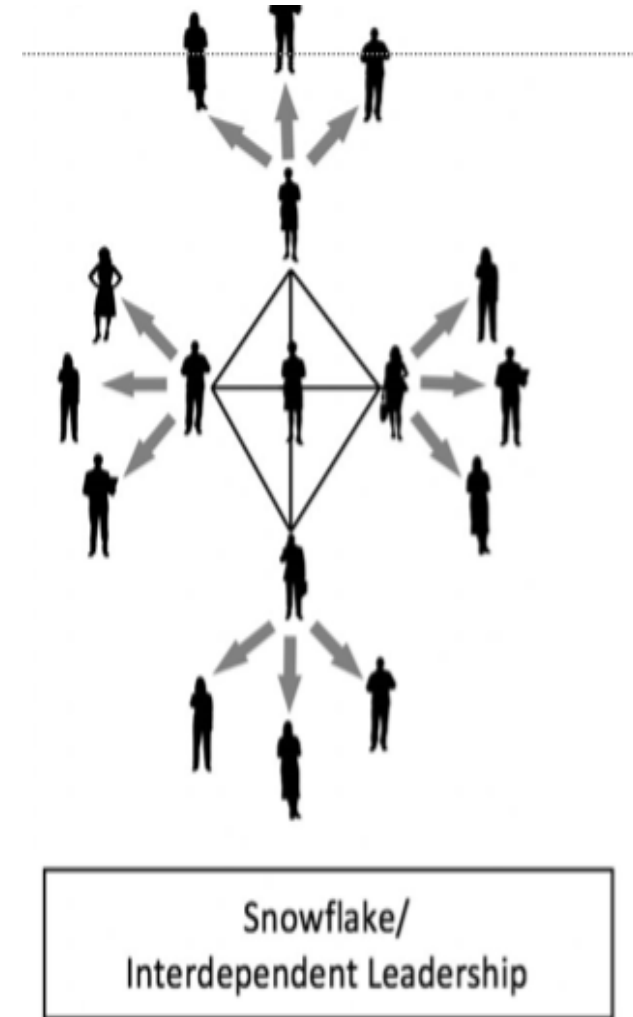
Snowflake/
Interdependent Leadership

*Credits: Marshall Ganz, "People, Power, Change"
Harvard Kennedy School, Spring 2019*

In each of these models, who holds the accountability and responsibility is different.

Remember, we build the most power when the **members are accountable to one another** and are **responsible for the actions necessary to build that power.**

If we hold the responsibility and are the only ones held accountable, the members are not building power to address the issues that are important.



The Organizing Retiree's Basic Skills



Curious about others' issues

Asks Good Questions does not
Tell Solutions

Listen 80%- Talk 20%

Be in a positive, public
relationship with 75% of the
members in your unit

The Organizing Retiree's Basic Methods



One on One's
Member Mapping
Member Lists
Data Collection
Team Coaching

KEY IDEAS



The skills, methods, and dispositions of organizing are the foundation of an issue campaign.

To move across these theories of change requires a shift in your ownership and leadership of the work in their union.



Organizing, Power, & Campaigns

Halimah

What is organizing?

- › Organizing is identifying leaders and coordinating them into leadership teams
- › Building community and commitment around common goals
- › Building power from the resources of that community
- › Using that power strategically to make concrete change in the world



**Organizing is about
building power.**



Who is
powerful?

What makes
them powerful?

DEFINING POWER

Power is the ability to control, create, and prevent change.

Power is organized people and organized resources (money).

Power is not static, it is either waning or growing.



UNDERSTANDING POWER

Power is neutral

Our values affect the
way we use power



TRUTHS ABOUT BUILDING POWER

- Power has to be consistently built or it is waning
- Not everyone wants us to have power and actively work to take our power away
- Public actions through shared vision, shared purpose, shared resources, shared risk, and unity is how we build power
- The bigger the win you want– the more power you need
- Building power requires leadership



MEASURING OUR POWER

We measure power by our ability to wage and win campaigns that bring concrete improvements to people's lives and lead to social, racial, and economic justice.





What do you
think a
campaign is?

From Marshall Ganz

An issue *campaign* is the process through which the workers organize around leaders and structures to use their resources in accomplishing goals that achieve the change they need and want. It is public. It involves risk. It results in the story being about the workers.

So how do we assess if
an issue campaign has
built our power?

Strength AND Growth

Strength AND Growth

- › Achievement of public actions and campaign demands are a show of our strength.
- › Issue campaigns ALSO grow **membership, engagement, and leadership experience**. This is a measure of our growth
- › We support local leader teams in making campaign plans to ensure these experiences are successful and grow unifying relationships through public, positive actions for members and leaders.

Is it an issue campaign?



KEY IDEAS



- › Issue Campaigns, designed well, result in the ability to achieve wins that make a positive, concrete difference in the lives of workers.
- › Issue Campaigns, Designed well, result in the growth of members, leaders, engagement, trust, unity, and all the nice things we want in a labor movement.
- › We measure both Strength and Growth



You have
created a vision for the change
you want to see for the world,
learned how organizing builds
power, and
seen a preview of how a
campaign will take us there.

We will see you at 2:30 to start
breaking down how that
campaign will work.



Welcome Back



Sessions 2-5

2. 3/1 2:30-5:00

3. 3/2 9:45-12:30

4. 3/2 2:30-5:00

5. 3/3 9:00-10:15



Building a Campaign

Yvie

Do you want to build the power of your local?

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Key Parts of an Issue Campaign p. 10

1. Problem and Issue
2. Power Analysis
3. Target
4. Demand
5. Strategy and Tactics
6. Escalation

How Do You Build A Campaign?

An action plan with a beginning, middle, and end, working toward a specific demand

- › Involves a series of escalating actions (or tactics) that combine to solve a particular issue
- › Increases pressure on decision-makers to give what will solve the issue
- › Builds power by increasing engagement, developing leaders, and building capacity around the values and shared pain of the common issue.
- › Throughout the campaign we *identify milestones* that indicate we have enough power to try something **more and bigger** to win!

Campaigns are Strategic

Strategy asks:

- › Who are my people (constituency)?
- › What change do they need?
- › How could they use their resources to build the power they need to achieve that change?

Strategy is how to turn **what you have** into **what you need** to get **what you want**, or how to turn resources into power.

Strategy is an intentional plan.

KEY IDEAS



Campaigns...

- › Involve lots of people
- › Are member-led
- › Increase union power and visibility



Campaign Plan: Problem, Issue, Values

Jess & Earl

STEP 1:

Problem and Issue

PROBLEM vs. ISSUE

A problem is the whole pie. Problems are vast, complex, and entrenched.

When we try to tackle a problem, we reinforce the hopelessness of the situation. We are trying to take on the full pie all at once.

Issues are the pieces of the pie. It's a small chunk of the larger problem that we can make progress on, and in turn we are slowly taking on the full problem over time.



Issue

An ***issue*** is a slice of the larger problem that is manageable and solvable.



PROBLEM

vs.

ISSUE



Values

Values are fundamental beliefs that dictate behavior

Ideally, Unions advance the welfare of all members.

They are based on the universal ideal of human rights, the idea of justice, progress, and betterment of self and of society.

Through shared values, members build solidarity and commit to active participation in the labor movement.

Shared values transform individual members into part of something larger than themselves.

How to Link Issues and Values

Investigating member issues is necessary but not sufficient – we also need to identify workers' **SHARED** values –

WHY is this an issue?

WHY do you want to fix this?



Some Union Values

Fairness, honesty/integrity, responsibility, compassion/empathy, safety, health, generosity, hard work/responsibility, community, freedom, democracy, binding contracts, equality, opportunity, respect, stability/security, unity, quality work, justice, collective action, dignity/respect, charity/community service, and due process.

EXAMPLES- Problems to Issues + Values

VALUES – Public Schools should be safe, equitable, and inclusive learning and working environments for all people.

PROBLEM -Our school is hostile to LGBTQ+ staff and students

- **Issue Cut** – There are no gender inclusive bathrooms and/or transgender students and staff are forced to use the wrong restroom.

PROBLEM - Our school reinforces racism and devalues the experiences of marginalized populations

- **Issue Cut**– Books are being banned.

KEY IDEAS



- › Problems are big conditions of injustice
- › Issues are the smaller member identified components that make up the problem
- › Issues indicate a path to action
- › Values build a relatable why across people experiencing the pain of the problem
- › We intentionally work to connect members around issues and values to build Solidarity

TEAM WORK – The Problems

List the problems that you and your members want to improve – these are BIG

For each of the problems you identify – try to think what the values are that are behind WHY you see this as a problem.

Example Problem – We want quality health care for everyone

Values behind wanting to fix this – equity, fairness, dignity

List your problems and values on your charts.

KEY IDEAS



We listen for the values as we talk about these problems.

This is how we build solidarity.



BREAK

TEAM WORK – Problems into Issues

Example Problem – We want quality health care for everyone

Values behind wanting to fix this – equity, fairness, dignity

Possible Issues –

Not enough providers in our rural system

Values – access and equity

Drugs are not affordable

Values – fairness and access

No coverage for home health options

Values – equity and dignity

Cut your problems into issues on your charts.

Assessing Our Issues p.13

☐ Widely felt and/or deeply felt.

- The pain can be felt by just one, but the injustice of that pain is shared by many.
- The pain AND the injustice of that pain is felt by many.

☐ Winnable.

☐ Builds the union and builds leaders.

☐ Has a connection to students and the public.

Issue Criteria Checklist

p. 14- reference only

Will the Issue...	Issue #1	Issue #2	Issue #3
1. Result in a real improvement in people's lives?			
2. Give people a sense of their own power?			
3. Alter the relations of power?			
4. Be worthwhile?			
5. Be winnable?			
6. Be widely felt?			
7. Be deeply felt?			
8. Be easy to understand?			
9. Have a clear target?			
10. Have a clear timeframe that works for you?			
11. Be non-divisive?			
12. Build leadership?			
13. Set your organization up for the next campaign?			
14. Increase membership?			
15. Be consistent with your values and vision?			
16.			
TOTALS			

TEAM WORK – Problems into Issues

TIME: 10 Minutes

In your group, spend 10 minutes evaluating an issue you identified from the scenario



You have spent the afternoon diving into the building of a campaign and deciding what makes a good issue.

We will see you tomorrow at 9:30 to continue with a campaign.



Welcome Back

And Welcome to Dr. Taraja and Ellen!



Sessions 3-5

3. 3/2 9:45-12:30

4. 3/2 2:30-5:00

5. 3/3 9:00-10:15



Day One Recap and Team Coaching

Yvie

How it started...

Session 1 opened with imagining the world you want to build. We dreamed big dreams, and envisioned a thriving world of abundant joy and safety. We talked about our values and the beliefs we are willing to fight for.

How it started...

In Session 2, we talked about the problems in the world as it is now that stand between us and that vision, and how to slice away specific issues that we can leverage power to change.

How its going...

In your state teams, work with your facilitator coach to explore these questions:

In the world you imagined, who are you building that future for? Whose faces fill the community in that vision?

Compare that future to their current lived experience. What is the biggest problem preventing them from moving from our current reality into that future?

What is one winnable step we can take toward that future, one piece we can chip away and overcome? What values compel us to try?

KEY IDEAS



Once we clearly understand the change we want to achieve, we can assess the power required to win it.



Campaign Plan: Power Analysis & Spectrum of Allies

Earl

STEP 2:

Power Analysis

REMEMBER POWER

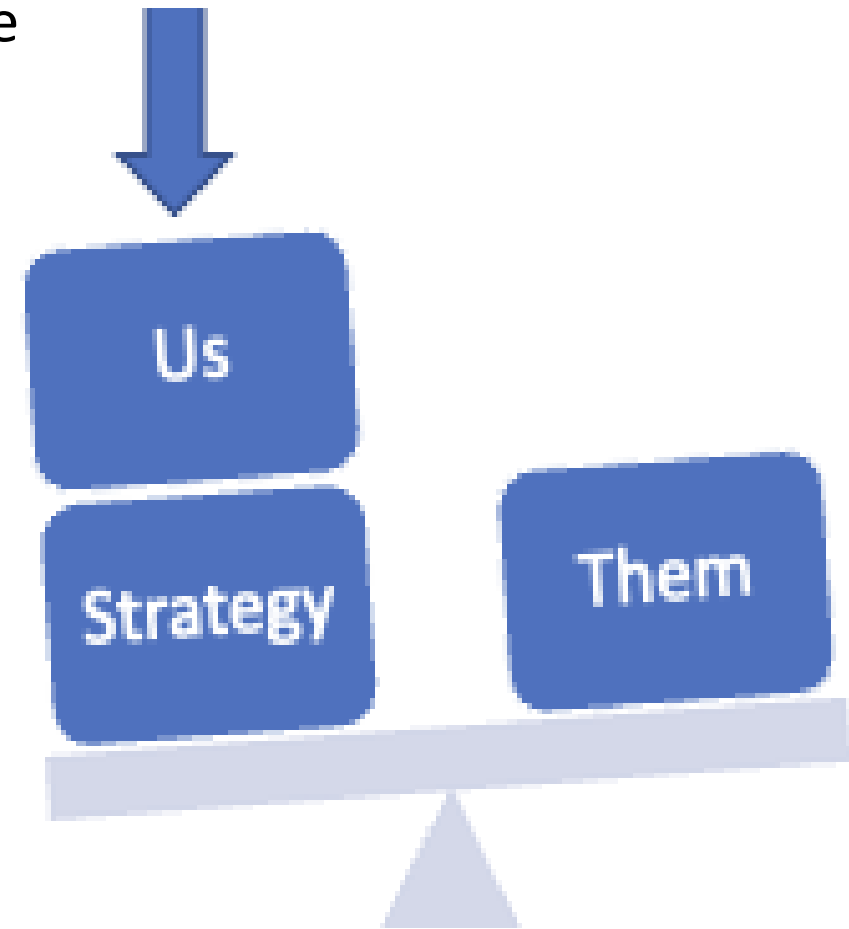
Power is the ability to control, create, and prevent change.

Power is organized people and organized resources (money).



Purpose of Power Analysis

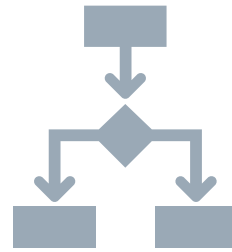
1. Understand how (& by whom) power is exercised to cause and maintain the problems & conditions that we seek to change
2. Develop effective strategies for:
 - Permanently altering power relationships in favor of the people suffering from the problems & conditions that we seek to change
 - Grassroots organizing to build power
 - Issue campaigns that BOTH help to build power AND win change
 - Connecting short term activities to LONG TERM goals



Process of Power Analysis



1. Issue
Background



2. System
Landscape



3. Identify &
Analyze
Target(s)

KEY IDEAS

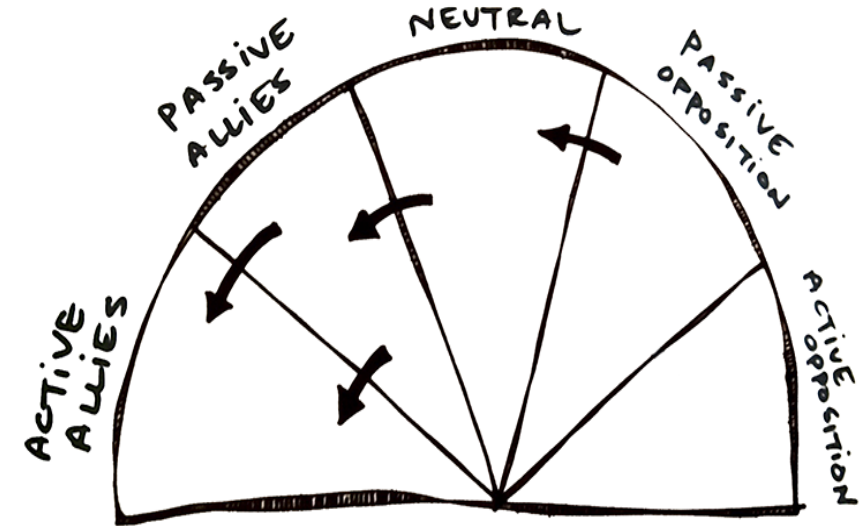


Understanding our own power, or lack thereof, is a necessary starting point

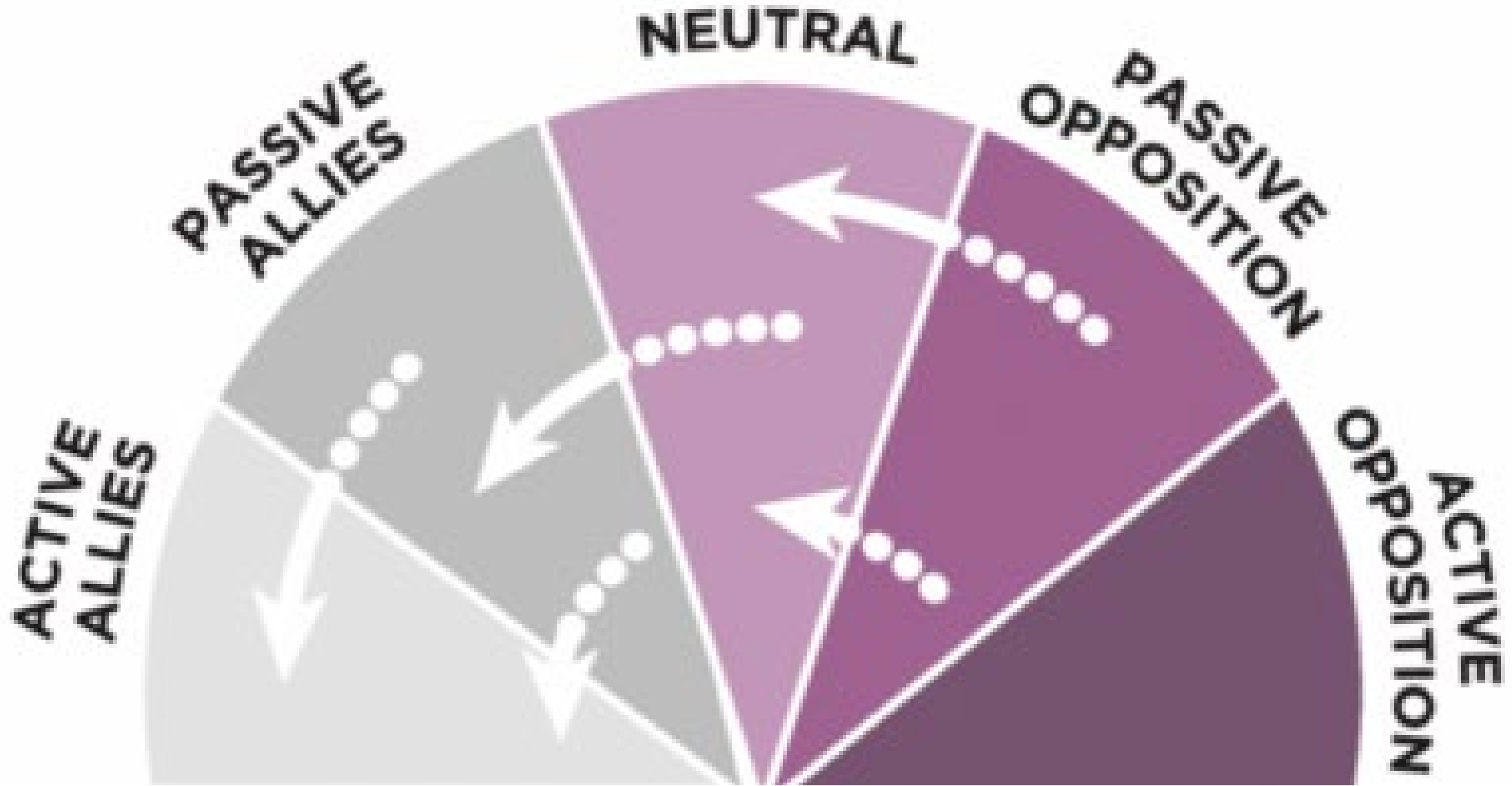
Understanding who has the power to fix the issue is crucial to building a successful campaign

Spectrum of Allies Part 1

1. Active allies: people who agree with you & are organizing alongside you
2. Passive allies: people who agree but aren't doing anything about it (yet!)
3. Neutrals: people who aren't sure, or are unengaged (they might just not know about you yet)
4. Passive opponents: people who disagree, but aren't trying to stop you
5. Active opponents: people who have done something to prevent you from reaching your goal



Share Out Spectrum of Allies

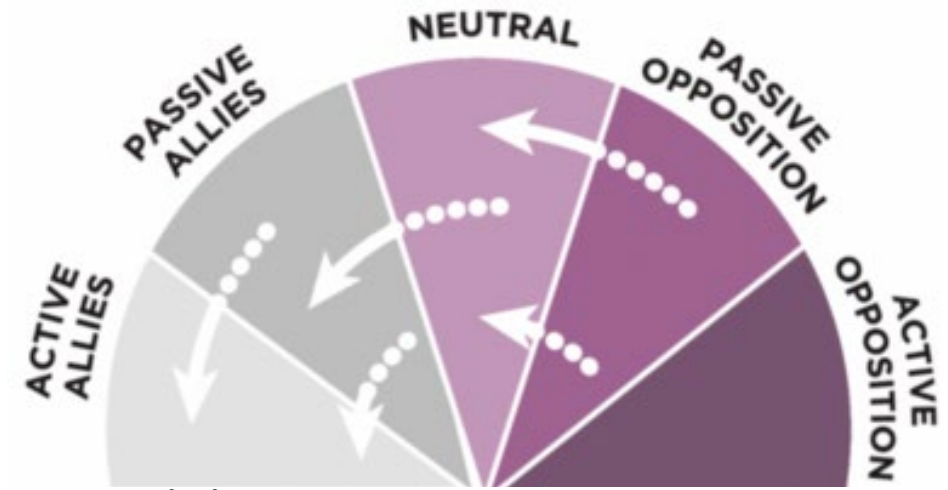


Focusing your tactics matters

Only the Opposition – cynicism

Only the Active Allies – stagnation

Generalizations about Slices – missed opportunities



DO FOCUS ON THE PASSIVE ALLIES

- These are folks who know or care about what you're up to, but aren't doing anything about it! Give them a chance to participate and build power with you.

THE GOOD NEWS

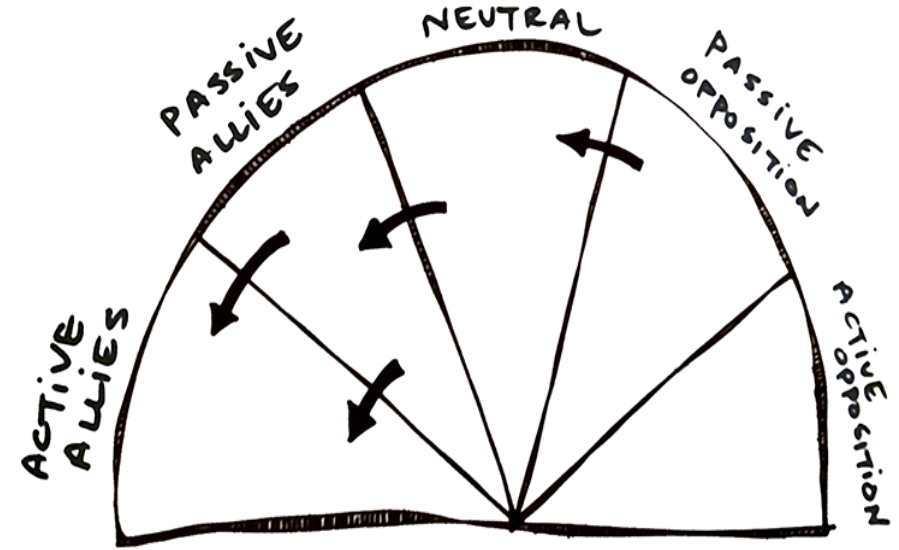
- It is only necessary to move some or all of the pie wedges one step in your direction. If we shift each wedge one step, we are likely to win, even if the hardliners on the opponent's side don't budge.

Example – Social Security Fairness Act Passes.

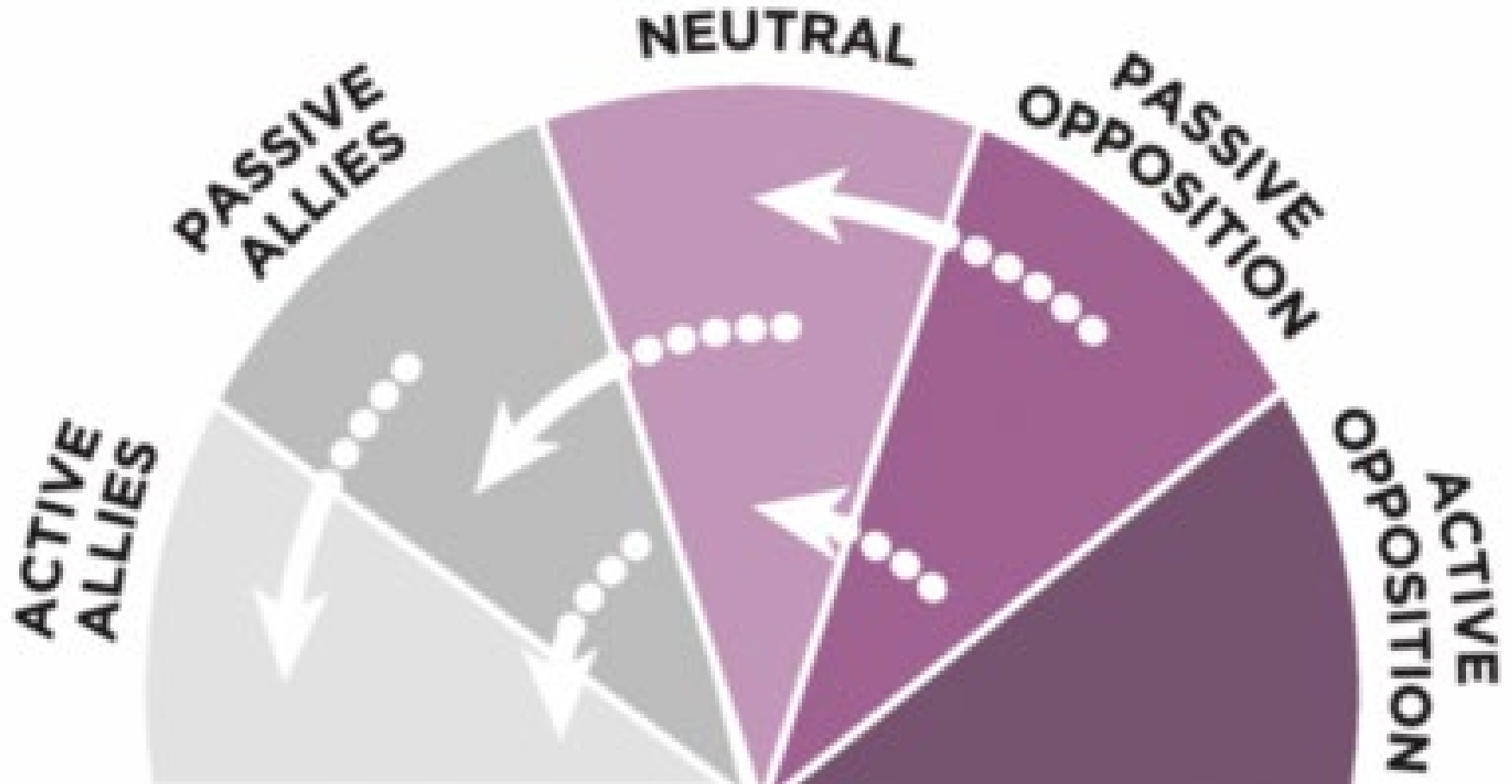


Spectrum of Allies Part 2

1. Develop a convincing argument or values based narrative that will appeal to each wedge.
2. Design one small achievable ask to engage one individual from that wedge to move closer to you.

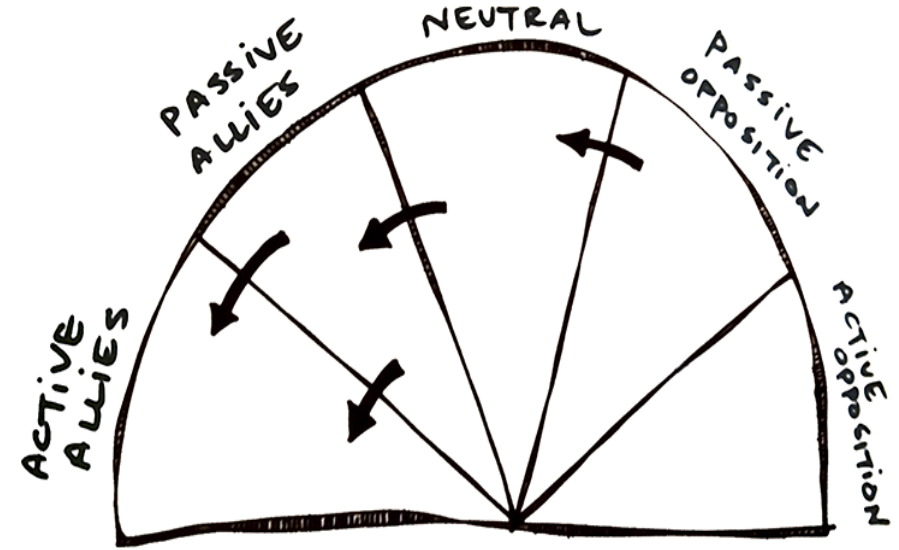


Team Pair Share of Spectrum of Allies



Spectrum of Allies Debrief – Whole Group

- › How did it feel to present your arguments for how to move your wedges?
- › What is something new you learned from this or from another team?
- › What do you think you could apply to your current work?



KEY IDEAS



It is only necessary to move some or all of the pie wedges one step in your direction.

If we shift each wedge one step, we are likely to win, even if the hardliners on the opponent's side don't budge.



Campaign Plan: Target

Halimah

STEP 3:

Target

A Target Is

The person with the power to give you what you are demanding.

This person

- Has a name
- Has a face
- Has an address



Targets also have VALUES

Values:

What are the target's values?

What causes them to act?

What is behind their WHY?



Targets also have RELATIONSHIPS

Relationships:

What relationships does the target have?

Who influences the target?

Who are the target's allies and opponents?



Targets also have SELF INTEREST

Self Interest:

Remember, self-interest is how the values look like in the world. What are the ways that the target wants to make their values real in the world?

What are the target's goals?

What does the target care about?

What motivates the target to act?

Possible examples: maximize profits, cut costs, weaken unions, have good public image, get re-elected, etc.



Targets also have POWER

Power:

What power does the target have and where does their power derive from?

How do they organize people?

How do they organize money and resources?



TEAM WORK – Target and Analysis p.18

Using the issue that you built your spectrum of allies on identify the TARGET who has the power to fix this.

Name them and then build a chart that answers the following about the TARGET:

- Values

- Relationships

- Self Interests

- Power

KEY IDEAS



Everyone has values, each one of us, our members, our organizations, our allies, our opponents, and **our targets**.

Understanding the values of the members, **of our Target**, and our allies is critical in order to build an effective campaign.



Campaign Plan: Demand

Jess

STEP 4: Demand

Demand:

“Hey **TARGET**,
we demand **ACTION**
because **HARM or IMPACT!**”

REVIEW

- › **Issue:** A slice of a workplace *problem* that is deeply/widely felt, winnable, and will build our power.
- › **Power:** The ability to control, create and prevent change.
Power is organized people and organized resources (money).
- › **Target:** Is the person with the power to give you what you are demanding.
- › **Demand:** the outcome that addresses the issue that you are making directed at a target.

Demand:

Hey Superintendent Sam: We demand gender affirming bathrooms in every school because all students and staff need to feel safe and included in our schools. ”

TEAM WORK – Demand

Use your Issue and Target.

Draft at least one demand of your Target
that resolves your issue and linked to
YOUR VALUES

KEY IDEAS



A powerful demand makes clear who has the power to make the change that's needed

We can only build a powerful demand when we have taken the steps to accurately identify the issue and determine who has the power to create change



You have spent the morning analyzing power and noticing where ours will lie, as well as looking at our targets and demands.

We will see you at 2:30 to continue building our campaign.



Welcome Back

Yvie & Ellen



Sessions 4-5

4. 3/2 2:30-5:00

5. 3/3 9:00-10:15



Campaign Plan: Strategy & Tactics

Jess

STEP 5:

Strategy & Tactics



What do you think
is the difference
between a
strategy and a
tactic?

Strategy

Strategy: The way we use our power to win our demand. It is a series of tactics aimed at putting pressure on the target to meet our demand.

Tactics

Tactic: Actions we take as a part of an escalation plan that increases pressure on the target to win our demand.



What makes good tactics?

Tactics Must:

- Put pressure on your Target
(puts them out of their comfort zone)
- Build your Power
(develops leaders, brings more people in, etc.)
- Be Strategic
- Be Fun



KEY IDEAS



Tactics allow workers to:

- › Share Resources, Values, and Commitment
- › Take risks together and achieve shared wins
- › Build trust in their own agency and the collective effectiveness of their union

TEAM WORK – 5 Minute Tactic Brainstorm

+YOU HAVE 5 MINUTES!+

Brainstorm AS MANY tactics as you can on 1 chart.

- Be creative!
- You are **NOT** evaluating right now! Everything goes on the chart!



Team Work

TIME: 15 Minutes

Evaluate your tactics

Decide which tactics that you came up with are strategic based on the evaluation criteria

CIRCLE the tactics you decide are strategic

~~**CROSS OUT**~~ the tactics you decide are not strategic

Evaluating Tactics

- › Put pressure on your Target.
- › Build your power.
- › Be strategic.
- › Have fun.

Evaluating Tactics (Optional, p. 21)

- Does the action relate to your issue?
- Does it align with your values?
- Will it increase the pressure on the decision-maker?
- Is it visible?
- Is it timed for effect?
- Is it new and different—or tried and true?
- Are enough people ready to do it?
- Will it unify people?
- How will management react?
- Who is most inconvenienced?
- Does it violate the law? (If so, are we prepared for the consequences?)
- Will it be fun?

KEY IDEAS



Tactics allow workers to:

- › Share Resources, Values, and Commitment
- › Take risks together and achieve shared wins
- › Build trust in their own agency and the collective effectiveness of their union

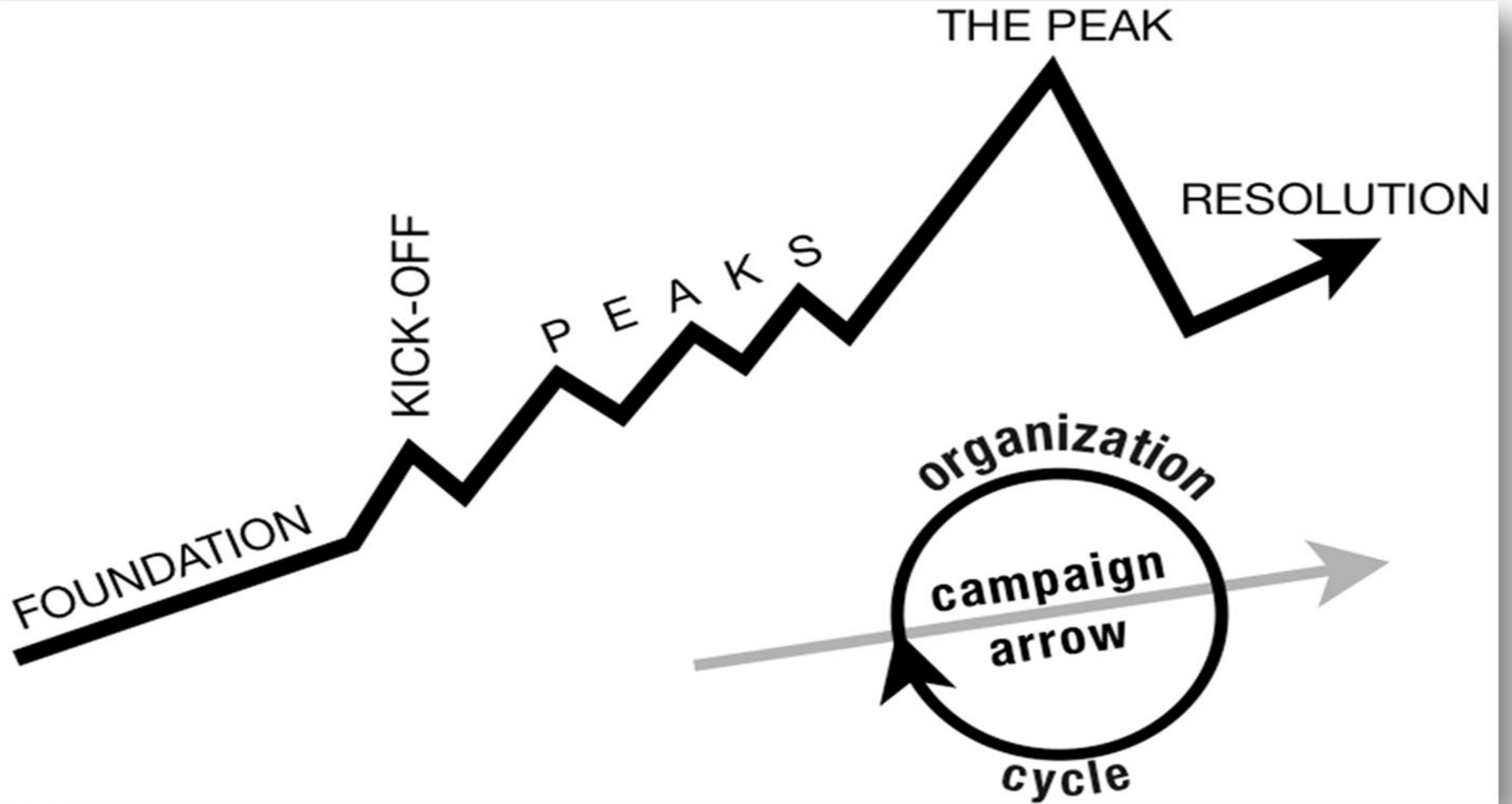


Campaign Plan: Compression Points & Escalation

Earl

STEP 6:

Compression Points & Escalation



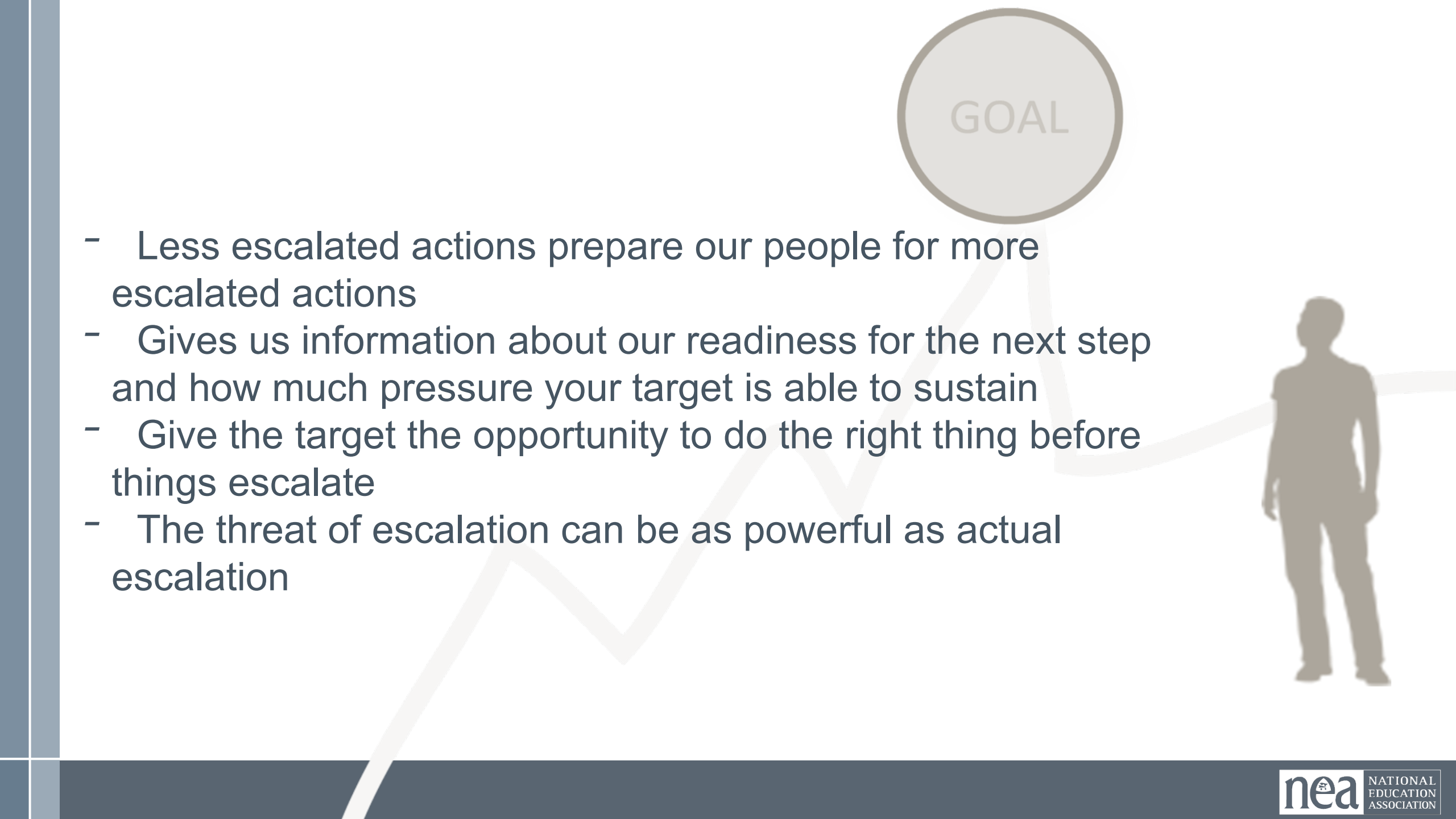
Compression Points

Points on the calendar where you celebrate short term wins or escalate your tactics.

- Naturally occurring deadlines- *Breaks, Board Meetings*
- Artificial deadlines- *target has till day X to act*
- Help us build urgency and crisis

Why do you think tactics
escalate gradually?





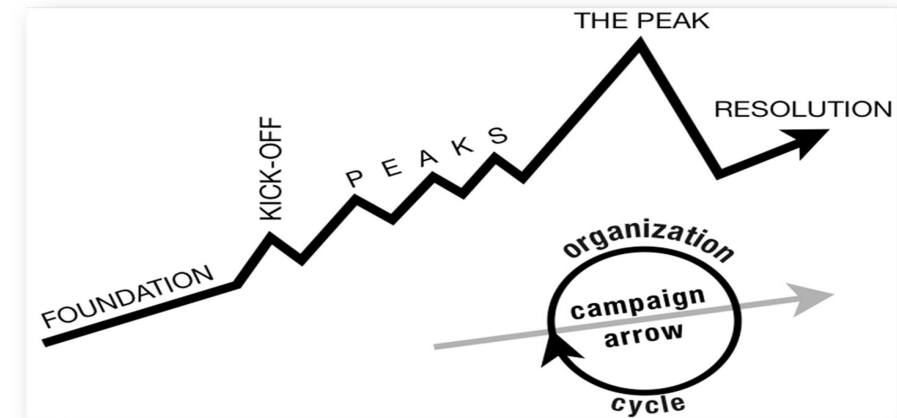
GOAL

- Less escalated actions prepare our people for more escalated actions
- Gives us information about our readiness for the next step and how much pressure your target is able to sustain
- Give the target the opportunity to do the right thing before things escalate
- The threat of escalation can be as powerful as actual escalation

TEAM WORK – Escalation of Tactics

Return to the tactics chart you just made

Arrange them in an order that has the least visible, least risky tactic to highest visibility highest risk



KEY IDEAS



- › An escalating campaign is held together by a set of values and shared commitment to a demand.
- › Escalating tactics are how we develop leaders, identify new leaders, move more people into our base.
- › If we are organizing, we are always climbing campaign mountain

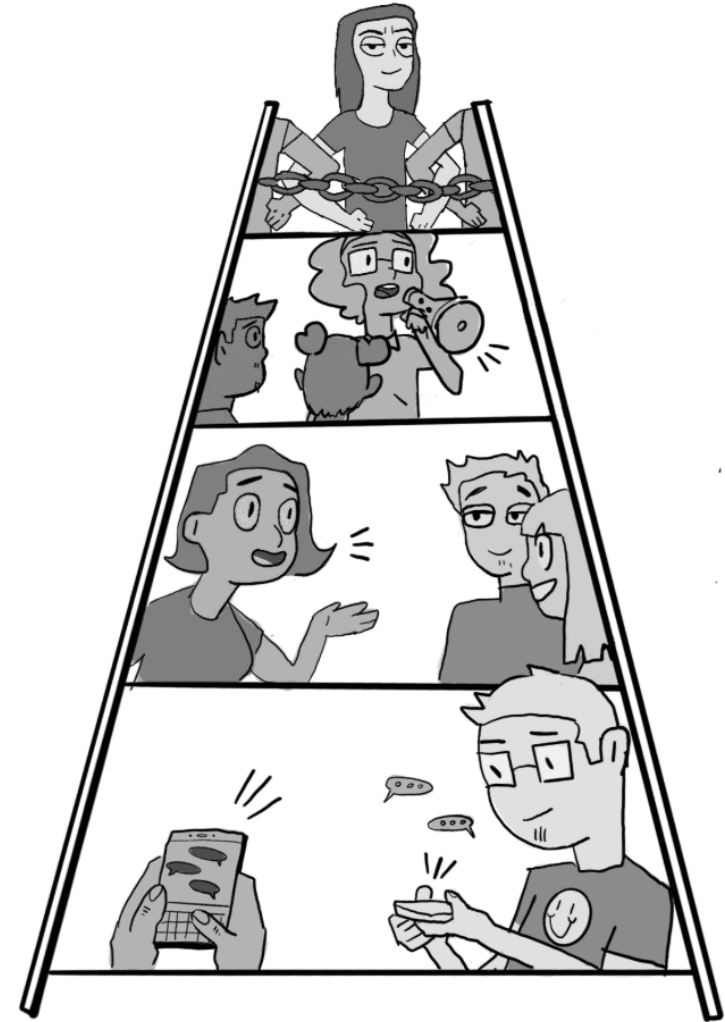


Ladder of Engagement

Dr. Taraja

A Strategic Ladder for Union Campaigns

LADDER OF ENGAGEMENT



What is the Ladder of Engagement?

A framework to help union leaders **activate and elevate member participation** through a series of intentional steps.

Each step **builds trust, capacity, and ownership**—turning passive members into powerful advocates and leaders.

Steps to Solidarity

Campaign Ladder of Engagement



5 Reaching the Top

Creating Opportunities for Others to Climb



4 Standing Steady

Holding Space for Collective Voice

3 Climbing with Purpose

Building Strength Through Action



2 Gripping the First Rung

Taking Hold of Shared Purpose



1 Spotting the Ladder

Recognizing the Path

Step 1: Spotting the Ladder – *Recognizing the Path to Collective Power*

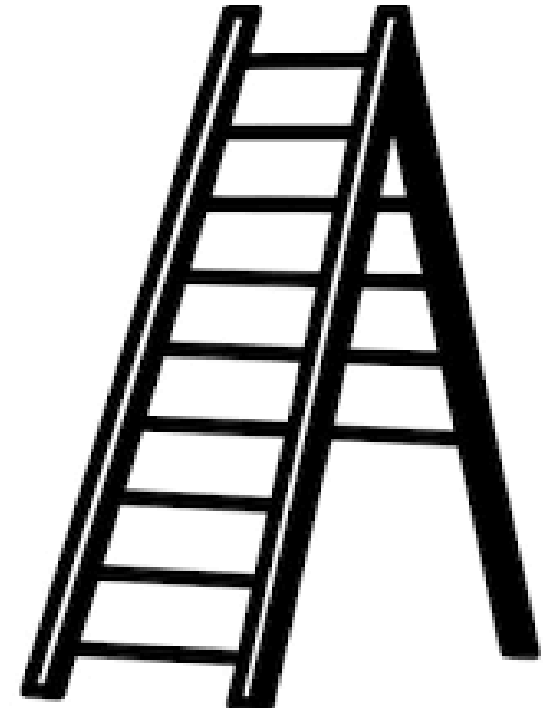
Objective: Introduce the campaign and spark initial interest.

Tactics:

- Send targeted emails or texts with campaign goals and relevance to educators.
- Share compelling stories or visuals on social media.
- Host informal info sessions or coffee chats at school sites.

Leadership Focus:

- Equip building reps and site leaders with talking points and flyers.
- Use warm, inclusive language that affirms educators' values and concerns.



Step 2: Gripping the First Rung – *Taking Hold of Shared Purpose*

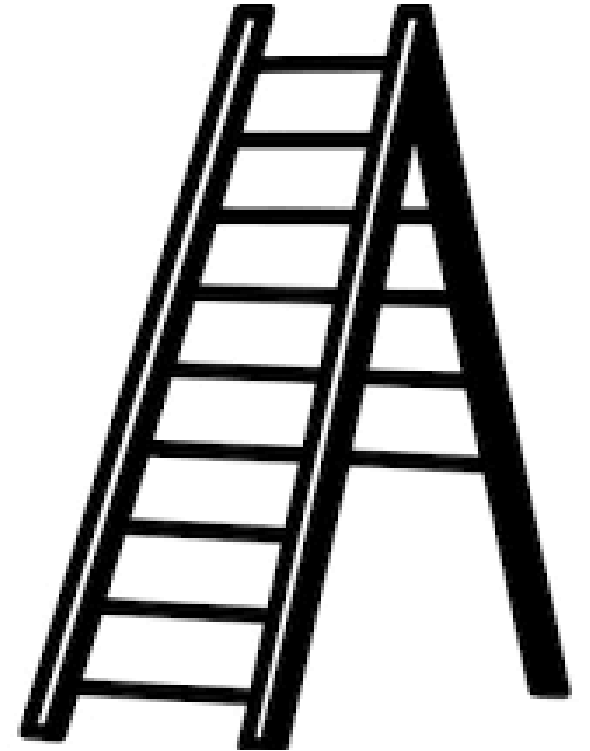
Objective: Encourage members to express curiosity and take a first step.

Tactics:

- Invite members to sign a petition or pledge of support.
- Conduct short surveys to gather input and build buy-in.
- Offer low-barrier opportunities to attend virtual briefings or town halls.

Leadership Focus:

- Track engagement and follow up personally.
- Celebrate participation publicly to build momentum.



Step 3: Climbing with Purpose – *Building Strength Through Action*

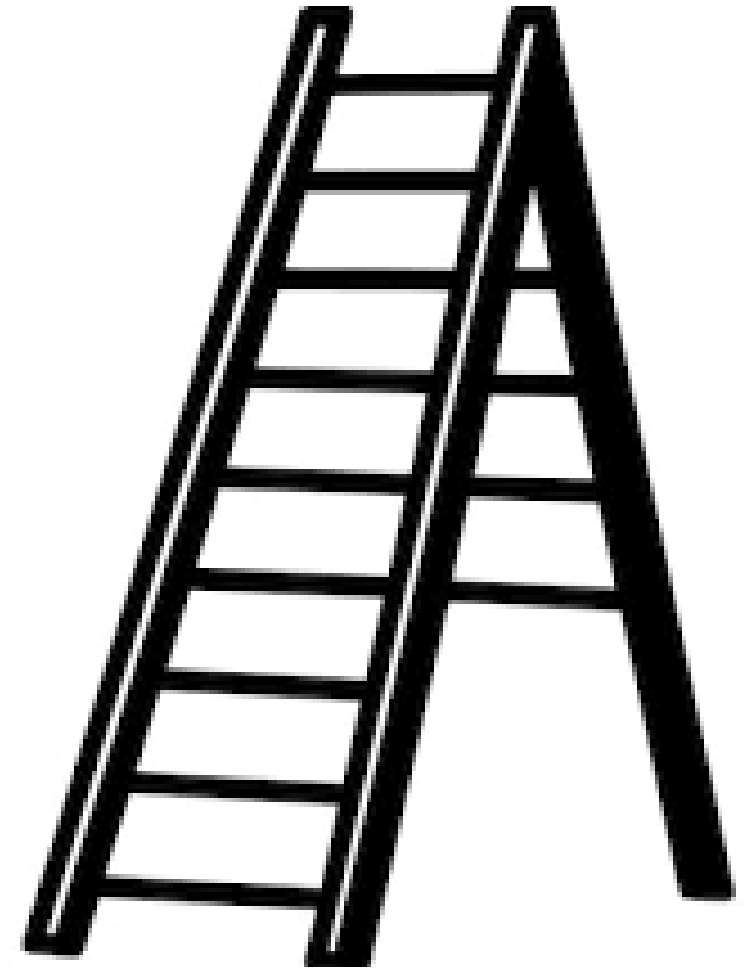
Objective: Move members from passive support to active involvement.

Tactics:

- Recruit volunteers for canvassing, phone banking, or event support.
- Form working groups around specific campaign issues (e.g., class size, funding).
- Host action nights or community forums.

Leadership Focus:

- Provide clear roles, training, and support.
- Recognize contributions and foster team spirit.



Step 4: Standing Steady – *Holding Space for Collective Voice*

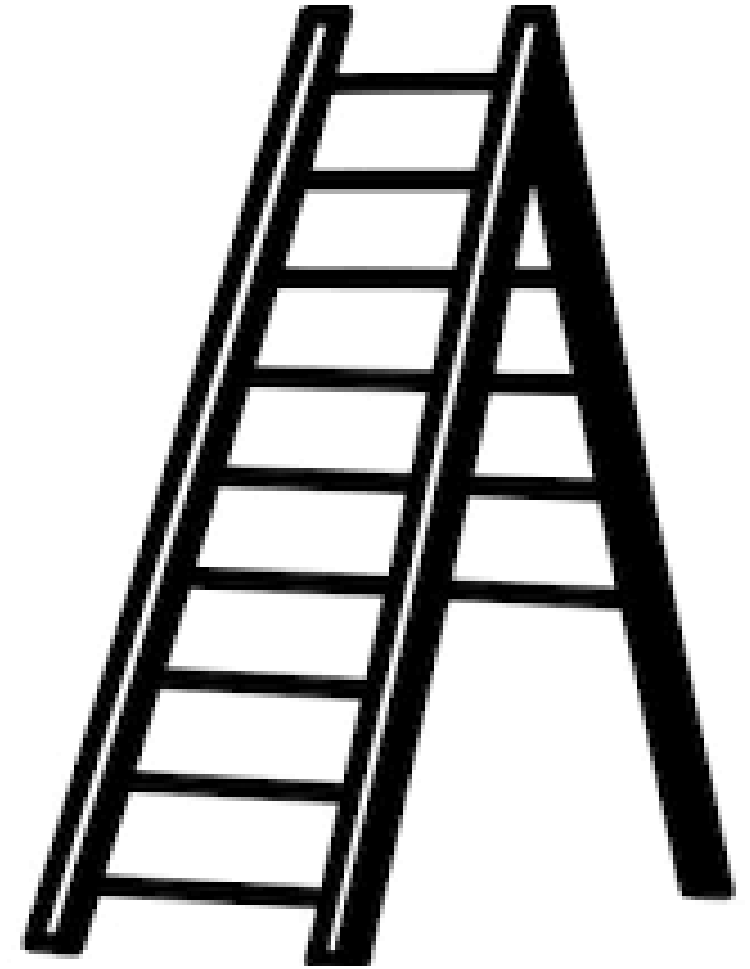
Objective: Cultivate consistent, reliable contributors.

Tactics:

- Invite members to take on formal roles (e.g., site coordinator, committee lead).
- Offer leadership development workshops.
- Engage committed members in strategic planning or negotiations.

Leadership Focus:

- Build trust through transparency and shared decision-making.
- Create pathways for growth and mentorship.



Step 5: Reaching the Top – *Creating Opportunities for Others to Climb*

Objective: Empower members to lead, organize, and inspire others.

Tactics:

- Support members in organizing their own events or initiatives.
- Encourage representation at regional or statewide union gatherings.
- Develop a leadership pipeline with coaching and peer support.

Leadership Focus:

- Shift from directing to empowering.
- Celebrate leadership as a collective legacy.



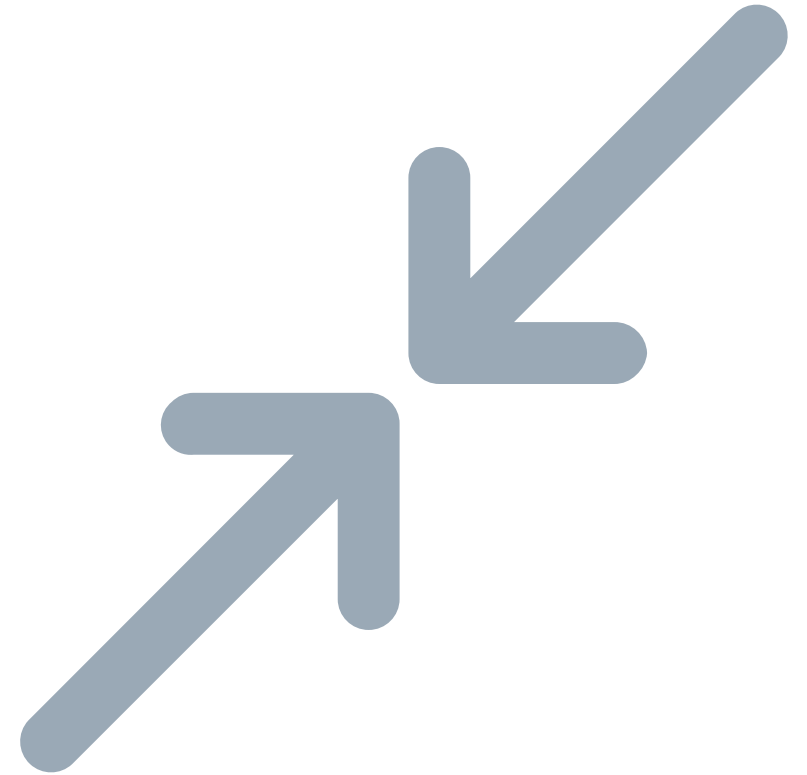
Let's Practice!

Welcome to the “Stories That Lift Us” ladder activity.

Together, we will plan how to engage members and community leaders in a book giveaway and storytelling event. Use this ladder to map out actions, leadership support, and communication strategies that build momentum and uplift diverse voices.

Ladder of Engagement Stage	Member activity to engage others.	Leadership action to support it.	Communication method to amplify it.
Spotting the Ladder (Spark curiosity and introduce the campaign.)			
Gripping the First Rung (Invite members to take simple actions to show interest.)			
Climbing with Purpose (Build momentum and visibility through collective action.)			
Standing Steady (Deepen commitment and create space for member leadership.)			
Reaching the Top (Empower others to lead and sustain the campaign.)			

Share Out!



Future Application: Applying the Ladder to Your Base Building Plan

Base Building Plan

TARGET AUDIENCE		KEY CONTACTS	OUTREACH SITES
Who is your most important target audience? (parents? students? other community members?)		Who can help you connect with that audience?	Where are the best places to find and talk to your target audience?

GOALS			
OUTREACH HOURS	CONTACTS	ONE-TO-ONES	COMMITMENT & TURNOUT
How many outreach hours will you do each week? What is your total number of hours for the month?	How many new contacts - name & phone/email - do you expect to make this month?	How many one-to-ones will you do each week? What is your total number for the month?	List any events & meetings you have this month, and goals for how many commits to attend, and how many people turn out.

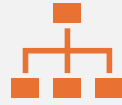
Organizer Math: For new outreach, about 1 in 3 of people you reach out to will agree to come to an event. About 1 in 2 of the people who committed to come will actually show. So you need to outreach to about 6x the number of people who you want to come to your event.

Journal: Open a Document and Reflect

- › What ideas or perspectives shifted as your group built the ladder?
- › Which step did you see a strong potential for big impact?
- › What strategies felt most effective for supporting and amplifying member voices?



Key Points: Using the Ladder Strategically



Map your members: Identify where individuals currently sit on the ladder.



Design your campaign: Align tactics with each stage to meet members where they are.



Track progress: Use engagement metrics to assess movement and adjust strategy.



Build culture: Reinforce that union work is shared, valued, and visionary.



You have spent the afternoon putting together the rest of your campaign.

We will **see you at 9:00** to finish our time together.



Welcome Back

Yvie & Ellen



Campaign Lab Overview

Dr. Taraja

What is the
NEA Campaign Lab?



The NEA Campaign Lab Concept:

- ❖ There are more than 14,000 local unions with the potential to reach neighborhoods everywhere...
- ❖ What might be possible if all NEA local affiliates were actively organizing and had strong campaigns that advanced equity and racial justice?



Why am I in the NEA Campaign Lab?



How does the NEA Campaign Lab support members?



Coaching from a union leader who has strong campaign and organizing experience.



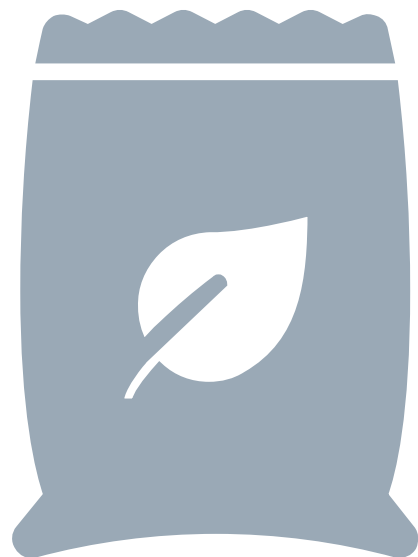
Community with a growing network of local unions and affiliate staff who learn together and build power together.



Training through in person gatherings and online training build skills on campaigns and organizing.



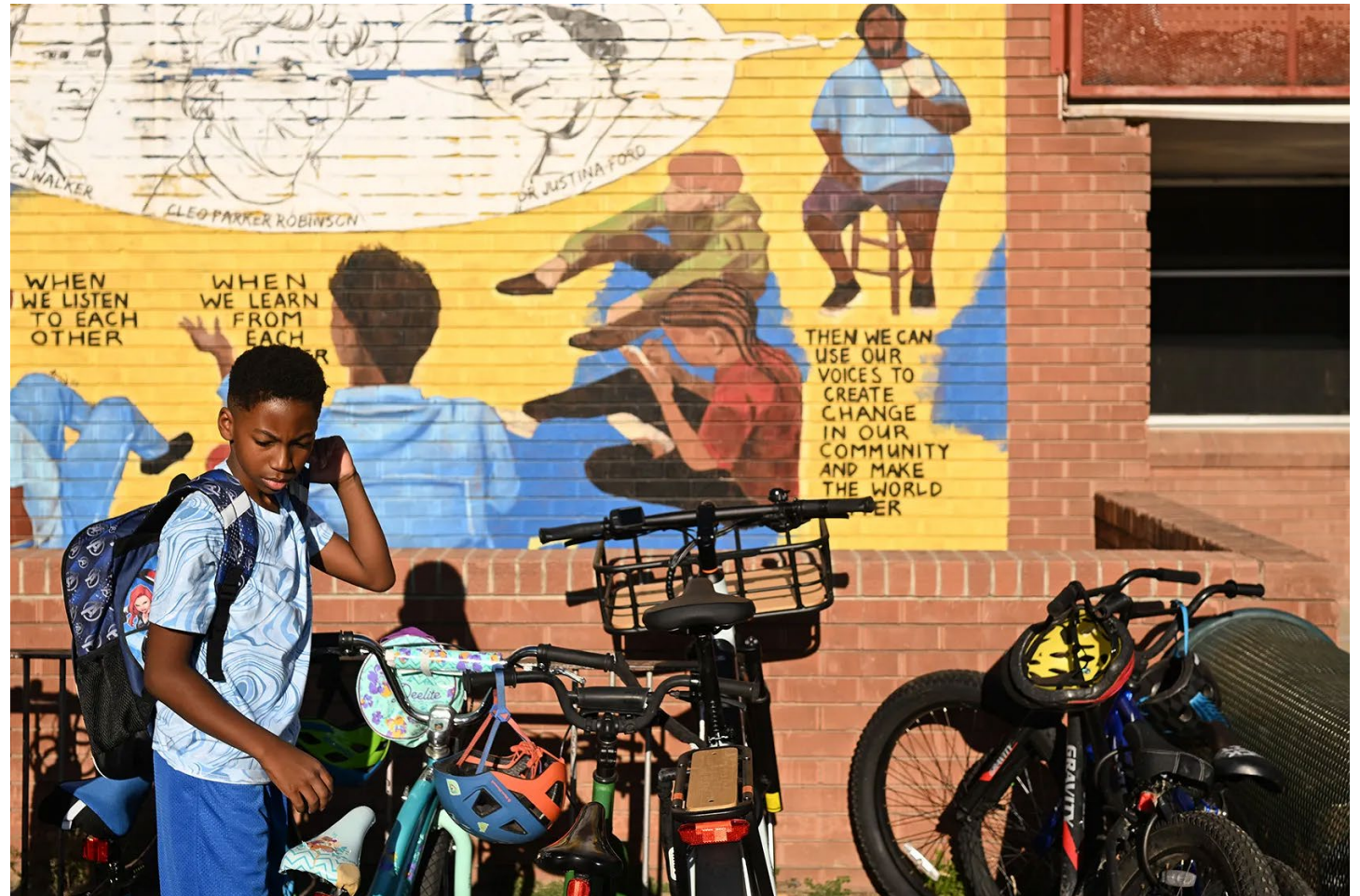
A small grant of \$2500 to support their campaign.



Seeds to Strategy

Creating a Common Good Campaign

What challenges or experiences are negatively impacting your school community and the growth of your students?



If you could create an inclusive supportive school environment...

- › What programs, practices, or daily experiences would put in place on behalf of students, staff or the greater community?
- › How could these changes be embedded into larger campaign?



7 Elements of a Common Good Campaign

1. Expand the scope of bargaining beyond wages and benefits
2. Go on offense in your campaign by identifying, exposing and challenging the real opposition
3. Engage community allies as partners in issue development and the bargaining campaign
4. Center racial justice in your demands
5. Strengthen internal organizing, membership and member engagement
6. Leverage capital in our campaigns
7. The campaign doesn't end once the union settles its contract

What **roots our work** and calls us to cultivate **Common Good Campaigns** together?



When we plant together, we win together.

This work becomes our richest harvest when we sow our hopes side-by-side, tending the soil of possibility as one community.

What **roots our work** and calls us
to cultivate **Common Good**
Campaigns together?



Unions and community groups share a common, powerful opposition—and because of that, we need one another.

Each seed we plant alone may sprout, but when we plant in rows, in rhythm, in solidarity, an entire field begins to rise.

What **roots our work** and calls
us to cultivate **Common Good**
Campaigns together?



At the bargaining table and beyond, our roots strengthen each other. Unions grow deeper wins, and community partners cultivate broader, bolder change—**because when we nurture the work together, the bloom is bigger than any one garden could hold.**



What defines Bargaining for the Common Good?

“Unions that have the right to bargain use contract fights as an opportunity to organize with community partners around a set of demands that **benefit not just the bargaining unit, but also the wider community as a whole.**

In these campaigns, labor and community groups work with a **broad group of stakeholders** acting in their own interest to demand that corporations and the **wealthy pay their fair share so that our communities have what they need to prosper.**”

– Bargaining for the Common Good Network



POWER of COMMUNITY

Organizing for the schools St. Paul children deserve



St. Paul Federation of Teachers- Contract Victories

- Smaller class sizes
- Family engagement
- Placing teaching before testing
- Wage and benefit increases
- Culturally relevant education
- High quality professional development for teachers
- No foreclosures



UTLA Bargains for the Common Good

Parents, teachers, students, school staff and community members. Join us for the launch of Campaign for the Schools LA Students Deserve. Join community and labor groups to fight the crisis in public school funding!

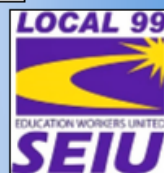
CAMPAIGN FOR THE SCHOOLS L.A. STUDENTS DESERVE

Location: Trinity Street Elementary School

Address: 3736 Trinity St, Los Angeles, CA 90011

Date: Wednesday September 6, 2017

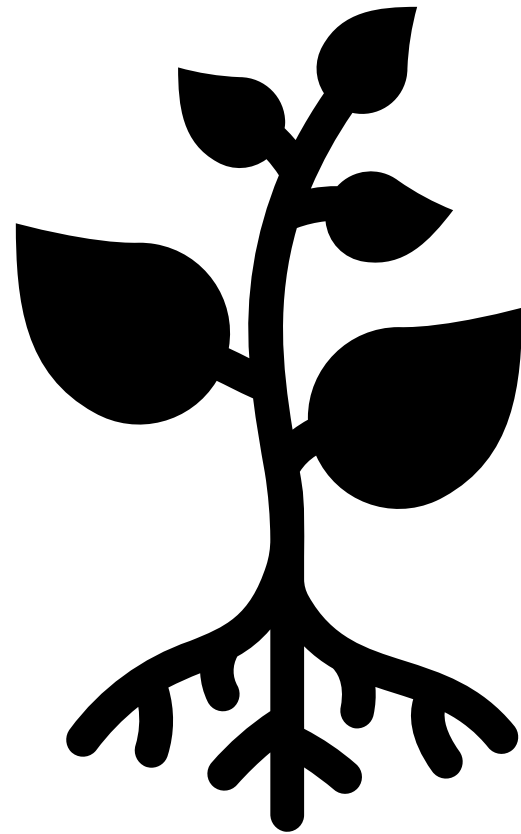
Time: 11:30AM



- Smaller class size
- Hiring of nurses, librarians & counselors
- An end to “random searches”
- Green space
- Immigrant defense fund
- Community schools
- Charter school cap

Pause. Reflect. Respond.

- ❖ What seeds of insight or inspiration are sprouting for you as you engage with this Common Good approach?
- ❖ In what ways could this way of working cultivate fresh growth across your school community?



Building a Common Good Campaign : Key Questions

See Handout

How can we name the systemic root of the issue and identify who can cultivate change?

Example A:

- **Issue:** Students of color face harsher discipline across multiple buildings.
- **Systemic cause:** Outdated discipline code, lack of restorative practices, inconsistent training.
- **Authority to change:** School board, superintendent, district discipline office.

Example B:

- **Issue:** Chronic staffing shortages in special education.
- **Systemic cause:** Low pay, burnout, state licensure obstacles, district hiring timelines.
- **Authority to change:** District HR, school board, state licensure board.

Example C:

- **Issue:** Families struggle with transportation, causing chronic absenteeism.
- **Systemic cause:** Underfunded bus routes, driver shortages tied to wages and working conditions.
- **Authority to change:** District operations leadership, school board, city transit partners.

How can we clarify the root causes and who should be held accountable?

Blame pointed in the wrong direction:

- Teachers feel pressured for test scores ➤ “Teachers need to work harder.”
 - But the real root cause is:
 - State testing mandates, district accountability policies, resource gaps.
 - People to hold accountable:
 - State board of education, state legislature, district assessment office.

Another scenario:

- A school nurse is overwhelmed ➤ “The nurse isn’t organized.”
 - But the systemic cause is:
 - Only one nurse serving 800 students.
 - People to hold accountable:
 - School board (staffing ratios), district budget office.

How can we clarify the systemic roots and who's responsible for change?

Example A:

- **Condition:** Students lack mental health support.
- **System:** Underfunded social-emotional support budgets, limited partnerships with community organizations.
- **Decision-makers:** District budget officials, school board, county mental health agencies.

Example B:

- **Condition:** Overcrowded classrooms.
- **System:** Budget cuts, unfunded mandates, poor staffing pipelines.
- **Decision-makers:** School board, superintendent, state legislators.

How can we name the systemic roots and hold accountable those with the power to act?

Example A: Housing insecurity affecting students

- **System:** Rising rents, lack of affordable housing near schools.
- **Accountable actors:** City housing authority, mayor's office, local developers, school board (for potential use of unused properties).

Example B: Outdated curriculum that excludes students of color

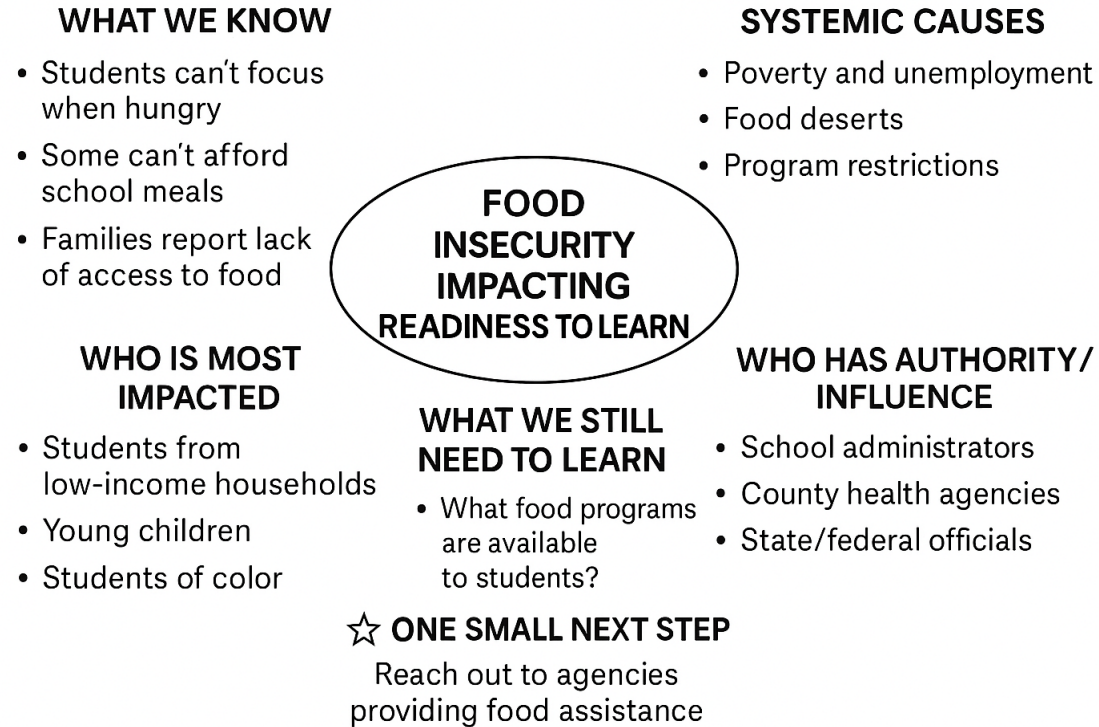
- **System:** Curriculum adoption cycles, state standards, lack of diverse materials.
- **Accountable actors:** District curriculum office, school board, state board of education.

Let's Practice!

Use the questions in **Building a Common Good Campaign** to explore your issue with the information you have, moving thoughtfully through each prompt and noticing what ideas begin to sprout as you go.



Let's Practice!



- › **Issue (center of the page)**
Identify and name the issue clearly.
- › **What We Know**
List observations, stories, patterns you already see.
- › **Systemic Causes**
Consider policies, practices, or community conditions shaping the issue.
- › **Who Is Most Impacted**
Identify the groups most affected by the issue.
- › **Who Has Authority / Influence**
Name the people or institutions who can change the conditions.
- › **What We Still Need to Learn**
Note gaps, missing voices, or information you still need to gather.
- › **One Small Next Step**
Choose a realistic action your team can take next.



Share Out!



Kristie Lewis Twinsburg Education Association Ohio Education Association

Key Points

- ☐ See the system—what’s happening, why, who’s impacted, and who holds the power to change it
- ☐ Use the headings to map thinking:
 - ☐ What We Know
 - ☐ Systemic Causes
 - ☐ Who Is Most Impacted
 - ☐ Who Has Authority/Influence
 - ☐ What We Still Need to Learn
 - ☐ One Small Next Step.
- ☐ Work with what you know—stories and observations count. Be specific; think creatively.
- ☐ Different issues often share the same systemic roots—community-centered campaigns build power to address them.
- ☐ NEA Campaign Lab can provide the framework and resources for support and change



NEA Campaign Lab
Ready to Apply?
Want more
information?



Want to be a Coach?
Link to Apply is in the FAQ's





Closing & Farewell

Yvie & Team

Closing our time together...

What will you take with
you into your future
work?

