

Participant Handouts



Organizing for the Common Good

UniServ Directors support collective actions that help members and community allies achieve common demands. Organizing for the Common Good seeks to expand how we think about bargaining, partnerships and the wins we achieve. Participants expand the scope of traditional bargaining and organizing frameworks that have been used to limit worker power; design demands that represent shared interests between unions and community partners; and plan for collective direct actions as primary tactics in achieving wins. Participants will explore several cases where a “common good” approach is being applied at varying levels of development. UniServ Directors will learn how to help themselves and others:

- Assess affiliate readiness and capacity to use a “common good” strategy
- Develop a shared understanding of institutionalized and structural economic injustice
- Establish community coalitions as allies sharing common interests
- Build and practice the skills of racial and social justice demands, narrative development, communication and campaign planning.

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Elements of BCG Campaign

1) Expand the scope of bargaining beyond wages and benefits: Identify issues that resonate with members, partners and allies and that address the many ways the school impacts our communities. Put forth demands that address structural issues, not just symptoms of the problem.

2) Go on offense in your campaign by identifying, exposing and challenging the real villains, the financial and corporate actors who profit from and increasingly drive school policies and actions.

3) Engage community allies as partners in issue development and the bargaining campaign: Bring in community partners on the ground floor and ask them what they need out of the bargaining campaign.

4) Center racial justice in your demands: Campaign demands should address the role that school systems often play in creating and exacerbating structural racism in their communities.

5) Strengthen internal organizing, membership and member engagement: These campaigns must deeply engage the memberships of both unions and community organizations, and there must be opportunities for deep relationship-building and joint-visioning between the members of the different organizations

6) Leverage capital in our campaigns: We need to develop strategies that leverage the financial power of workers' investments in order to win common good demands.

7) The campaign doesn't end once the union settles its contract: Organizing for the common good is about building long-term community-labor power, not about giving unions some good publicity during a contract fight. The boss doesn't automatically become a good actor once the contract is settled and the community's demands don't become any less important.

How Can a Common Good Campaign Help Your Affiliate?

Injustice Overview	Campaign Demands	How could joining this campaign help your affiliate?
Climate Change Power Holders -		
Housing Power Holders -		
Social Justice Power Holders -		
Name: Power Holders -		
Name: Power Holders -		

Thinking About Systems of Injustice

Economic System
Who are the powerholders?
What are the unjust policies and systems being used?
Who is being oppressed?
What is the overall impact on society?
Housing System
Who are the powerholders?
What are the unjust policies and systems being used?
Who is being oppressed?
What is the overall impact on society?
How are these injustices linked to the work of your Union?

Climate System

Who are the powerholders?

What are the unjust policies and systems being used?

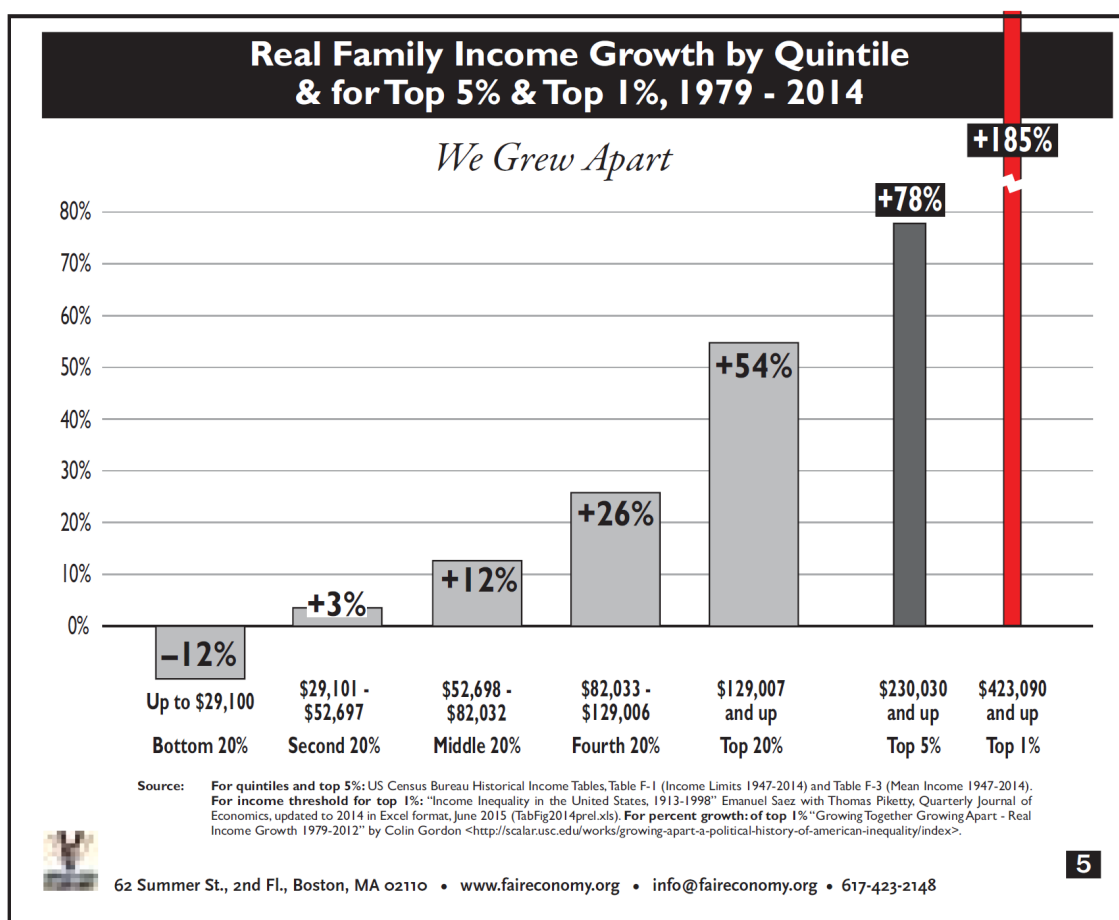
Who is being oppressed?

What is the overall impact on society?

How are these injustices linked to the work of your Union?

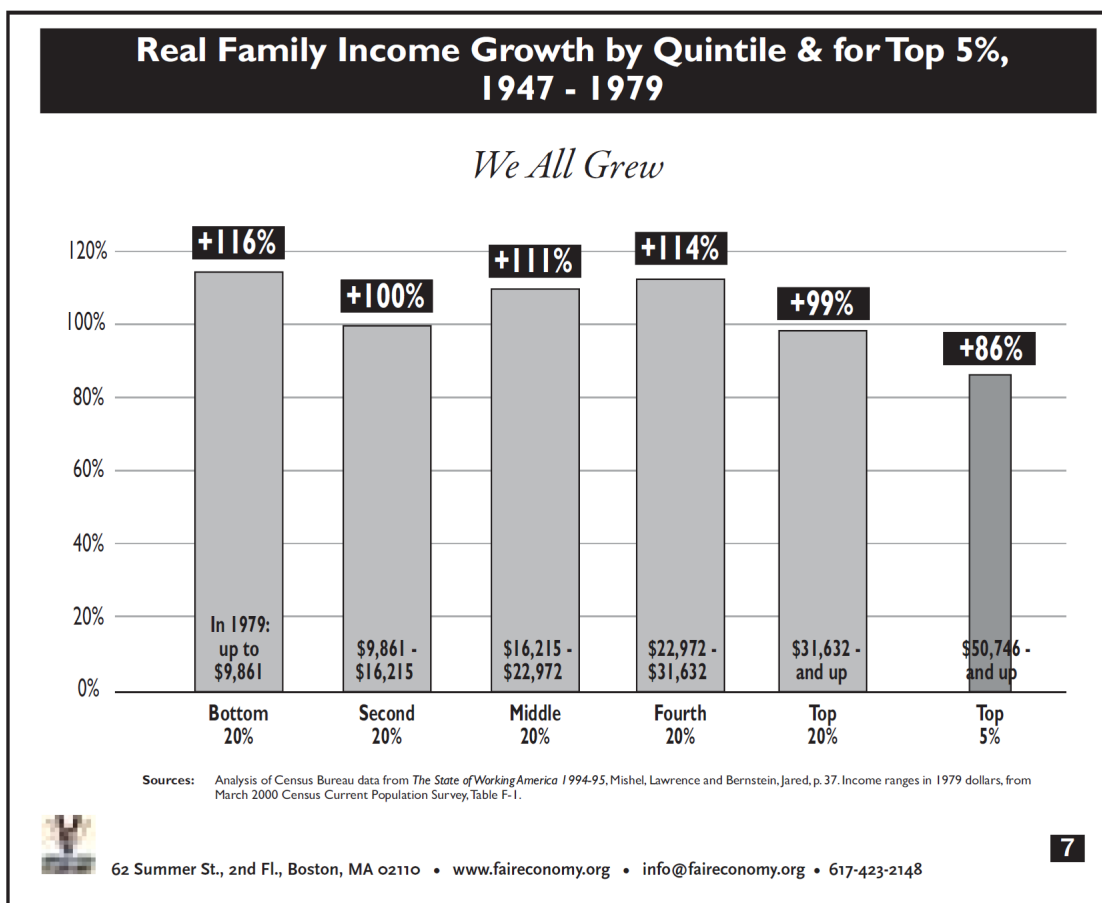
Economic System

Thinking about money...	
What is wealth?	What is income?
Are you in control over your income and your wealth? In other words, can you increase them?	



Questions for Reflection:

Which of the quintiles are my members in? What about my ESP members? Other thoughts....

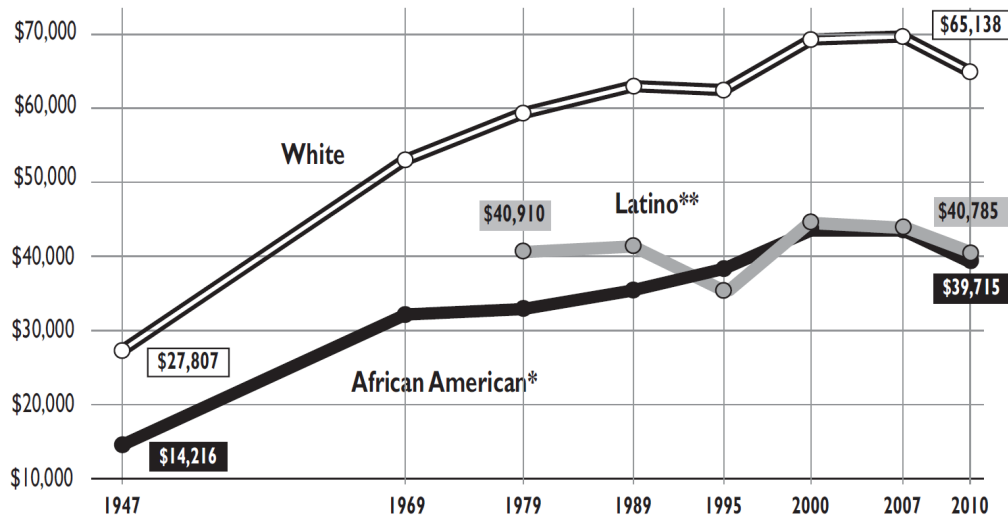


Questions for reflection:

What was the difference in politics and policies between the first time period and this one?

Median Family Income by Race, 1947-2010

Racial Income Inequality Persists



Source: Analysis of Current Population Survey Annual Social and Economic Supplement *Historical Income Tables* (Table F-5) in *The State of Working America* <<http://stateofworkingamerica.org/chart/swa-income-table-2-5-median-family-income/>> Economic Policy Institute. All income in 2011 dollars.
 * Prior to 1967, data for African Americans included all "non-whites." **The Census Bureau uses the term "Hispanic." We prefer "Latino." Persons of "Latino" origin may be of any race.



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Reflections and Connections:

What are the expressions of racism apparent in the economic system?

March 2017

Fact Sheet: *The 35 Percent Corporate Tax Myth*

The Institute on Taxation and Economic Policy has released the latest in a series of reports, spanning the last three decades, that examine Fortune 500 firms' corporate tax filings. The new report examines eight years of data from 2008 to 2015. For a variety of reasons, it is possible for a corporation to pay different effective tax rates from one year to the next, so this eight-year study provides a more helpful view of long-term trends in corporate taxes. Importantly, the report only includes corporations that were consistently profitable over the eight-year period. In other words, if a firm had a loss in even one year, it is excluded from this report. By leaving out corporations that had losses (which means they wouldn't owe any income tax), this report provides a clear picture of the average effective tax rates paid by our nation's biggest, and consistently profitable companies. This study includes 258 Fortune 500 firms that were profitable every year between 2008 and 2015. Below are key findings.

TAX RATES

Profitable Fortune 500 firms collectively pay far less than the statutory 35 percent federal corporate tax rate. 258 profitable Fortune 500 corporations paid an average effective tax rate of 21.2 percent on their U.S. profits over the eight years between 2008 and 2015.

Many profitable corporations are finding ways to zero out their corporate taxes.

Of the 258 profitable Fortune 500 companies in our sample:

- 18 paid ZERO in taxes over the full eight-year period.
- 100 paid zero—or less—in at least one profitable year during the eight-year period, 58 of those companies had multiple zero-tax years.
- 24 companies zeroed out their taxes in at least four of the eight years.
- 48 companies paid a rate between 0 and 10 percent over eight years.

Utility and oil, gas and pipeline companies pay low tax rates. Utilities (e.g. electricity providers) paid an eight-year tax rate averaging just 3 percent. Oil, gas and pipeline companies paid an average 11.2 percent rate. Telecommunications companies paid 11.5 percent, and Internet services companies paid an eight-year average of 15.6 percent.

Retail and health care companies are more likely to pay close to the statutory 35 percent rate. About a quarter of the companies in the study sample paid a tax rate averaging 30 percent or more. Almost 60 percent of these companies were in just two economic sectors: retail trade and health care.

Of the profitable companies in the retail and health care sectors, more than half paid eight-year tax rates exceeding 30 percent. Among all other economic sectors, just 15 percent—less than one out of six—paid an eight-year rate exceeding 30 percent.

TAX BREAKS

Collectively, the 258 corporations enjoyed \$526 billion in tax breaks over the last eight years. More than half of those tax breaks, \$286 billion, went to just 25 of the most profitable corporations. The five biggest beneficiaries of tax breaks during the eight-year period were AT&T (\$38 billion), Wells Fargo (\$31 billion), J.P. Morgan (\$22 billion), Verizon (\$21 billion), and IBM (\$17.8 billion).

Tax breaks for executive stock options continued to play an important role in reducing taxes, especially for the tech sector. Companies reduced their taxes by \$51.8 billion during the eight-year period using the “excess stock option” tax breaks. Ten percent of these tax breaks went to Facebook alone, and 25 companies collectively reaped more than half the tax savings from the stock option break.

TAXES AT HOME AND ABROAD

Many multinational companies face higher corporate tax rates abroad than in the United States. Of 107 companies in our report that engaged in substantial international activities (constituting more than 10 percent of their worldwide income), 62 paid higher foreign tax rates on their foreign income than the tax rate they paid to the U.S. treasury on their domestic income. For these 62 companies, the average foreign tax rate was 25.8 and the average federal tax rate was 18.3.

REPORT METHODOLOGY

ITEP’s new report builds on the findings of our last similar study, released in February 2014. The 2014 report examined corporate tax payments by U.S.-based Fortune 500 corporations that were consistently profitable, *in the United States*, over the five-year period between 2008 and 2012. The new report extends this time period to include three new years, 2013 through 2015. Now our sample consists of Fortune 500 corporations that were consistently profitable in the United States during the eight-year period between 2008 and 2015.

25 Companies with the Largest TOTAL Tax Subsidies, 2008-15 (\$ - millions)

Company	2008-15 Tax breaks
AT&T	38,068
Wells Fargo	31,428
J.P. Morgan Chase & Co.	22,213
Verizon Communications	21,130
International Business Machines	17,806
General Electric	15,389
Exxon Mobil	12,942
Boeing	11,863
PNC Financial Services Group	8,809
Procter & Gamble	8,515
NextEra Energy	7,844
Twenty-First Century Fox	7,630
Duke Energy	7,341
Devon Energy	7,224
Comcast	7,172
Time Warner	6,720
Southern	6,569
American Electric Power	6,473
Union Pacific	6,333
United Technologies	6,001
Qualcomm	5,934
Exelon	5,898
Time Warner Cable	5,692
Intel	5,521
Goldman Sachs Group	5,455
Total these 25 companies	\$ 285,969
Other 233 companies	240,791
All companies	\$ 526,760



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The New Math on School Finance: Corporate Tax Abatements' Cost to Public Education

Where is This New Data Coming From? It will come from the school districts themselves, in their Comprehensive Annual Financial Reports (CAFRs). The same body that requires governments to report their pension and retiree healthcare obligations (the Government Accounting Standards Board, or GASB) issued Statement No. 77 on Tax Abatement Disclosures, an amendment to Generally Accepted Accounting Principles, or GAAP.

An estimated three-fourths of school districts in the U.S. are either required by state law to obey GASB's Statements, or they do so to get the best credit ratings and the lowest interest rates when they sell bonds.

When Will the Data Arrive? For GAAP-compliant school districts, the data should arrive annually (in the CAFR), usually between 4 to 8 months after the end of the fiscal year. Effectively, as of now (early 2019), that means most school districts have recently issued their second CAFR that should contain the new data.

What Will the New Reports Say? The disclosure will be crude. Basically, governments will describe each tax-break program and then provide one dollar figure: how much revenue they lost to that program for the year. The reports won't name company names, nor will they project future-year costs.

But School Boards Usually Don't Grant Tax Abatements; How are They Covered? Statement No. 77 says that if a government loses revenue passively, it must calculate and report the loss. This provision appears to have been written specifically with school districts in mind.

What Kinds of Tax Breaks Should We Expect to See? Economic development tax abatements take many forms, but the costliest usually involve property taxes: outright abatements or exemptions, Payments in Lieu of Taxes (PILOTs, or deep discounts), enterprise zones (which often abate property taxes), or tax increment financing (TIF districts, which divert property taxes). Sales tax exemptions (or diversions) and corporate income tax credits or exemptions may also show up (especially in state disclosures) under Statement No. 77.

Where do I Find My School District's CAFR? Many governments post their CAFRs on their websites. School districts are apparently less likely to post them online, but they are absolutely public documents. If you don't see the CAFR online, contact the school district office and ask for it (and while doing so, encourage them to post it prominently on their website.)

How Can I Find the New Data in the CAFR? If you have the document in pdf form, use the search function to find phrases like "abate" or "Statement No. 77" which should, in most cases, take you directly to the data. The data will appear in the Notes section of the CAFR (or less-detailed AFR), not in the balance sheet.

Why is This a Big Deal for My School District? For decades, cities and counties have been enjoying sort of an "intergovernmental free lunch" at the expense of school districts. Tax abatements are a root cause of chronic budget problems for many school districts, but the spending has been hidden and never before required by GASB. If you are working for long-term funding solutions for your schools, this new data may become a powerful new advocacy tool.

Where Can I Get More Information?

Go to: www.goodjobsfirst.org/gasb-statement-no-77

Source:

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CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

RACIAL JUSTICE ● CLIMATE JUSTICE ● EDUCATION

FINANCE ● IMMIGRATION ● PUBLIC SERVICES

PRIVATE SECTOR ● PRIVATIZATION

RUTGERS

School of Management
and Labor Relations

Center for Innovation in Worker
Organization



GEORGETOWN UNIVERSITY
Kalmanovitz Initiative
for Labor and the Working Poor

What is Bargaining for the Common Good?

The Bargaining for the Common Good Network is made up of unions, community groups, racial justice organizations and student organizations that work together as partners to win bigger and broader demands at the bargaining table and in our communities. 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.

Key Principles of BCG Campaigns:

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

Contents

This packet includes concrete examples of common good demands that unions and community groups have bargained for across the country. Some of these demands have been won in bargaining or outside the negotiations table, and some have only been introduced.

The following sectors and issues are covered in this packet, but others are being developed as this movement grows:

- | | |
|------------------|-------------------|
| • Racial Justice | • Climate Justice |
| • Education | • Finance |
| • Immigration | • Public Services |
| • Private Sector | • Privatization |



Education

Community Schools. The school district and the union will work together to establish community schools, which will feature expanded services for the community and community input in school governing decisions.

- Chicago Teachers Union, AFT Local 1

Education the Whole Child. We demand a well-rounded pre-K through 2 curricula which includes physical activity, appreciating or creating art and music, learning new languages, learning how things work by creating science experiments, solving mathematics problems with multiple approaches, reading fiction and non-fiction books, and more.

- Manchester Education Association, MEA/NEANH/NEA

Racial Justice

Black Lives Matter. We demand an end to zero-tolerance discipline measures that disproportionately affect minority children, implementation of restorative justice in schools, hire and support more black teachers, and mandate black history/ethnic studies in K-12.

- New Jersey Education Association, NJEA/NEA

No ICE Collaboration. We demand that the university not collaborate with ICE, insist that ICE produce a valid warrant before entering university premises, not impose additional requirements for work authorization, and not participate with any federal worker registry.

- University of California Service Employees, AFSCME Local 3299

Climate Justice

End Fossil Fuel Subsidies. We demand that the city and state stop providing subsidies to companies that rely on fossil fuels as a core component of their business model.

- Florida Public Services Union, SEIU Local 8

Finance

End Predatory Banking. The Committee for Better Banks is organizing bank workers to demand fairer sales goals and end predatory practices.

- Committee for Better Banks, CWA Union

Immigration

Provide Immigration Resources. We demand that the school district provide immigration-related trainings and other resources for students and staff, as well as establish a \$1 million immigration legal defense fund.

- United Teachers Los Angeles, NEA/CTA/AFT



Public Services

Ensure Enrollment in State Programs. We demand that the county provide resources to ensure that all qualifying county residents are enrolled in the state's CalFresh, CalWorks, and MediCal programs.

- San Diego County Employees, SEIU 221, Invest in San Diego Families

Private Sector

Ban the Box. We demand that the company remove any questions pertaining to a potential employee's criminal record from employment applications.

- Minnesota Property Services Union, SEIU Local 26



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

RACIAL JUSTICE

1. Divest from Private Prisons and Detention. We demand that employees be allowed to reduce their share of pension fund contributions until the university no longer invests in private prisons or detention centers.

– University of California Service Employees, AFSCME Local 3299

2. Linguistic and Cultural Competency. We demand that teachers may, as part of their professional development, attend community-based trainings based on the specific linguistic and cultural needs of the community.

– Lake County Federation of Teachers, AFT Local 504

3. Diverse Staffing. We demand that the District recruit, hire and assign staff proportionately in terms of racial minorities to total employees in every department, school and at every level of operation within Seattle Public Schools.

– Seattle Education Association, SEA/WEA/NEA

4. Racial Justice Equity Teams. We demand that educational assistants be given paid time to attend racial equity trainings and the opportunity to join their building's Equity Team.

– Saint Paul Minnesota Federation of Teachers, AFT Local 28/NEA

5. Ban the Box. We demand that the company remove any questions pertaining to a potential employee's criminal record from employment applications.

– Minnesota Property Services Union, SEIU Local 26

6. Diversity Training. We demand that teacher orientation include components on diversity, and that all teachers be required to attend a diversity training during the school year.

– Wichita Federation of Teachers, AFT Local 725

7. Restorative Practices. We demand that the District and the Association, with the involvement of community stakeholders, work together to develop and implement restorative practices. Participating school sites shall be provided all necessary supports, training, professional development, staffing, release time, materials, and all other resources necessary.

– San Diego Education Association, SDEA/CTA/NEA

8. Limited Police Intervention. We demand that the university limit the offenses which can lead to an arrest by campus police, and the circumstances that cause members of the U.C. system to be turned over to outside police.

– University of California Service Employees, AFSCME Local 3299

9. Restorative Practices. We demand that the discipline plan include restorative practices with meaningful training and support as well as social-emotional training and equity support practices.

– Denver Classroom Teachers Association, DCTA/CEA/NEA



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

RACIAL JUSTICE

10. Pay for Work on Diversity. We demand that that university hire unionized graduate students, with benefits, to work on Diversity, Equity, and Inclusion initiatives, rather than do the work as a volunteer.

- University of Michigan Graduate Employees Organization, AFT Local 3550

11. Expand In-State Tuition Options. We demand that the university grant in-state tuition of all graduates of state high schools, regardless of immigration status.

- Oregon State Employees Union, SEIU Local 503

12. No Militarized Police at Protests. We demand that the university prohibit the use of riot police, SWAT, or excessive police forces during non-violent student and worker actions.

- University of California Service Employees, AFSCME Local 3299

13. Implement Affirmative Action. The school district will work with the union to develop plans to recruit, employ, and promote individuals who are inadequately represented among the school district's workforce.

- Oakland Education Association, NEA

14. Stem the School to Prison Pipeline. We demand that the school system work with teachers to pilot disciplinary practices that serve as alternatives to strictly punitive measures, including restorative justice methods.

- Saint Paul Federation of Teachers, AFT Local 28/NEA

15. End Unwarranted Searches. We demand that the school district stop subjugating students to metal detector screenings and locker checks without cause.

- United Teachers Los Angeles, NEA/CTA/AFT

16. Black Lives Matter. We demand an end to zero-tolerance discipline measures that disproportionately affect minority children, implementation of restorative justice in schools, hire and support more black teachers, and mandate black history/ethnic studies in K-12.

- New Jersey Education Association, NJEA/NEA

17. Invest in Community Jobs Pipelines. We demand that the city work with the union to create apprenticeship and job training opportunities, partner with local educational institutions, and form hiring programs designed to bring low-income, minority, and disadvantaged community members into the workforce.

- Southern California Public Service Workers, SEIU Local 721

18. Reform Municipal Justice System. We demand that the county reform its criminal justice system to prioritize education, early intervention, treatment, and rehabilitation instead of strictly punitive measures.

- San Diego County Employees, SEIU Local 221, Invest in San Diego Families



19. Remittances to Somalia. We demand that US Bank restart remittances to Somalia, allowing its many Somali immigrant workers to send money to their families.

– Minnesota Property Services Union, SEIU Local 26

20. Black Lives Matter. We demand that the Board endorse and encourage teachers and students to participate in the Black Lives Matter Week of Action in Schools. The thirteen guiding principles of the Black Lives Matter movement highlighted during this week are a means of challenging the insidious legacy of institutionalized racism and oppression that has plagued the United States since its founding.

– Prince George’s County Educators’ Association, PGCEA/MSEA/NEA

21. No ICE Collaboration. We demand that the university not collaborate with ICE, insist that ICE produce a valid warrant before entering university premises, not impose additional requirements for work authorization, and not participate with any federal worker registry.

– University of California Service Employees, AFSCME Local 3299

22. Provide Immigration Resources. We demand that the school district provide immigration-related trainings and other resources for students and staff, as well as establish a \$1 million immigration legal defense fund.

– United Teachers Los Angeles, NEA/CTA/AFT

23. Community Schools. The school district and the union will work together to establish community schools, which will feature expanded services for the community and community input in school governing decisions.

– Chicago Teachers Union, AFT Local 1



- 1. End Fossil Fuel Subsidies.** We demand that the city and state stop providing subsidies to companies that rely on fossil fuels as a core component of their business model.
 - Florida Public Services Union, SEIU Local 8
- 2. Free School Transportation.** We demand that the District provide free bus passes to low-income students.
 - Chicago Teachers Union, AFT Local 1
- 3. Green Spaces on Campus.** We demand that the District create a plan to provide adequate green space for student physical activity.
 - United Teachers of Los Angeles, NEA/CTA/AFT
- 4. Environmental Impact.** We demand that the city issue a report on the impact a contract will have on the local economy and the environment prior to entering into the contract.
 - Southern California Public Service Workers, SEIU Local 721
- 5. Eco-Friendly Commuting.** We demand that the city increase the amount of available time off to employees who bike, carpool, or use public transit to get to work.
 - Florida Public Services Union, SEIU Local 8
- 6. Vehicle Emission Standards.** United Auto Workers could bargain over the emission standards for the vehicles that they build.
 - Saqib Bhatti and Stephen Lerner, “Labor Must Take on Capital” in Jacobin
- 7. Incentivize Mass Transit.** We demand that the state make mass transit passes available for purchase at pre-tax rates for employees and residents.
 - Oregon State Employees Union, SEIU Local 503
- 8. Green Public Infrastructure.** Municipal unions could bargain for cities to green their infrastructure through renewable energy and higher efficiency standards.
 - Saqib Bhatti and Stephen Lerner, “Labor Must Take on Capital” in Jacobin
- 9. Vacancies to Community Gardens.** We demand that the city transform vacant publicly owned land to community gardens.
 - Florida Public Services Union, SEIU Local 8
- 10. Tax Fossil Fuels.** We demand that the state institute a higher tax on oil production, gas production, and motor fuels to fund public education.
 - Oklahoma Education Association, statewide initiative



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

EDUCATION

- 1. Community Schools.** We demand that by June 30, 2018, the District, in collaboration with the Community Schools Implementation Team (CSIT) and school communities, shall designate 20 schools in high-need areas to engage a Community Schools transformation process. The District shall allocate \$10 million each year and any school that is designated as a Community School is to be protected from reconstitution, new charter co-location, or renewed charter co-location.
 - United Teachers Los Angeles, NEA/CTA /AFT
- 2. No Foreclosures During School Year.** We demand that the District cease all business with banks that foreclose on families with school-aged children during the school year.
 - Saint Paul Minnesota Federation of Teachers, AFT Local 28/NEA
- 3. Living Wage for All.** We demand that the University set a \$15/hour wage floor in our state's public universities for classified employees and employees of university contractors.
 - Oregon University System, SEIU Local 503
- 4. Proper Training.** We demand that the university properly train campus police on the university's sanctuary policies, reporting of incidents involving undocumented community members, de-escalation intervention techniques, and restorative justice.
 - University of California Service Employees, AFSCME Local 3299
- 5. Healthy Food.** We demand the creation of healthier lunch and breakfast options for Howard County students and equity in county-wide access to healthy food in schools.
 - Howard County Education Association, HCEA/MSEA/NEA
- 6. A Better School Day.** We demand art, music, world languages, and physical education for all students. We also propose increasing the number of counselors, librarians, nurses, social workers, playground instructors, restorative justice coordinators, and school psychologists.
 - Chicago Teachers Union, AFT Local 1
- 7. Tuition Equity.** We demand that all in-state high school students, regardless of their citizenship status, be granted an exemption from non-resident tuition and fees.
 - Oregon University System, SEIU Local 503
- 8. Divest from Private Prisons and Detention.** We demand that employees be allowed to reduce their share of pension fund contributions until the university no longer invests in private prisons or detention centers.
 - University of California Service Employees, AFSCME Local 3299
- 9. Educate the Whole Child.** We demand a well-rounded pre-K through grade 12 curricula which includes physical activity, appreciating or creating art and music, learning new languages, learning how things work by creating science experiments, solving mathematics problems with multiple approaches, reading fiction and non-fiction books, and more.
 - Manchester Education Association, MEA/NEANH/NEA



10. Universal Pre-Kindergarten. We demand that the district maintain and expand the Pre-K program for 4 year-olds by committing to spend at least \$6 million per school year to ensure that waiting lists for the program are reduced.

– Saint Paul Minnesota Federation of Teachers, AFT Local 28/NEA

11. Child and Parent Safety. We demand that the district provide adequate crossing guard staffing for every elementary and middle school in the city.

– Fix LA Coalition in Los Angeles, California

12. Free School Transportation. We demand that the district provide free bus cards to low-income students.

– Chicago Teachers Union, AFT Local 1

13. Smaller Class Sizes. We demand that the district allocate funding for smaller K-12 class sizes, with extra class-size reductions for high poverty schools and for K-3 in all schools.

– Washington Education Association, statewide initiative, NEA

14. Limit Standardized Testing. We demand that the district significantly reduce the number and duration of standardized tests and ban tests entirely for students prior to the 3rd grade.

– Chicago Teachers Union, AFT Local 1

15. Linguistic and Cultural Competency. We demand that teachers may, as part of their professional development, attend community-based trainings based on the specific linguistic and cultural needs of the community.

– Lake County Federation of Teachers, AFL Local 504

16. No Militarized Police at Protests. We demand that the university prohibit the use of riot police, SWAT, or excessive police forces during non-violent student and worker actions.

– University of California Service Employees, AFSCME Local 3299

17. Equity. We demand equitable funding and a school budget that does not negatively impact our students or MTEA members and an end of the privatization of Milwaukee Public Schools.

– Milwaukee Teachers' Education Association, MTEA/WEAC/NEA

18. Racial Justice Equity Teams. We demand that educational assistants be given paid time to attend racial equity trainings and the opportunity to join their building's Equity Team.

– Saint Paul Minnesota Federation of Teachers, AFT Local 28/NEA



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

EDUCATION

20. Diversity Training. We demand that teacher orientation include components on diversity, and that all teachers be required to attend a diversity training during the school year.

- Wichita Federation of Teachers, AFT Local 725

21. Improve Police Oversight. We demand that the university include more students and campus worker representatives on the campus police review board and broaden the board's investigatory scope.

- University of California Service Employees, AFSCME Local 3299

22. Pay for Work on Diversity. We demand that that university hire unionized graduate students, with benefits, to work on Diversity, Equity, and Inclusion initiatives, rather than do the work as a volunteer.

- University of Michigan Graduate Employees Organization, AFT Local 3550

23. Privatization: Charter Schools. We demand increased oversight, transparency, and accountability for charter schools in relation to fiscal, educational, and socio-emotional impacts on SFUSD students.

- United Educators of San Francisco, AFT/CFT #61, NEA/CTA

24. Stem the School to Prison Pipeline. We demand that the school system work with teachers to pilot disciplinary practices that serve as alternatives to strictly punitive measures, including restorative justice methods.

- Saint Paul Federation of Teachers, AFT Local 28/NEA

25. End Unwarranted Searches. We demand that the school district stop subjugating students to metal detector screenings and locker checks without cause.

- United Teachers Los Angeles, NEA/CTA /AFT

26. No ICE Collaboration. We demand that the university not collaborate with ICE, insist that ICE produce a valid warrant before entering university premises, not impose additional requirements for work authorization, and not participate with any federal worker registry.

- University of California Service Employees, AFSCME Local 3299

27. Include Community Input. We demand that the district include parents in curriculum and testing decisions and incorporate bilingual education into all curriculums.

- Pasco Association of Educators, NEA

28. Provide Immigration Resources. We demand that the school district provide immigration-related trainings and other resources for students and staff, as well as establish a \$1 million immigration legal defense fund.

- United Teachers Los Angeles, NEA/CTA /AFT



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

EDUCATION

29. Implement Affirmative Action. The school district will work with the union to develop plans to recruit, employ, and promote individuals who are inadequately represented among the school district's workforce.

- Oakland Education Association, NEA

30. Community Schools. The school district and the union will work together to establish community schools, which will feature expanded social services for the community and community input in school governing decisions.

- Chicago Teachers Union, AFT Local 1

31. Ban the Box. We demand that the company remove any questions pertaining to a potential employee's criminal record from employment applications.

- University of California Service Employees, AFSCME Local 3299

32. Expand Green Spaces. We demand that the district expand green spaces on district campuses.

- United Teachers Los Angeles, NEA/CTA/AFT

33. Establish Targeted Hiring Programs. We demand that the university create a targeted hiring program designed to hire disadvantaged citizens and adopt fair chance hiring and background check policies.

- University of California Service Employees, AFSCME Local 3299

34. Fight District Homelessness. We demand that the district offer services for homeless and extremely rent burdened students and families, develop unused district land into affordable housing, and lobby for better housing legislation.

- United Teachers Los Angeles, NEA/CTA/AFT

35. In-Source University Employment. We demand that the university stop contracting out work that would otherwise be performed by the bargaining unit and begin in-sourcing all work that is currently contracted out.

- University of California Service Employees, AFSCME Local 3299

36. Divest from Koch Industries. We demand that the district no longer purchase products made by companies owned by Koch Industries.

- Minneapolis Federation of Teachers, AFT Local 59

37. Hold Charter Schools Accountable. We demand that the district require more transparency and accountability from charter schools in the district and discuss with the union when determining a charter authorization, re-authorization, or school co-location.

- United Teachers Los Angeles, NEA/CTA/AFT

38. More time for Lunch and Recess. We demand that Elementary and Middle School students have an appropriate and healthy amount of time for lunch and recess.

- Seattle Education Association, NEA



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

FINANCE

- 1. Hold Wall Street Accountable.** We demand that the state investigate banks that have engaged in fraudulent practices and boycott them until the money lost is paid back.
 - Oregon State Employees Union, SEIU Local 503
- 2. Shield Students from Foreclosures.** We demand that the school district divest from banks that foreclose on students and their families during the school year.
 - Saint Paul Federation of Teachers, AFT Local 28/NEA
- 3. Ensure Property Maintenance.** We demand that the city enforce existing ordinances that ensure banks maintain the properties they foreclose on and penalize banks that do not.
 - Southern California Public Service Workers, SEIU Local 721
- 4. Divest from Private Prisons.** We demand lower pension fund contributions from workers until the employer fully divests from banks that fund private prisons or detention centers.
 - University of California Service Employees, AFSCME 3299
- 5. End Predatory Banking.** The Committee for Better Banks is organizing bank workers to demand fairer sales goals and end predatory practices.
 - Committee for Better Banks, CWA Union
- 6. Remittances to Somalia.** We demand that US Bank restart remittances to Somalia, allowing its many Somali immigrant workers to send money to their families.
 - Minnesota Property Services Union, SEIU Local 26
- 7. Disclose Wall Street Fees.** We demand that the city disclose the fees it pays Wall Street and use every tool at its disposal to negotiate better terms on its financial transactions.
 - Southern California Public Service Workers, SEIU Local 721
- 8. Establish Public Banks.** Public sector employees can push for the creation of public banks that perform the same functions that private banks perform at a lower cost.
 - Saqib Bhatti and Stephen Lerner, “Labor Must Take on Capital” in Jacobin
- 9. Local Micro-Currencies.** We demand that the municipality creates its own micro-currency, which can only be spent at local businesses. This currency would comprise a small portion on of every public employee’s paycheck.
 - Florida Public Services Union, SEIU Local 8



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

IMMIGRATION

- 1. No ICE Collaboration.** We demand that the university not collaborate with ICE, insist that ICE produce a valid warrant before entering university premises, not impose additional requirements for work authorization, and not participate with any federal worker registry.
 - University of California Service Employees, AFSCME Local 3299
- 2. Immigration Resources.** We demand that the district provide immigration-related trainings and resources for students and staff, and create a \$1 million legal defense fund.
 - United Teachers Los Angeles, NEA/CTA/AFT
- 3. Job Retention.** We demand that the hotel allow DACA and TPS employees to retain their jobs and seniority if they return within five years after being forced to leave their job.
 - Las Vegas Culinary Employees, UNITE HERE Local 226
- 4. Remittances to Somalia.** We demand that US Bank restart remittances to Somalia, allowing its many Somali immigrant workers to send money to their families.
 - Minnesota Property Services Union, SEIU Local 26
- 5. Proper Training.** We demand that the university properly train campus police on the university's sanctuary policies, reporting of incidents involving undocumented community members, de-escalation intervention techniques, and restorative justice.
 - University of California Service Employees, AFSCME Local 3299
- 6. Expand In-State Tuition.** We demand that the university grant in-state tuition for all graduates of state high schools, regardless of immigration status.
 - Oregon State Employees Union, SEIU Local 503
- 7. Protect Immigrant Families.** We demand that the county create an Office of Refugee and Immigrant Services, expand county medical services to immigrant families, and implement a legal protection fund for immigrants facing deportation.
 - San Diego County Employees, SEIU 221, Invest in San Diego Families
- 8. Divest from ICE Collaborators.** We demand that the university system sever all ties with companies doing business with ICE.
 - University of California Service Employees, AFSCME Local 3299
- 9. No ICE on Campus.** We demand that the university disinvite ICE from campus career fairs.
 - Rutgers United Students Against Sweatshops, Rutgers One Coalition
- 10. Education Resources.** The employer will provide funding for English as a Second Language classes, and allow employees to attend classes during work hours.
 - Georgetown University Cafeteria and Parking Lot Workers, Unite Here Local 23



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

PUBLIC SERVICES

1. Employee Input. We demand that the state establish pilot improvement teams for three selected public services. Employees critical to those services will be able to provide input on the design and implementation of any proposed improvements, and employees will receive a portion of any cost-savings that occur because of those improvements.

– California Service Employees, SEIU Local 1000

2. Professional Development. We demand that the city establish career academies that train civil service employees, so they may better serve their community and grow professionally.

– Southern California Public Service Workers, SEIU Local 721

3. Boost Staffing. We demand that the state hire enough civil servants to meet the state's needs. All departments below 90% staffing levels will increase staff by 10% each year, and all departments will be at 95% staffing levels within two years of the contract's signing.

– Oregon Service Employees, SEIU Local 503

4. Restore Public Services. We demand that the city restore all public services to pre-recession levels within three years of the contract's signing.

– Southern California Public Service Workers, SEIU Local 721

5. Expand Mental Health Services. We demand that the county expand mental health services and fully fund Psychiatric Emergency Response Teams.

– San Diego County Employees, SEIU 221, Invest in San Diego Families

6. Improve Public Parks. We demand that the city double its spending on parks and form a committee with the union and its partners to address revenue solutions, including increased taxation and distribution flexibility on high-end developments.

– Southern California Public Service Workers, SEIU Local 721

7. Ensure Enrollment in State Programs. We demand that the county provide resources to ensure that all qualifying county residents are enrolled in the state's CalFresh, CalWorks, and MediCal programs.

– San Diego County Employees, SEIU 221, Invest in San Diego Families

8. Increase Hiring. We demand that the city restore at least 5,000 positions that have been lost because of postrecession austerity measures.

– Southern California Public Service Workers, SEIU Local 721

9. Criminal Justice Reform. We demand that the county use existing state funding to support restorative justice and recidivism-reduction trainings for justice system employees, and job access programs for individuals with a criminal record.

– San Diego County Employees, SEIU 221, Invest in San Diego Families

10. Stop Unauthorized Incarcerations. We demand that the county eliminate unauthorized incarcerations and releases that occur because of short-staffing in county jails.

– San Diego County Employees, SEIU 221, Invest in San Diego Families



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

PUBLIC SERVICES

11. Invest in Community Jobs Pipelines. We demand that the city work with the union to create apprenticeship and job training opportunities, partner with local educational institutions, and form hiring programs designed to bring low-income minority, and disadvantaged community members into the workforce.

- Southern California Public Service Workers, SEIU Local 721

12. Expand Pre-Trial Services. We demand that the county expand pre-trial services so that every individual booked and jailed in San Diego county can have an evaluation and assessment within 24 hours of their booking.

- San Diego County Employees, SEIU 221, Invest in San Diego Families

13. Reduce Traffic Injuries. We demand that the city provide adequate crossing guard staffing at elementary and middle schools to prevent injuries that could have been prevented by the presence of a crossing guard.

- Southern California Public Service Workers, SEIU Local 721

14. Protect Immigrant Families. We demand that the county create an Office of Refugee and Immigrant Services, expand county medical services to immigrant families, and implement a legal protection fund for immigrants facing deportation.

- San Diego County Employees, SEIU 221, Invest in San Diego Families

15. Reasonable Scheduling. We demand that the city withdraw its bargaining proposal for mandatory night shifts and arbitrary scheduling for service workers.

- Southern California Public Service Workers, SEIU Local 721

16. Improve Child Development. We demand the state improve the lives of children by increasing funding for foster care, childcare, after-school programs, in-state tuition subsidies, and visitation centers. We demand the state reduce caseloads for childcare workers, allowing them to focus on the children that need the most attention.

- Massachusetts Human Service Workers and Educators, SEIU 509

17. Fund Child Safety. We demand that the city hire more child safety workers and give them more manageable caseloads, less paperwork, and more job flexibility.

- Southern California Public Service Workers, SEIU Local 721



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

PRIVATE SECTOR

- 1. Ban the Box.** We demand that the company remove any questions pertaining to a potential employee's criminal record from employment applications.
 - Minnesota Property Services Union, SEIU Local 26
- 2. End Predatory Banking.** The Committee for Better Banks is organizing bank workers to demand fairer sales goals and end predatory practices.
 - Committee for Better Banks, CWA Union
- 3. Stop Privatization.** We demand that the dialysis and pediatric units remain in our hospitals and are not outsourced to for-profit institutions.
 - Christ Hospital and Bayonne Medical Center Employees, HPAE Locals 5186 & 5185
- 4. No Metro for Supremacists.** We demand that WMATA withdraw its plans to provide private train cars for attendees of the "Unite the Right" rally in Washington, DC.
 - Washington DC Area Transit Workers, ATU Local 689
- 5. Safe Staffing Levels.** We demand that the hospital employ enough nurses to ensure patient safety, quality patient care, and manageable nurse caseloads.
 - Hackensack Meridian Health Workers, HPAE Local 5030
- 6. Immigration Protections.** We demand that the hotel deny ICE access to the building without a judicial warrant and allow DACA and TPS employees to retain their jobs and seniority if they return within five years.
 - Las Vegas Culinary Employees, UNITE HERE Local 226
- 7. Remittances to Somalia.** We demand that US Bank restart remittances to Somalia, allowing its many Somali immigrant workers to send money to their families.
 - Minnesota Property Services Union, SEIU Local 26
- 8. Blocking Medical Debt Collectors.** We demand that the hospital not sell any of its patients' medical debt to third-party debt-collection agencies.
 - Health Professionals and Allied Employees
- 9. Sexual Harassment Protections.** We demand that the hotel provide panic buttons to housekeepers and ban guests who have displayed abusive behavior from finishing their stay or returning to the hotel.
 - Las Vegas Culinary Employees, UNITE HERE Local 226
- 10. Prayer Time.** We demand that the employer allow Muslim employees to attend daily prayers during breaks without clocking out, and reinstate workers fired for this reason.
 - Hertz Employees Union, Teamsters Local 117



CONCRETE EXAMPLES OF BARGAINING FOR THE COMMON GOOD

PRIVATIZATION

1. Public Contractor Database. We demand that the city require contractors to make their records pertaining to city services publicly available, and that the city create an online database of all contracted services and their associated costs.

– Southern California Public Service Workers, SEIU Local 721

2. In-Source University Employment. We demand that the university stop contracting out work that would otherwise be performed by the bargaining unit and begin in-sourcing all work that is currently contracted out.

– University of California Service Employees, AFSCME Local 3299

3. Environmental Impact. We demand that the city issue a report on the impact a contract will have on the local economy and the environment prior to entering into the contract.

– Southern California Public Service Workers, SEIU Local 721

4. Reduce Childcare Cost. We demand that the university stop contracting out the university's childcare centers, reduce waiting lists at its childcare centers, and bring the costs of university childcare to no more than 10% of the state's median costs.

– Washington Education Employees, SEIU Local 925

5. No Employee Displacement. We demand that no employee be laid-off, demoted, or displaced because of contracting and that the union have the right to review all proposed contracts that affect bargaining unit work.

– Southern California Public Service Workers, SEIU Local 721

6. Hold Charter Schools Accountable. We demand that the district require more transparency and accountability from charter schools in the district and discuss with the union when determining a charter authorization, re-authorization, or school co-location.

– United Teachers Los Angeles, NEA/CTA/AFT

7. Improve Oversight and Accountability. We demand that the city increase oversight of its contractors, ensuring that contractors are providing the full services agreed to, at the quality agreed to, at the price agreed to, and are not violating any applicable laws.

– Southern California Public Service Workers, SEIU Local 721

8. Charter Neutrality. We demand that the district require all charter schools it authorizes to remain neutral if their employees attempt to unionize.

– Chicago Teachers Union, AFT Local 1

9. Contracting Transparency. We demand that the state be more transparent when contracting out services, and never contract out any service that could be provided by state employees at equal or lesser cost.

– Oregon Service Employees, SEIU Local 503

10. Strong Labor Standards for Contractors. We demand that the county ensure that all contracted employees are paid a livable wage with access to essential benefits.

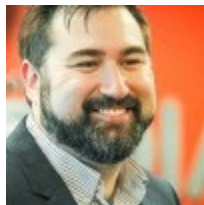
– San Diego County Employees, SEIU Local 221, Invest in San Diego Families



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Science of Story Building: Master and Counter Narratives



[Matt Sheehan](#) Follow

May 10, 2018

By Matt Sheehan and Annie Neimand

Narratives clearly have the power to persuade and impact the attitudes, beliefs, and actions of audiences.¹ However, narratives as tools aren't neutral. They can be used to persuade people for positive aims such as justice, equality, and sustainability, but they can also be used to build support for terrorism, authoritarianism, and violence.²

Like the types of plots within narratives, many narratives can be placed into groups as well. Researchers call recurring narrative arcs "master narratives" and they play a large role in the how we perceive the world around us. Scholar Michael Dahlstrom writes: "Cultivation theory describes this influence of [narratives in entertainment] on public perceptions about the world. For example, although less than one percent of Americans are victims of violent crime, ~70 percent of broadcast network television shows characters engaged as either a victim or perpetrator of such violence."³ As a result, audiences may believe the world is more violent than it actually is.

Popular stories and narratives play a large role in how we see the world. Using the example above, it's easy to recognize why many Americans may be concerned about violent crime despite the fact that the data shows the threats to themselves personally may not be as grave as they perceive. Chimamanda Adichie's TED talk on story.

Novelist Chimamanda Ngozi Adichie shares two experiences from her life in a popular TED talk that demonstrate the danger of a master narrative, or what she refers to as "a single story."⁴ She shares that as a child growing up in Nigeria she used to read a lot of English and American children's literature. When she started writing her own stories at age 7, she wrote characters who were white, blue eyed, played in the snow, ate apples and talked about how lovely it was that the sun had come out. All of those experiences were foreign to her in Nigeria, but because they were in the books that she read she believed that was the way things were supposed to be. Later, when she went to college in America, she shared how disappointed her roommate was when she asked Adichie to share her "tribal music" and they listened to a tape of Mariah Carey — breaking from her roommate's single story of life in Nigeria.

These single stories, or master narratives, can have a damaging effect on the veracity of narratives among certain populations, or could have a negative sociological effect by reinforcing stereotypes that could stigmatize certain populations. We have certainly seen this in news stories about refugees who are often portrayed as a threat or burden to society or in popular films where the villains are often played by men

of color. These stories create a single story in the mind of the audience about that population, absent of complexity, diversity and nuance, and as a result, reinforce stereotypes and biases.

Narratives that don't conform to these master narratives are called counter narratives and are an emerging tool to increase the power of our storytelling. Social movement activists and organizations often work to create and amplify counternarratives about a particular issue or population to challenge cultural stereotypes and create new ways of seeing the world. Undocumented students in Chicago tell personal stories to build connections with other undocumented kids and to change how the world sees them.⁵ Black Twitter regularly shares personal stories to combat stereotypical news coverage of police violence toward the black community through campaigns like #iftheygunnedmedown and #sayhername. As Nick Wing describes #iftheygunnedmedown on Huffington Post, "users posted side-by-side photos, demonstrating the power that news outlets wield in portraying victims based on images they select."⁶ Doing so called out the master narrative on black victims of police violence and while also replacing that narrative with a narrative that breaks stereotypes and biases.

We can also see counternarratives in popular media. Television shows like FX's *Atlanta*, HBO's *Insecure*, and Academy Award-winning films like *Get Out* and *Moonlight* are providing counter narratives of what it is like to be a young black adult in America. The popular Netflix show *Orange is the New Black* was groundbreaking in changing the dominant narrative on the lives and issues affecting incarcerated women. And documentaries like *Fast Food Nation* and *Food, Inc.*, that tell stories about the food industry and how what we eat impacts our bodies and the environment, are changing how people think about health and consumption.

The study of counternarratives in communications is relatively new. However, the term counternarrative is already in use in other fields like critical race theory,⁷ feminist and gender studies⁸ and education⁹. There, scholars use counternarrative to describe how oppressed people use stories to establish their own understandings of themselves and their history in a way that runs counter to the traditional historical narrative, as well as how narratives can oppress marginalized populations.

Recently, scholars have begun to turn their attention to the development of counternarratives that work to counteract harmful narratives. They do this by tapping into the same attitudes and beliefs that make harmful narratives persuasive for some groups of people, such as those being recruited for terrorism.¹⁰ They then supplant the harmful narrative with a new narrative featuring beneficial outcomes.

To build support for women's right to vote, suffragists often played into dominant conceptions of womanhood in order to resonate with and not threaten societal norms, while at the same time told stories that pushed society to see new possibilities for women as political actors. For example, suffragists often held parades in public settings. During these parades, they would act out Joan of Arc narratives to show that women could embody political strength while adhering to feminine ideals. These parades were designed to articulate their goals, demonstrate their capacity to participate in civic life, attract the attention of the press, and build support among the public and government officials. While they played into a master narrative on women's role in society, they leveraged it to introduce a new narrative that helped others imagine women as political actors.¹¹ Their chosen color of white also reinforced their purity, a master narrative they used to their advantage as they argued that their moral authority made their voices critical to the electoral process.

As Adichie closed in her TED talk: “Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.”

It’s important to recognize that master narratives are fluid, and that by trying to break one, we can create a new one that may also be harmful. The organizations in the humanitarian sector working to protect and serve refugees, for example, seeks to break away from the master narrative in the news media that refugees as a threat or burden by telling stories that show refugees are just like you and me, but need help to have a better life. They tell stories of refugees seeking to better themselves through education and giving back to their host communities. However, we suspect that many of these stories situate refugees as helpless beneficiaries of donors. As a result, a new master narrative of refugees as helpless and destitute has emerged.

A great example of a refugee counter narrative comes from Fusion. [Watch this story of a Syrian dancer](#). How does his story break away from stereotypes and overused plot structures? What are the deceptive cadences and the unexpected emotions? How do the filmmakers leave space for us in his story, while also creating full spaces to replace our assumptions and potential biases?

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GUIDELINES FOR SHIFTING THE DOMINANT NARRATIVE

DO

- **UNMASK**
 - Name the dominant narrative when you see it at work.
 - Point out that what you just saw on the news or heard from a friend, or the law that was just passed, was based on particular values and beliefs.
 - *“The way you are talking about the recent contract settlement sounds like you think teachers are pretty greedy and we’re only looking out for ourselves.”*
- **ELEVATE**
 - Name the values and beliefs from our new narrative that you want to see lived out in the world.
 - Connect it to places where your audience may see that happening already.
 - *“I really like it when parents come in and express their appreciation – especially when they acknowledge they don’t now how we do it – it helps me feel valued and respected”*
- **CONTRAST**
 - Lay out what might be different if your values/convictions were the ones shaping what happens in the world.
 - Be specific about how we have the choice to approach situations through a different belief system.
 - Invite a rethinking of the situation.
 - *“I guess we have to decide if we want to scapegoat teachers for the many challenges we face or accept teachers as willing and able partners in educating all kids.”*
- **DRAW ON YOUR OWN JOURNEY**
 - While it’s important to personalize this, it’s also important to do it in a way that anyone can see themselves in it. Describing your own realizations and shifts will help others find their own way in the conversation.
 - *“I can understand your reaction, there are times when I realize that I’ve been reacting to what others say and not putting forth my own beliefs – it gets discouraging – but I realize now I’ve only been making it worse.”*
- **SUSTAIN YOUR EFFORTS AND CONNECT WITH OTHERS**
 - Shifting a dominant narrative does not happen quickly – it takes sustained effort, over time, with many people working at it.
- **DEMONSTRATE YOUR WORLDVIEW, DON’T JUST WRITE AND TALK ABOUT IT.**
 - Our actions say as much or more about our values and beliefs as our words.

DON'T

- **FOCUS ON CHALLENGING FACTS OR INTERPRETATIONS OF INFORMATION**
 - This will not shift the narrative. Your arguments, as convincing as they may be, will ultimately lose out to the dominant narrative.
- **ATTACK PEOPLE FOR THEIR WORLDVIEW**
 - Many people operate out of the dominant narrative, even if unconsciously. Shifting public narratives will take personal conversion and transformation. You cannot move people if you attack them.
- **NAME THE DOMINANT NARRATIVE AS “WRONG”**
 - Our assumption is that competing values & beliefs live within people. We want to provide people a chance to choose the ones they want to live out of and/or balance those competing narratives (e.g. accountability of and respect for teachers).
- **TRY TO CONVERT OR CONVINCE PEOPLE**
 - We are trying to bring out the best of what is already in people, help them find the resonance for themselves. This is, in part, an emotional journey and our usual approaches to argument and logic don't work so well in this arena.

#1

Consider the following scenario:

You are at a family reunion and a rather outspoken relative says, "I can't believe these teachers! They get all of this paid time off and are still complaining about not making enough money. Why can't they get this contract settled? With this economy, they should just be glad they have a job!"

- 1) How will you respond to **unmask** the dominant narrative?

- 2) What will you say to **elevate** our new narrative? What kind of **connections** can you draw your audience in?

- 3) How can you **contrast** what was said? What can be said to point out how things might be different if the new narrative was shaping education discussions?

- 4) What can you say to **draw on your own journey** with this world view? How can you draw on your own experience?

#2

Consider the following scenario:

While at a political fundraiser, your local representative, who you respect greatly on education issues, says, “I’m a strong supporter of affordable housing, but we have to stop giving away subsidies to people who are not willing to work hard to earn their way and who are not paying taxes to contribute to our local services. We are ever going to close the housing gap, we have got to get everyone on board with more tax breaks to developers instead of more subsidies .”

- 1) How will you respond to **unmask** the dominant narrative?
- 2) What will you say to **elevate** our new narrative? What kind of **connections** can you draw your audience in?
- 3) How can you **contrast** what was said? What can be said to point out how things might be different if the new narrative was shaping education discussions?
- 4) What can you say to **draw on your own journey** with this world view? How can you draw on your own experience?

#3

Consider the following scenario:

You are sitting at a local tavern with some other friends about the devastating effects the current weather trends are having on schools and families in your district and state. Some brave individual who over hears you talking, comes over and says, “Must be rough to have nothing to complain about except the warmer weather we are having. You know that is all bunk – the earth’s temperature has fluctuated for years. If people are struggling due to flooding and house damage – they should have adequate flood and home insurance for storms. That’s what responsible people do.”

- 1) How will you respond to **unmask** the dominant narrative?

- 2) What will you say to **elevate** our new narrative? What kind of **connections** can you draw your audience in?

- 3) How can you **contrast** what was said? What can be said to point out how things might be different if the new narrative was shaping education discussions?

- 4) What can you say to **draw on your own journey** with this world view? How can you draw on your own experience?

#4

Consider the following scenario:

At a community meeting, a neighbor whose is discouraged about the student performance at your neighborhood school says, “That school always had great achievement scores until the neighborhood changed. There are too many kids that can’t speak English and too many who don’t come from the same upbringing we had – know what I mean? They don’t need more teachers that look like those kids, they just need parents who can teach their kids some respect and good old American values.”

- 1) How will you respond to **unmask** the dominant narrative?
- 2) What will you say to **elevate** our new narrative? What kind of **connections** can you draw your audience in?
- 3) How can you **contrast** what was said? What can be said to point out how things might be different if the new narrative was shaping education discussions?
- 4) What can you say to **draw on your own journey** with this world view? How can you draw on your own experience?

A NEW NARRATIVE FOR TEACHERS, EDUCATORS AND PUBLIC EDUCATION

We are committed to building a just and equitable society.

American public schools are vital in preparing students to become active and informed participants in democracy. As educators, our responsibility is to help each student learn to understand each other, to work together, to take personal responsibility for their world and to become world citizens. Schools should be places where our students can debate ideas, challenge established thought and construct new meaning for themselves as they better understand the world around them. As educators we must support this learning with a strong grounding in established knowledge and an open mind toward new solutions, recognizing that we are preparing students for a world we do not yet know.

We believe in honoring the value of and cultivating each student.

As educators we recognize that a quality education does not look the same for every one. Students from every background – race, sexual orientation, gender, and abilities – come to us with unique qualities and needs. We work to honor and nurture their similarities and differences. Everyone should have the opportunity to fully develop their potential and be recognized as multi-faceted individuals whose worth cannot be determined by one measure alone.

The true purpose of public education is to shape the future of our society by building educated citizens who are caring, healthy, and productive, and who are fully prepared for the world ahead of them. Fulfilling this purpose means ensuring students become life-long learners through the creation of equitable educational experiences.

We believe working with community is essential to student success.

A strong public school exists in a context of, and collaborates with, its community. Community engagement in schools works to support all students, in order to address the societal injustices of transience, poverty, and discrimination. By working together, community, family, and schools will lead the relationship building to ensure that all students are provided with real opportunities to apply their learning and develop a just and equitable society.

We believe educating students is a craft that requires talented and committed professionals.

Education is one of the most complex tasks in our society. Students must be served by a diverse and talented workforce. We are skilled professionals who combine experience in the classroom, extensive knowledge of content, and an understanding of how students learn to create engaging lessons for our students every day. Because learners are different, educators become innovators and develop variety and depth in their techniques and approaches. We match these skills with deep concern for students' progress and well-being. The relationships we develop with students help them build and reach their own potential and passions.

The most important work in public education occurs in the classroom between educator and student. This vital relationship must be valued and nurtured by everyone. Effective decision-making in education must arise from the classroom through a partnership between the educator, the students, and the families.

We are committed to working collectively as a powerful force for justice, change, and democracy.

Because we believe a high quality education is at the heart of a just and equitable society, Saint Paul Federation of Teachers has a long tradition of initiating policies and developing values that have improved public education. We have actively created structures critical to recruiting, supporting, and retaining diverse, high quality professionals. We advocate for students tirelessly and work diligently to end racial disparities and ensure a climate where real learning takes place so that all students are provided an excellent education. We believe all students can be successful in school and in life.

Why we need the Keystone oil pipeline

<https://www.cnn.com/2012/02/23/opinion/hoeven-keystone-pipeline-defense/index.html>

By Sen. John Hoeven, Special to CNN Updated 3:43 PM ET, Fri February 24, 2012



House Speaker John Boehner, at the podium, speaks in support of the Keystone XL crude oil pipeline.

Story highlights

- Keystone XL pipeline would take crude oil from Canada through Midwest to Gulf Coast
 - John Hoeven: It will create jobs, help lead to North American energy independence
-
- Hoeven-Lugar-Vitter amendment would allow TransCanada to build the pipeline
 - State Department reports it will have little environmental impact, Hoeven writes

The Keystone XL pipeline represents a big step toward true North American energy independence, reducing our reliance on Middle Eastern oil and increasing our access to energy from our own nation and our closest ally, Canada, along with some oil from Mexico - to 75% of our daily consumption, compared with 70% now.

That decades-long goal for our country is finally within reach, but we need to stay focused on the big picture, and we need to act. This \$7 billion, 1,700-mile, high-tech transcontinental pipeline is a big-time, private-sector job creator, and it will also hold down the gas prices for consumers and reduce our energy dependence on an unstable part of the world. Finally, it will do so with good environmental stewardship.

That's why I, along with 44 of my colleagues from across the nation, introduced new legislation to move the project toward approval and construction after President Barack Obama's rejection of the project last month.

[Another view: Ted Turner on the case against the Keystone XL pipeline](#)

The Hoeven-Lugar-Vitter amendment to the highway funding bill, which we are now working to pass, authorizes TransCanada to construct and operate the Keystone XL pipeline from Alberta, Canada, to the Midwest and Gulf Coast, transporting an additional [830,000 barrels of oil per day](#) to U.S. refineries. This includes 100,000 barrels of crude oil a day from the Bakken region of North Dakota and Montana.

That's key to my state, because providing pipeline capacity and gathering systems for that much North Dakota crude will take as many as 500 trucks a day off of roads in the oil patch. That's a win-win for producers, state revenues and most importantly, public safety on our Western highways.

The Keystone XL project is good for North Dakota, but it is vital for the nation. Some 75% of the pipe for the Keystone XL pipeline will be made here in North America, 50% of it in Arkansas. Some 90% of all other construction materials will come from companies in the United States and Canada.



Cutting through the Keystone XL hysteria 05:23

From an environmental perspective, the project has been under review since September 2008, more than three years, and the State Department's environmental review, completed in August 2011, found "no significant impacts on most resources" providing environmental restrictions are met. Further, our new

legislation includes all federal and state safeguards and sets no time limit on Nebraska's ability to further review the pipeline's route through the state, the only portion of the route in contention. Additionally, 80% of the new Canadian oil sands development is being developed "in situ," meaning, it has a similar carbon footprint and emissions as conventional oil wells.

If the Keystone XL pipeline isn't built, Canadian oil will still be produced -- 700,000 barrels a day of it -- but instead of coming down to our refineries in the United States, instead of creating jobs for American workers, instead of reducing our dependence on a turbulent part of the world, that oil will be shipped to China.

It will have to be carried there on large oil tankers, creating more carbon emissions, and it will be processed at facilities with weaker environmental safeguards.

Finally, it's important to point out that the Keystone XL pipeline is nothing new. Thousands of pipelines crisscross our nation, delivering refined products to fuel our cars, heat our homes and power our industries. In fact, the original Keystone pipeline, which became operational in 2010, runs from Alberta through my state of North Dakota. Contrary to claims by critics, the pipeline itself has never leaked. The leaks happened at fittings and seals at above-ground pumping stations, which were properly and promptly fixed.

I have worked toward approval of the Keystone XL pipeline, first as governor of North Dakota and now as a U.S. senator, because I believe it helps our nation on so many levels. It is just the kind of project that will grow our economy and create jobs in the right way -- through private-sector investment.

The Keystone XL pipeline will also help to wean us from our dependency on oil from volatile regions of the world and help us move toward a true energy independent future. It will make our nation safer and stronger for the American people.

‘Treating protest as terrorism’: US plans crackdown on Keystone XL activists

Documents suggest an aggressive response to possible protests against the oil pipeline amid fears of another Standing Rock

<https://www.theguardian.com/environment/2018/sep/20/keystone-pipeline-protest-activism-crackdown-standing-rock>

Will Parrish and Sam Levin

Thu 20 Sep 2018 04.00 EDT Last modified on Thu 20 Sep 2018 11.39



Protests at Standing Rock during the resistance to the Dakota Access pipeline. Photograph: Rex/Shutterstock

Angeline Cheek is preparing for disaster. The indigenous organizer from the [Fort Peck reservation in Montana](#) fears that the [proposed Keystone XL pipeline](#) could break and spill, destroy her tribe’s water, and desecrate sacred Native American sites.

But environmental catastrophe is not the most immediate threat.

The government has characterized pipeline opponents like her as “extremists” and violent criminals and warned of potential “terrorism”, according to recently released records.



Life on the Keystone XL route: where opponents fear the ‘black snake’

[Read more](#)

The documents suggested that police were organizing to launch an aggressive response to possible Keystone protests, echoing the

actions against the Standing Rock movement in North Dakota. There, officers engaged in intense [surveillance](#) and faced widespread [accusations of excessive force](#) and [brutality](#).

“We have to stay one step ahead at all times,” said Cheek, a Hunkpapa and Oglala Lakota activist and teacher. “History is repeating itself.”

The proposed TransCanada project would carry a daily load of 830,000 barrels of oil over 1,204 miles – from Alberta, Canada to Montana, [South Dakota and Nebraska](#), linking to the existing Keystone

pipeline and Texas refineries. The path of the project, which was [revived by Donald Trump last year](#), would cross dozens of rivers and streams and run near a number of Native American reservations, sparking legal challenges and a judge's [recent order](#) for a full environmental review.

If the pipeline gets final approvals and construction advances in the coming months, some are anticipating massive demonstrations similar to the fight against the Dakota Access pipeline (Dapl). That conflict [galvanized a global movement](#), but also led to [FBI monitoring](#) and the prolonged [prosecution](#) of hundreds of activists.

[Documents](#) obtained by the ACLU of Montana and reviewed by the Guardian have renewed concerns from civil rights advocates about the government's treatment of indigenous activists known as water protectors.

Treating protest as terrorism is highly problematic **Mike German, former FBI agent**

Notably, one [record](#) revealed that authorities hosted a recent “anti-terrorism” training session in Montana. The Department of Homeland Security (DHS) and the Federal Emergency Management Agency also organized a “field force operations” training to teach “mass-arrest procedures”, “riot-control formations” and other “crowd-control methods”.

A US justice department intelligence specialist told the Guardian the terrorism training was an annual presentation not specific to Keystone. But the ACLU noted that its records request was specifically about the pipeline protests, suggesting that authorities considered the session relevant to Keystone preparation.

The [repeated mass arrests](#) at Standing Rock led to a litany of charges, but hundreds were eventually [dismissed](#) due to lack of evidence. Police deployed [water cannons](#), [teargas grenades](#), bean bag rounds and a wide array of weapons in North Dakota.

“Many of our residents were in Standing Rock, and they saw the level of violence that could be visited on us,” said Remi Bald Eagle, the intergovernmental affairs coordinator of the Cheyenne River Sioux tribe, which is located along the Keystone route. “There’s a level of anxiety and fear because we don’t know what’s going to happen.”



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A depot used to store pipes for the planned Keystone XL oil pipeline in North Dakota. Photograph: Andrew Cullen/Reuters

The ACLU of Montana, which filed a [lawsuit](#) this month against the government seeking Keystone records, earlier obtained a DHS [report](#) that said pipeline protesters were engaged in “criminal disruptions and violent incidents”.

The report included two past cases of alleged “environmental rights extremists” committing violence.

But the events in question – a 2012 [bombing](#) and a 2015 [shootout](#) with police – had no clear links to any environmental protests, said Mike German, a former FBI agent and fellow with the Brennan Center for Justice.

“Treating protest as terrorism is highly problematic,” said German, noting that the US government has long [labeled](#) activism as “terrorism”, once claiming that filing public records requests was an “extremist” tactic. “It’s an effective way of suppressing protest activity and creating an enormous burden for people who want to go out and express their concerns.”

The “terrorist” and “extremist” labels can be used to justify brutality and a militarized operation, said Andrea Carter, an attorney with the Water Protector Legal Collective, a group that has represented Standing Rock defendants.

They are instant experts on quashing the indigenous insurgency. It’s very, very concerning
Rachel Lederman, civil rights lawyer

“It’s a really egregious tactic,” she said, noting that the labels also lay the groundwork for prosecutors to turn low-level misdemeanor cases into federal felony trials. “A lot of it has to do with public relations.”

The Montana documents have also shone a light on the coordination between governments across state lines, raising questions about how extensively law enforcement was devoting resources to Keystone protests before they had materialized. An email from the [Montana](#) fish, wildlife and parks department from earlier this year said state officials had conducted “extensive conversations with North Dakota to learn what worked and what didn’t work” when responding to Dapl demonstrations.



Montana authorities have done further training sessions on harnessing social media and have begun monitoring posts of anti-pipeline activists, a sheriff said at one meeting, according to a local news report.

The records also highlighted the existing relationships between law enforcement and TransCanada. A county sheriff included a TransCanada executive on communications about one law enforcement training. In August 2017, the Montana Petroleum

Association, a trade group, also hosted a panel on “environmental activism” in the state, featuring three law enforcement officers alongside TransCanada’s senior security adviser.

Rachel Lederman, a civil rights lawyer [representing Standing Rock activists](#) in a civil case, said it was alarming to see that law enforcement from North Dakota was giving advice about future pipeline protests: “They are instant experts on quashing the indigenous insurgency. It’s very, very concerning, because what happened at Standing Rock was just a wholesale violation of civil rights.”

John Barnes, a Montana justice department spokesman, defended the preparation efforts, saying in an email to the Guardian that authorities were committed to protecting “the first amendment rights of everyone while also protecting private property and public safety”. He added: “In North Dakota, bad actors associated with the Dakota Access pipeline protests maliciously targeted public officials and law-enforcement personnel online, and so it is important that people be prepared here.”



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A protests against the Keystone XL pipeline in Washington. Photograph: Gary Cameron/Reuters

Advertisement

Some activists said the law enforcement tactics would not deter them from Keystone opposition efforts – whether in court or on the ground.

“We’ve got a lot against us. We’re the underdog,” said Lance Four Star, the Fort Peck Assiniboine council chairman, who recounted a recent incident of harassment and heckling by a pro-pipeline, pro-Trump group while the tribe was doing a ceremony. “I may never see the results of my efforts in my lifetime, but hopefully our grandchildren will. What we’re protecting now is this water we inherited.”

Peck said she was also concerned about a potential increase in violence against indigenous women, stemming from the “man camps” where oil workers live. But the Montana wildlife department appeared to minimize this concern in one of the records, saying, “Although man-camps bring a certain degree of law enforcement challenges, the primary enforcement focus is protest activity.”

Organizers have discussed a “variety of strategies” to oppose construction, including “prayer camps” similar to Standing Rock, said Cheyenne River Sioux tribal member Joye Braun, who organized against Dapl and has been involved in Keystone efforts.

“Clearly, they’re scared of the power of our movement,” she said, adding that she accepted the reality that she may be under surveillance when she travels the pipeline route to meet activists. “We haven’t gone anywhere, and we’re just building momentum.”

Native Americans know the risks are immense. But the “terrorism” label would not intimidate them, said Leoyla Cowboy, the wife of Little Feather, who was recently sentenced to three years in federal prison for “civil disorder” at Standing Rock.

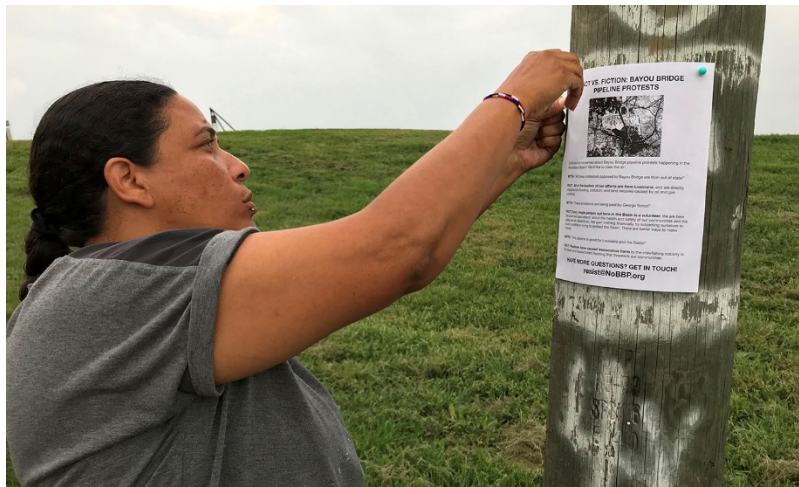
“As indigenous people, it’s embedded in our DNA. It’s our obligation to stand up.”

Water Protectors Take Action to Keep Pipeline Out of Black and Indigenous Communities

Jen Marlowe posted Aug 14, 2018

An encampment of protesters in Louisiana is resisting the crude oil industry, whose environmental disasters disproportionately affect the poor and people of color.

<https://www.yesmagazine.org/planet/water-protectors-take-action-to-keep-pipeline-out-of-black-and-indigenous-communities-20180814>



Chants of “St. James needs an evacuation route!” came from the dozen-plus activists gathered at Louisiana Radio Network on July 18. The activists were part of the L’Eau Est La Vie (“Water Is Life”) camp, in Rayne, Louisiana. They want to stop the construction of the Bayou Bridge pipeline in Louisiana from St. Charles to St. James, through the Atchafalaya Basin.

They were at the Radio Network because they want to get the attention of Louisiana Gov. John Bel Edwards,

who was holding his monthly radio call-in show there. They believe that the struggle against the pipeline is inherently connected to the struggles against extractive capitalism and White nationalism, and the movements for Native rights and Black lives.

One of the water protectors’ demands is securing an evacuation route for the 5th District of St. James Parish, which is accessible by only one road. The Mississippi River hems the community in on one side, and sugar cane fields the other. Crude oil terminals, petrochemical plants, and oil tanks line the residential stretch. If an industrial accident occurred, the predominantly low-income Black residents would be trapped.

“This is on the intersection of a lot of things,” said Cherri Foytlin, who calls the fight “a justice issue, right in the heart of KKK territory.” Foytlin originally hails from Oklahoma and is of Diné and Cherokee descent. She’s lived in Rayne for 15 years, where she raises six children.

Foytlin recalled the 2010 BP oil spill in the Gulf of Mexico. She remembers finding a dying pelican and burying the bird after it expired. “I came back and took a really hard look at myself and said ... ‘What are you going to do?’” What she did is walk from New Orleans to Washington, D.C., to raise awareness about the impacts of the disaster. “I’d walk through one community and they’d be dealing with mountaintop removal,” she said. “I go to the next community and they’re dealing with uranium mining.” It was during the walk that she deeply understood how access to clean air and water connects to poverty and racism, Foytlin said.

Anne White Hat, who is Sicangu Lakota, relocated to New Orleans from Rosebud, South Dakota, eight years ago and has been involved at L’Eau Est La Vie since the camp’s opening water ceremony in December. Her native home and her adopted home are located, respectively, close to the Dakota Access and Bayou Bridge pipelines, both owned by Energy Transfer Partners. She believes it is significant that the Bakken crude oil passing through the Dakota Access pipeline will end at the Bayou Bridge pipeline, and she sees strong parallels between the communities impacted in both places. “We’re communities of color, at the beginning and at the end [of the pipeline],” White Hat said.

Travis London, a Creole man from neighboring Donaldsonville, has close ties to St. James. His grandfather was born there. London serves on the H.E.L.P. Association of St. James. He also works to prevent gun violence and improve access to health care and education in his community. London views the environmental fight as embedded in all his causes and believes that greater unity in these struggles would benefit them all.

“When the world is burning around you, what else can you do but get up and fight?”

In 2017, London learned about plans to build the Bayou Bridge pipeline. He decided to go check it out. En route, he was stunned by how many petrochemical plants had sprouted up in and around St. James. London researched Energy Transfer Partners and Phillips 66, the co-owners of the pipeline, and learned about [multiple spills](#). He met Foytlin at a hearing in July 2017 and linked up with L’Eau Est La Vie.

Now, London conducts pipeline-related research, engages in direct action, and attends community meetings. He emceed St. James’ Juneteenth celebration, which L’Eau Est La Vie attended. “Everywhere the industry tries to influence, I want to be there,” he said, the youngest of his four children scrambling onto his lap. “I’ve got to try to fight them back with the law, and try to fight them back with direct action, and try to get people together.”

The No Bayou Bridge Pipeline campaign has achieved some [legal victories](#). In February, U.S. District Judge Shelly Dick ordered an [injunction](#) to halt construction of the pipeline through the Atchafalaya Basin. On April 30, St. James District Judge Alvin Turner Jr. ruled that the Department of Natural Resources had improperly issued a permit for construction and ordered DNR to ensure that Bayou Bridge Pipeline LLC create evacuation plans in the event of an emergency. But now, DNR is [appealing](#) Turner’s decision. And the 5th Circuit Court of Appeals [overturned](#) Dick’s injunction.

Foytlin purchased the land on which L’Eau Est La Vie sits when she learned that the pipeline route was slated to go through it, and officially “launched” L’Eau Est La Vie on June 24, 2017. [Truthout reports](#) that the purchase forced the pipeline to reroute.

Harassment and intimidation of water protectors is routine.

Now the camp serves as the base for a continuously rotating group of a few dozen water protectors. Those in camp are asked to follow the lead of local indigenous women, like Foytlin, and other people of color. Some of the water protectors from the L’Eau Est La Vie sleep in encampments in the swamp and directly block pipeline workers’ construction access from kayaks in the bayou, among other actions. Others sleep in tents pitched in a grassy field in the camp, where they cook meals, care for children, orient new arrivals, and plan actions together.

“Right now, we’re fighting the pipeline because we’re trying to protect our land and protect folks, but this will be over, and [the camp] is our opportunity,” Foytlin shared. She imagines community gardens, a space for organizers to rejuvenate, outdoor classrooms for children to rediscover indigenous ways of being in the world. And she envisions the camp serving as a humanitarian staging ground in an era of increasingly debilitating storms.



The fence outside L'Eau Est La Vie camp. Photo by Jen Marlowe.

Monique Verdin sits on the L'Eau Est La Vie camp council and the tribal council for the United Houma Nation. She works on divestment for the No Bayou Bridge Pipeline campaign. Like other divestment campaigns, this campaign calls on people to move their money from Bank of America, Morgan Stanley, U.S. Bank, Citibank, and other banks funding the pipeline as a way to pressure them to divest their shares in the

companies building the lines.

"We've seen the promise of progress, and we've also seen the side effects of what comes with those promises," Verdin said. For the people in St. James, she said, those effects include living next to toxic waste facilities, [poor air quality](#), [disappearing land](#), and, in the case of the Bayou Bridge pipeline, possibly irreparable [damage to the wetlands](#) of Atchafalaya Basin, the largest swamp in the U.S.

London agreed that there's a contrast between industry promises and reality. He called it "the illusion of community growth" held out by industry. Real growth, he said, would be indicated by college kids returning to give back to their communities, a reduction of domestic violence, and an expansion of small businesses.

Harassment and intimidation of water protectors is routine, Verdin and Foytlin said. Drivers shout, "White power!" as they pass camp, said Foytlin. She also remembers four occasions when women from camp were stopped by people in unmarked cars with flashing lights. L'Eau Est La Vie [tweeted](#) that an ETP contractor assaulted an activist with the butt of his shotgun.

Verdin can identify what she called "shining victories" of L'Eau Est La Vie camp. Acquiring the camp and forcing the pipeline to reroute is one. She also sees the rulings of Louisiana judges Turner and Dick as unprecedented despite higher courts challenging those rulings.

On a deeper level, Verdin sees presenting this model of resistance a success in itself. "People in south Louisiana have been so beat down and told: 'You have oil and gas or you have nothing.'" The current system is built from a plantation economy; before oil and gas, there was cotton and sugar cane. Many of today's plant workers are descendants of slaves and sharecroppers. Verdin's hope is that the pipeline resistance will remind people "that we deserve better and we don't have to just take it. That we can challenge them."

"You don't have to be okay with a pipeline going through your house."

White Hat sees power in the connections between her stance for justice and those fought by her people years ago. At a recent action locking down to machines on the pipeline easement, White Hat sang songs to the spirits of the bayou. This type of spiritual expression was not permitted, she noted, until the 1978 passage of the American Indian Religious Freedom Act. If White Hat's relatives hadn't stood and fought for their right to pray, she may not have been able to sing on the easement without fear of arrest. "I did end up going to jail anyway, but it wasn't for praying," White Hat added with a chuckle.

Felicia Teter, who was arrested outside the governor's radio show at a L'Eau Est La Vie action on July 18, still sees problems. Despite the aspirations of the camp, she said, those with privilege—especially those who are White and male—speak more during camp meetings or fail to follow the lead of people of color. "You don't shed your Whiteness just because you show up at a camp. You don't shed your maleness. ... But still, it's really frustrating," Teter hopes this will be a camp conversation soon.

Verdin and London both feel that local community support must increase, but don't see how until folks are offered real alternatives for employment outside of oil and gas jobs. "Give them a small business, give them a college degree, give them a high school diploma, and I bet they pull out of the plant," London said.

Foytlin is frustrated with movement allies using L'Eau Est La Vie actions to promote their own messages, which detract from the specific goals of the actions. She points to the action outside the governor's radio show. One environmental organization brought a banner declaring independence from fossil fuel. "That wasn't the message for this action. This action was to talk about St. James," Foytlin said.

Despite the challenges, and the very real possibility that the pipeline will be completed soon (ETP's website states that the pipeline is to be completed by the end of 2018), an air of optimism and hope prevails. Foytlin finds inspiration in people putting their bodies on the line for this cause. "That's sacrifice. That's beautiful, that's amazing, and it's bringing more and more people together."

CAMPAIGN MOUNTAIN

Phases of a Campaign

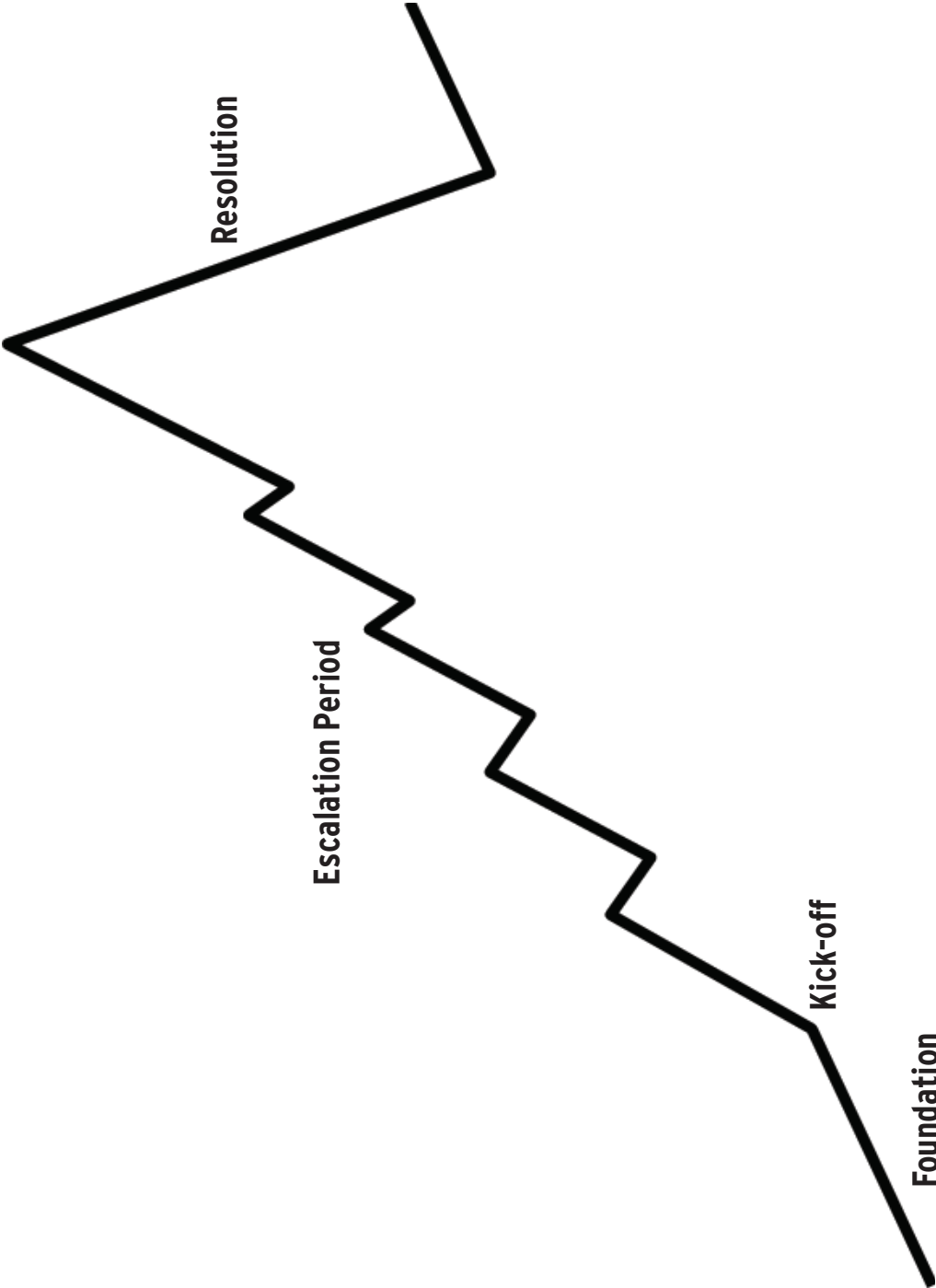
The Peak of Our Strength

Resolution

Escalation Period

Kick-off

Foundation



5 Steps for Launching Your Community Outreach and Engagement Program



Strong partnerships between educators and parents and the community are among the greatest needs in public education today. Affiliates across the country are turning this obstacle into an opportunity to improve student outcomes. Thanks to outreach and engagement of educators, parents, and the community, they've dismantled toxic testing, reduced class size and invested in—rather than close—struggling schools. In the process, they're discovering a new path toward Association leadership and activism and securing important wins for students, educators and the greater common good.

Follow these five steps to build partnerships with the community:

☐ 1. LINK ENGAGEMENT GOALS TO AFFILIATE GOALS.

Consider your organizational goals. Increasing membership. Getting ESSA right in your district. Fighting privatization. Have conversations with key people within the Association—UniServ, ARs, the Board—about how those goals could benefit from the Association having ongoing mutually supportive relationships with other groups and individuals in the community.

The bottom line: community outreach and engagement is not a separate body of work, but a smart strategy that should be integrated into all we do!

☐ 2. GET MEMBERS INVOLVED.

Members aren't just educators. They're coaches and customers. Parishioners and party activists. Neighbors and volunteers. When it comes to building your outreach and engagement program that makes them a great place to start. Don't forget our ESPs tend to live where they work and retired members possess gifts of experience and time—assets to be leveraged. From surveys on where they live, play, and pray to establishing a "Community Connections" committee, an outreach and engagement program builds bridges to two key constituencies: the community and members! Use this as an engagement tool that meets an important need of members, while also allowing them to get connected and stay connected to their Association.

☐ 3. MAP YOUR COMMUNITY.

To engage the community you must understand the community. Who are the organizations touching the concerns of students, educators and public schools? What agencies and groups are respected for doing good work? Go beyond the usual suspects to influencers like entertainment, businesses and media figures that enjoy grassroots respect and loyalty. How are your leaders, members and staff connected? Lastly, make sure your community engagement looks like your community. Diversity across geographic, racial, ethnic, and socio-economic lines is essential.

☐ 4. KNOW YOUR REPUTATION.

Two prevailing narratives: the union as the obstacle or the union as the opportunist equals long-standing skepticism. Whether a result of reformers' dirty tactics or because the Association hasn't been visible since the last funding fight, an honest assessment about how others in the community see us is first step toward building trust. Just as your community is not monolithic, your reputation probably won't be either. As a reflective exercise, knowing our strengths, weaknesses, opportunities, and threats can be instructive on who to outreach—and how to engage and even navigate challenges.

☐ 5. REACH OUT. ENGAGE. CONNECT.

Look to the current priorities and upcoming events of community groups for ways to kick start engagement. Schedule coffee and LISTEN to ideas on how the Association could partner. Get on e-mail lists and use social media to like, follow and show support. Offer space and other resources of the Association. Invite the community in by adding parent, community and even student elements to Association events. But make it FUN, sitting through a long policy meeting is not the way to build a relationship.

For more information, contact CAPE Senior Policy Specialist Stacey Grissom at sgrissom@nea.org.

Overview of Coalitions

In situations where issues are too large and complex for a single organization to address, a coalition of groups and individuals working together may be the solution. A coalition can develop a coordinated response to an issue, increase the efficiency of service delivery, pool community resources, create and launch community-wide initiatives, build and wield political clout to influence policy, and work effectively toward long-term social change.

Coalitions may form in response to:

- Significant or disturbing community events
- New information
- Changes in circumstances or regulations
- The availability of funding
- An outside threat to the community
- The need to create significant change in the community

Whatever the reason, coalitions can only form when the possibility - in the form of mutual trust and a perceived need - exists. They should encompass all stakeholders - those affected by the work of the coalition and by the issue it addresses - as well as community opinion leaders, policy makers, and community members at large.

To start a coalition, it's best to begin with a core group and work outward, pulling in the necessary members mentioned above, as well as a more general membership from the community and from other, more peripherally-involved organizations. Holding an exciting first meeting at which there are real accomplishments and/or the work of the coalition is set in motion will help to launch the enterprise successfully.

Even more important is following up before the second meeting to make sure that groups are doing the work they said they would do, that attendance won't fall off, and that new members will be added. Areas that must be addressed are

- An agreed-upon definition of the issue or problem the coalition is addressing
- The creation of vision and mission statements
- The development of an action plan
- The design of a structure for the coalition
- The need for professional staff
- Resources

Finally, you have to continue to pay attention to some general rules for forming and running a coalition:

- Communicate openly and freely with everyone.
- Be inclusive and participatory
- Network at every opportunity
- Set reachable goals, in order to engender success
- Hold creative meetings
- Be realistic about what you can do: don't promise more than you can accomplish, and always keep your promises
- Acknowledge and use the diversity of the group

A coalition can be a powerful force for positive change in a community. If you can form one that lasts and addresses the issues it was meant to, you've done a major piece of community building work.

Online Resources

[Coalition Building](#) is a brief outline by Skipp Porteous, aimed specifically at forming coalitions to oppose the Religious Right.

[Coalition Building](#). A brief but useful coalition-building outline from the Gay Straight Alliance.

[Coalition Leadership](#) by Tom Wolff offers a series of tips on building coalitions.

[Community Partners, Inc.](#), a Massachusetts-based coalition-building organization. Links and publications.

[Consultation on Coalition Building & Collaborative Solutions: A Practitioner's View](#) is a YouTube video of an SCRA webinar presentation conducted by Dr. Tom Wolff.

[Enhancing Effective Partnerships for Health Equity](#) from the Prevention Institute explores the power of partnerships for improving equity. It introduces the Eight Steps to Coalition Building, which can be used to develop a successful collaborative health equity effort.

[A Guide to Coalition Building](#), by Janice Forsythe, is a paper on forming advocacy coalitions.

[How Can We Build Partnerships that Perform](#) - In this video from the Saigh Symposium: The Path to Powerful Partnerships, Pennie Foster-Fishman describes the complexity of community problems, and how we can more effectively address problems by understanding and addressing root causes.

[Independent Sector](#) provides an excellent example of creating partnerships - it is a national coalition of foundations, corporate giving programs, and nonprofit organizations that joined together to strengthen the nonprofit sector. It sponsors initiatives and highlights research and policy news related to advancing the public good.

Home page of the [National Coalition Building Institute](#).

A [series of fact sheets on coalitions and coalition building](#) from Ohio State University.

[Office of Partnerships and Grant Services](#) offers guidance on creating partnerships for grant purposes, with links to other materials on evaluating and improving collaborations.

[Pan-Asian Coalition Building](#). An interesting essay pointing up the unresolved difficulties of a particular attempt at coalition.

[Project Report - Community Coalitions in Action](#) - the research report includes examples of collaborative efforts in Michigan to address the needs of children and youth in the late 1980s and early 1990s.

The County Health Rankings & Roadmaps Take Action Cycle, especially [Work Together](#), provides tips on how to engage diverse stakeholders from all sectors, and work with others to establish a coalition to address common goals.

[Working Upstream: Skills for Social Change](#) - a resource guide for developing a course on advocacy for public health.

Checklist for Starting a Coalition

What is a coalition?

___ You know that a coalition is a group of individuals and/or organizations with a common interest who agree to work together toward a common goal

Why start a coalition?

___ To address an urgent situation.

___ To actually obtain or provide services.

___ To bring about more effective and efficient delivery of programs and eliminate any unnecessary duplication of services.

___ To pool resources.

___ To increase communication among groups and break down stereotypes.

___ To revitalize the sagging energies of members of groups who are trying to do too much alone.

___ To plan and launch community-wide initiatives on a variety of issues.

___ To develop and use political clout to gain services or other benefits for the community.

___ To create long-term, permanent social change.

When should you start a coalition?

___ You respond to dramatic or disturbing community events

___ You react to new information

___ You respond to changes in circumstances or regulations

___ You take advantage of new funding

___ You address an outside threat

___ You try to create significant change in the community

___ You form a coalition when trust and perception of a need make it possible

___ You recognize the barriers to starting a coalition.

Who should be part of a coalition?

___ You include stakeholders, both beneficiaries of the work of the coalition and those otherwise affected by it.

___ You include opinion leaders.

___ You include policy makers.

___ You include members of the community at large

How do you start a community coalition?

___ You form a core group.

___ You identify necessary coalition members.

___ You recruit coalition members, using appropriate means:

Personal contact

Phone

E-mail

Letter

Advertising

Posters and flyers.

___ You plan and hold an inclusive and exciting first meeting, where something actually gets done and people leave with assignments and the next meeting scheduled.

___ You follow up on the first meeting, checking on assignments, reminding people about the next meeting, and continuing to recruit new members.

You continue to pursue the important tasks started at the first meeting:

___ Defining the issue and drafting vision and mission statements

___ Developing an action plan

___ Working out an acceptable coalition structure

___ Deciding on the need for professional staff

___ Obtaining resources.

You continue to pay attention to the general guidelines for coalition success:

___ Free, open, and multi-directional communication

___ Inclusiveness and participation

___ Networking

___ Setting reachable goals

___ Holding creative meetings

___ Being realistic about what the coalition can do

___ Acknowledging and using diversity

___ Rewarding accomplishment and celebrating success

Checklist for Maintaining a Coalition

___ You understand that maintenance of a coalition and other social partnerships is as important as physical-world maintenance for optimal functioning.

___ You have made a decision to engage in maintenance, considering the various parts of the coalition that need attention:

The coalition's reason for being-its vision, mission and objectives

The basic governance and operating rules of the coalition

The coalition leadership

The coalition membership

The division of labor, within and among the leaders and members

The coalition's strategic and action plans, both short-and longer-term

The coalition's actions and results, so that it is accomplishing something (what it means to) in the world

The coalition's funding, so that those accomplishments can be continued

The coalition's visibility in the larger community

The coalition's public support

The spirit of the coalition

___ You have designed a maintenance plan, deciding:

who should design the plan (or multiple plans if appropriate)

how comprehensive the plan should be

how formal the plan should be

who should carry out the plan

how frequently maintenance should take place

___ You carry out your maintenance plan, including external or internal review. Internal review may be formal or informal.

___ You consider and choose, if appropriate, alternatives to maintaining the coalition

Growing

Spinning off

Changing focus

Cutting back

Ending

Staying the way you are

Contributor

Coalition Mapping Exercise

A functioning Coalition encompass all stakeholders - those affected by the work of the coalition and by the issue it addresses - as well as community opinion leaders, policy makers, and community members at large.

Step 1

You and your team will need to identify an issue/injustice that your affiliate would want to take on.

Step 2

Identify your close group of partners – those that you already have a high degree of trust with and that you already have shared interests in the issue/injustice that you have identified.

Identify the key resource that each of these close group of members would bring to the work.

Step 3

Identify who is affected by the work you plan to do or the issue/injustice.

Identify the key resources that these people bring to the work.

Step 4

Identify any of the following groups or others that you don't see listed and the key resources that each would bring to the work. These have the potential to be part of your coalition.

- Community Opinion Leaders
- Policy Makers
- Community Members at Large
- Non-Governmental Organizations
- Other Labor Unions

Step 5

Once you have created your coalition map – determine where there may conflicts between the partners. For example they may all get along with your affiliate – but not each other. OR, they may get along with other partners, and share this one issue stance with your organization – but not much else. How do you manage these?

Calendar of Events	Your reflections and thoughts																																										
Political School Breaks Ultimate Organizing Tactic Organizing Tactics Bargaining Communications																																											
April 2013 <table border="1"> <thead> <tr> <th>Sunday</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> <th>Saturday</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td></td><td></td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> First Contract Update Wear SPPT red Wear SPPT red Contract Campaign Kick-off	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			28	29	30					
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26	27	28			31																																						

June 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3 Contract Update	4	5	6 Wear SPPT Red	7	1/8
9	10 Last Day of School	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 Bargaining Team Prep Meeting	30 Contract Action Team (CAT) House Party Training - Petition Release	31			

August 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 EA Bargaining-Open Session	22	23	24
25 Teachers Opening Week - SPPT Steward Kick-off Meeting Monday	26 Release Petition of Support to Members	27 Wear Red Open Bargaining	28 Teacher Bargaining District A-comp, SPPT Respect Award, Licensed Medical Specialist	29	30	31

September 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 First Day of School	4	5 Wear SPPT red	6	7
8	9 Contract Update	10	11 Wear red on Thursday Open Bargaining	12 SCSP Bargaining	13	14
15	16	17	18 Wear red on Thursday Open Bargaining	19 Teacher Bargaining staffing	20 District ← walked out! We had to switch to Plan B!	21
22	23 Contract Update	24	25 Wear red on Thursday Open Bargaining	26 EA Bargaining	27	28
29	30					

October 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Wear red! City-wide Door Knock		5 Work with MN2020 to film footage for videos
6	7 Contract Update	8	9 Wear red on Thursday Open Bargaining	10 SCSP Bargaining		
13	14	15	16	17 Wear red	18	19
20	21	22	23 Wear red	24 Teacher Mediation-Mediators Agenda	25 Release YouTube Video - Class Size	26
27	28 Contract Update	29	30 Wear red	31 Trick-or-Treat at School board members' homes		

November 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Release Video-Testing Proposal	5	6 Wear red on Thursday	7 Teacher Mediation	8	9
10	11 Release Video-Licensed Media Specialists Contract Update	12 Deliver Petition of support to School board	13	14 Wear red	15	16
17	18 Release Video-Special Education Proposal	19	20 Wear red on Thursday	21 Teacher Mediation	22	23
24	25 Release Video-Family Engagement Contract Update	26	27	28 Thanksgiving Break	29	30

December 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Release of Video - Pre-K Funding	2	3	4 Wear red	5	6
7	8 Lawn Sign Delivery Starts	9	10	11 Teacher Mediation	12 Wear red All member meeting re negotiations	13
14	15 Release of Video - Educating the White child Contract Update	16	17	18 Wear red	19	20
21	22 Start of Winter Break	23	24	25	26	27
28	29	30	31			

January 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 First Day Back from Winter Break	7 Teacher Mediation	8 EA Mediation	9 Wear red		10 School Choice Fair - Flyer Parents
11	12	13	14	15 Wear red	16	17
18	19 Contract Update	20 Teacher Mediation	21	22 Wear red All member meeting re negotiations	23 EA Mediation	24 March with Signs in Winter Carnival Parade
25	26	27	28 Walk-ins	29 Release Walk-in Video Media Outreach	30	31

February 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 Wear Red on Thursdays ↓	6	7
8	9 Executive Meeting - Call for Strike Vote Release Strike Petition	10 Contract Update	11	12 Teacher Mediation	13	14
15	16 EA Mediation	17 School Board Rally and Parent Public Comment	18	19 Teacher Mediation	20 After 24 hours of mediation - this is the date we settled.	21 Strike Information Meetings
22	23 Strike Vote	24	25	26	27	28
29						

March 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

STRIKE!
(didn't happen)

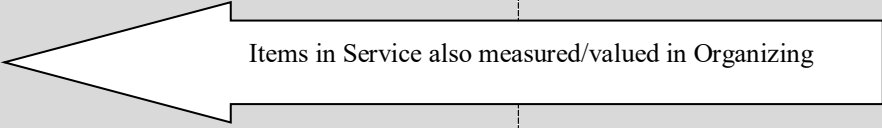
EA Mediation
-
Settlement
Date!

Reflections and Considerations for Foundation Planning

What are your key reflections and analysis of your affiliate?	Strengths -Opportunities - What already exists that you can use in your planning?	Weaknesses – Threats - How do you prioritize these? Which are most critical to include plans to address?
Organizing to Service Continuum		
Three Frames- Industrial, Professional, Social Justice		
Levels of Organizing -		
Common Good Readiness Assessment		

Organizing and Service Working Together

NOTE: When considering the issue of "creating a culture of organizing," it is vital to realize that it is not the issue of organizing vs. service. Service to members is important. The point of consideration is how does a pure "service culture" which is episodic build the capacity of the organization? An organizing culture which is continual and sustainable provides the context for the servicing of members and builds the capacity of the organization. Organizing supports the delivery of services, it is not an either/or proposition. The organization has placed value on those things that we can count and quantify. The following illustrates how an organizing culture provides the context for the service culture.

Organizing (Continual/sustainable)	Service (Episodic)
	
Clearly stated vision developed collaboratively that engages members, leaders, staff	Number of members maintained
Number of programs and resource allocation that reflect association mission/vision/core values	Number of grievances filed and processed and employment issues solved
Ratio of members involved in programs that welcomes member participation	Number of arbitrations
Number of new members recruited/retained	Number of contracts negotiated/unresolved
Number of new leaders identified and trained	Percent of salary increase negotiated
Number of new minority leaders identified/trained	Number of unfair labor practices filed
Number of members engaged in association decision-making and broaden power sharing in the organization	Number of successful election campaigns
Number of political and community coalitions	Amount of PAC fund raised
Number of grassroots political action organizers	Number of successful legislative initiatives
Purpose of the organization known in community via known "brand" of the organization	
On-going assessment of organizational effectiveness	

Reflecting on Levels of Organizing

This is a draft framework designed to help you think about your role as UniServ with your affiliate. This is in no way complete and is only designed to be used as a starting point for assessing your next steps with affiliates. Each level from Survival to Advanced is dependent on the previous level.

Levels (Staff Focus)	Membership	Structure Development	Identification and Protection of Rights	Agenda Setting	Visibility and Credibility
Advanced Organizing (Member-led with Staff Advisory and Coaching)	Leaders are driving membership recruitment and engagement. Coaching leaders who are committed to the contact and engagement work. One on ones are limited to those who are identified as emerging leaders by other leaders. Exploration of options to expand “belonging” beyond traditional dues paying members.	There are well-defined, member-led, leadership and communication structures in which there is competition for positions. Structures are formed around various issues, are led by members, and come and go. Participation in these structures are for members to collectively use their agency for change. Structures extend beyond the affiliate and work with other organizations around common values, issues and goal.	Members lead on all aspects of the identification and protection of worker rights. Staff expertise is reserved for legal services and consultation. Members are the visible and credible source for workplace rights attainment and protection. Identification and protection of rights expands beyond membership and affiliate.	Leaders work with all levels of the organization (rank and file, issue structures, leaders, staff) to set agenda. Leaders work with other organizations on shared agendas in which resources, risks, and decisions are shared. Organizational data and issue research are used to drive and evaluate the agendas. There are multiple agendas that are focused both internally and externally.	The affiliate is recognized as long term partner with multiple organizations. It shares values, interests, risks, and resources beyond its own membership. Members view their union as the primary way that they participate in creating the society they want to live in. The reputation of the union is known broadly throughout the community as a good one. Members have confidence enough to participate in risky, visible actions.

Levels (Staff Focus)	Membership	Structure Development	Identification and Protection of Rights	Agenda Setting	Visibility and Credibility
Basic Organizing (Member - Staff Partners w/ Coaching)	Staff and Leaders are building capacity to grow, maintain, and engage membership. Focus is on member recruitment AND retention. Engagement of members in actions that encourage ownership and build leadership. Staff and leaders are focused on Identifying potential leaders, ensuring worksite structures, and connecting leaders. One on ones focus on values based relationship and leadership ID.	Staff are working to ensure building rep structures exist and local affiliate structures are functioning in ways that support and sustain the affiliate. Structures are coached to move closer and closer to ownership of collective decisions and actions. Coaching the structure to consider leadership pipeline. Participation in these structures is beginning to result in planning and action.	At the worksite level there are leaders and structures for addressing worker rights. There are affiliate level structures and leaders who work alongside staff to support worksites and are beginning to lead on district level issues. Members are part of the problem solving process. There are well established worker rights and processes that the union successfully enforces.	Staff and Leaders work to gather information about issues workers report from their worksites. Staff and Leaders determine short term and long term goals for both growth and strength. Focus is mostly on organizing to achieve worker wins and build internal capacity. Data is used to help support and evaluate agenda.	The affiliate is recognized as a credible and respected organization capable of achieving wins on issues important to members. The reputation of the affiliate is best known within the school district and its worksites. Members have a positive view of their union and are willing to participate in some public actions.
Survival Organizing (Staff-led with a Focus on Identification and Growth)	Signing up members, maintaining lists, ensuring dues collection, providing information about the benefits of belonging. One on Ones focused on recruiting and education of union member value. Staff are engaging members in very transactional or social actions and looking for potential leaders.	Ensuring basic structures required for affiliation with state and national are in good order. Focus on finding local leaders and on building a building rep system with at least one person per worksite. Leading effective meetings and modeling collective decision making and planning. Participation in structures is more about socializing.	Reliance on union staff and staff relationships with employer. Member is not engaged in the problem solving process. Staff drive and lead bargaining, work place policy, and grievance processes. Rights and processes are not widely understood by the workers or clearly established with the employer.	Staff help newly identified leaders understand how a union uses a values driven mission to achieve change. Staff develop a plan typically focused on membership growth and basic affiliate functions. Focus is on effective service delivery. Data is used to track members, non-members, and leaders.	The affiliate is not yet widely recognized. Members and non-members may be equally confused about their membership status. The effectiveness of the union in regards to worker issues may not yet be positive. Members are not likely to participate in public actions beyond social activities.

Common Good Strategy Readiness Assessment

To determine readiness for using a Common Good Strategy, locals should assess and reflect on four categories: general readiness and landscape, community/parent relationships, internal organizing capacity, and bargaining status. There are several more crucial components to a successful BCG campaign, including strategic research and communications. For each of the four categories below rate each readiness descriptor 1-4.

1 – Not yet

2 – Basic Understanding and Planning

3 – Emerging Implementation

4 – In Place and Proven

1. General Readiness and Landscape:

- ☐ How interested is your affiliate in using a Common Good Strategy? Is there buy-in from the key players (Leadership, board, staff)?
- ☐ Has the affiliate addressed the change in this structure and workload with the UD staff?
- ☐ What is the public sentiment towards unions and worker issues?
- ☐ What is the relationship like with the local administration? School Board? Elected officials? Business? Community?
- ☐ *In what ways does the local currently frame racial justice in their work?*

For this category – what are your strengths, weaknesses, opportunities or threats?

2. Community/parent relationships:

- ☐ Is the affiliate part of a coalition?
- ☐ Has the affiliate mapped their local community organizations and ties?
- ☐ What is the nature of their parent and community relationships and coalitions? (Informal or formal, designated liaisons, etc.)
- ☐ Are the community partners interested in a Common Good strategy, or attending a meeting/training?

- ☐ *Are community partner spokespeople identified? Media trained and/or experienced with media?*

For this category – what are your strengths, weaknesses, opportunities or threats?

3. Internal organizing capacity:

- ☐ How many members and potential members?
- ☐ What are membership trends since the Janus decision?
- ☐ Who are the decision-makers in the affiliate? State leadership, board, local leadership, UD's, bargaining team?
- ☐ What distributive leadership structures does the affiliate currently use? Building reps, building action teams, community liaisons, bargaining team, social justice teams, etc.
- ☐ How has the affiliate sought buy-in from the membership for focusing on social justice issues?
- ☐ Are individual buildings, or the local as a whole, running issue campaigns around worksite issues?
- ☐ Have leaders and staff in the affiliate been trained in organizing conversations/relational organizing?
- ☐ *Does the local or state affiliate have an advertising budget for the campaign?*

For this category – what are your strengths, weaknesses, opportunities or threats?

4. Bargaining Affiliates:

- ☐ Do the laws in this state facilitate open bargaining, or have any other limits to flexibility with bargaining teams? (not necessarily a deal-breaker, but helpful to know).
- ☐ Does the law allow for the ability to strike upon contract expiration? If not, what possibilities do exist for potential job action?
- ☐ How much has the affiliate moved towards student-centered advocacy?
- ☐ Do you do open bargaining and/or large, representative bargaining teams?
- ☐ Do you have community partners in bargaining?
- ☐ What stage are you in the contract cycle? *Expiration date?*
- ☐ *How did or will you determine bargaining priorities?*
- ☐ *Do you have anyone focused on the communications for bargaining effort? Staff or volunteer comms coordinators? Does this person work on media outreach, member materials, spokespeople training, community outreach?*

For this category – what are the strengths, weaknesses, opportunities or threats?

4. Non - Bargaining Affiliates:

- ☐ Do the laws in your state allow you to bargain at the local level ? or is bargaining not permitted?
- ☐ How does your union secure and define worker rights? School Boards? Legislature? What are the laws regarding this level of advocacy and policy development?
- ☐ Does the law allow for the ability to strike? If not, what possibilities do exist for potential job action?
- ☐ How much has the affiliate moved towards student-centered advocacy?
- ☐ How much experience has your local had with large, ongoing, public worker actions?

- ☐ Do you have community partners that share in securing worker rights?
- ☐ *How do you determine organizing or advocacy priorities?*
- ☐ *Do you have anyone focused on the communications for organizing efforts? Staff or volunteer communications coordinators? Does this person work on media outreach, member materials, spokespeople training, community outreach?*

For this category – what are the strengths, weaknesses, opportunities or threats?