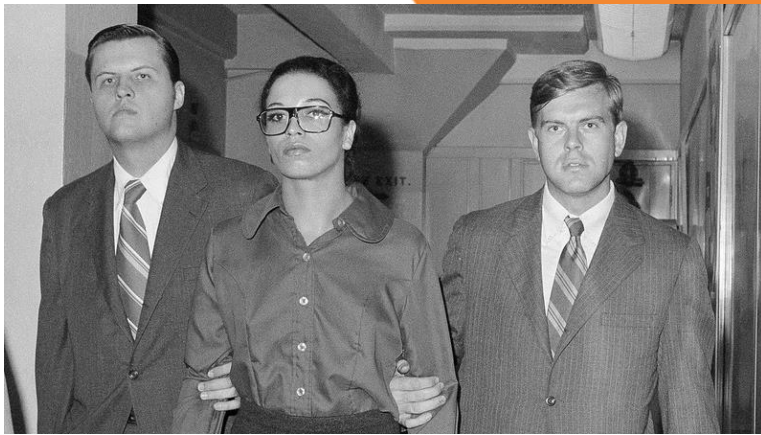




As you enter ...

Scan this QR Code to listen to NPR's, "This Forgotten Women's Prison Helped Cement Greenwich Village's Queer Identity"



<https://tinyurl.com/NPRPrison>

Scan this QR Code to view Jeffry Marsh's Blog and Video on Pronouns

<https://tinyurl.com/marshpronouns>





Ellen

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Acknowledgements

Adapted from Transatlantic Notes

The content we are going to explore may bring up strong feelings. Throughout our time together, we will explore examples of racism, ableism, heterosexism, and sexism. By exploring these together, we can begin the process of unlearning our own internal oppression.

The purpose of unlearning isn't about forgetting what we know or about being wrong; it's a conscious act which requires critically examining the ideas and assumptions that influence our expectations, behaviors and beliefs about ourselves and other people. By doing this, we can challenge the cultural and structural norms that perpetuate racism and oppression.

Unlearning is something we can all be committed to because we all have a part to play in dismantling everything that helps maintain racism within society.

Advancing LGBTQ+ Justice

Feedback on Your Feedback

Your Words

Community Agreements

- Awareness and Self-Knowledge
- Listen for Understanding
- Be Gracious
- Stay Engaged
- Be Open and Suspend Judgment
- Say “I”- tell your truth
- Seek Discomfort
- Reach for Empathy
- Expect non- Resolution and non-Closure



Today's Agenda

- 8:30 – 10:10** -- Review and expand on key concepts
- 10:10-10:25** -- Break
- 10:25 -12:00** -- Systems of Oppression and Legal
- 12:00 -1:00** -- Lunch
- 1:00 – 2:00** -- Legal Q and A
- 2:00 – 2:15** -- Break
- 2:15 - 4:00** -- Collective Strength and Building Campaigns
- 4:00** - Leave for Walking Tour





Alex

Gather around an identity of your choosing

Answer the following discussion questions:

- Why did you select this piece of your identity?
- What are some challenges of this identity?



Debrief-

- What was something you learned about someone else?
- What was easy/hard about this activity?
- How safe did you feel sharing in this activity?
- How do your reactions to today's prompts compare to yesterday?





Discreet identities bind us

We all have pre-conceptions that might not match an actual identity of another

We don't get to assign a person's identity for them



Salina and Natasha

Recall a time when something in your life changed in a major and you needed others to show up for you. What did they do that felt supportive? Was there anything they did that did not feel supportive?

Take three minutes to turn and talk with your neighbor

What is a Transition Plan

A Transition Plan is a collaborative agreement between a transitioning unit member and management that outlines how the workplace will support the unit member's transition process. The goal is to ensure the member's rights, dignity, and safety are fully protected throughout their transition.

BARRIERS TO TRANSITIONING

Not all trans people can transition as they would like to because of any number of factors, including:

- Financial cost
- Legislative rules/roadblocks (i.e.. Passports, state IDs)
- Lack of access to competent healthcare
- Health problems
- Physical Safety
- Unhappy with options available
- Unsupportive family/family instability
- Homelessness/domestic violence
- Other personal reasons

- The unit member should have the autonomy whether or not to create a transition plan, , choose what information to share (and with whom), and be fully involved in every decision that affects them.
- There is no one-size-fits all approach to transitioning. Each person has unique needs, preferences, and experiences. Contract language should be flexible enough to accommodate these differences.

Core Components of a Transition Plan

- **Anti-Harassment Protections** – Statement of Rights and Nondiscrimination Policies
- **Leaves and Accommodations** – Medical leave, coverage for gender-affirming care.
- **Workplace Logistics** – Names/pronouns in records, email, ID cards, rosters.
- **Communication Plan** – Who notifies colleagues, students, parents, etc.

Core Components of a Transition Plan

- **Confidentiality & Consent** -Member decides what to share, with whom, and when.
- **Facilities Access** – Restrooms, locker rooms, changing areas.
- **Union advocacy**-union representation during discussions with management, ensuring compliance with contract language, and addressing discrimination or harassment if it arises.

Sample Contract Language

1.0 Statement of Rights and Non-Discrimination

1.1 No unit member shall be discriminated against, harassed, or retaliated against on the basis of actual or perceived gender identity, gender expression, or transition status.

2.0 Transition Planning

2.1 Any unit member who intends to begin gender transition, is currently in the process of gender transition, or has already completed gender transition, regardless of whether the unit member has received any therapy or medical care, may request a Transition Support Plan

Sample Contract Language

3.0 Leave and Accommodations

3.1 Unit members shall be entitled to use accrued sick leave, personal leave, or other applicable leave for transition-related medical appointments, procedures, or recovery, consistent with state and federal law.

4.0 Names, Pronouns, and Records

4.1 Upon request of the unit member, the Employer shall update the employee's records, communications, and systems to reflect the member's affirmed name and pronouns, regardless of whether a legal name change has been completed.

Questions and Topics to Avoid

- **Questions about genitalia or anatomy**

It's not your business!

- **Questions about sexual experiences**

Also, not your business

- **Any questions that imply someone should delay or stop transitioning**

Are you sure you want to switch your pronouns this school year?

- **Any comments on someone's transition**

"I never would have known! You pass so well! You don't look trans!"

- **Questions or comments about, or using a person's dead name**

A dead name is the birth name of a transgender person who has changed their name

- **Anything that assumes they are the expert on everything LGBTQ+**

It's not their job to teach you or to speak for an entire, diverse community

SCENARIO: Supporting a Trans Educator

You are a Uniserv Director in a medium-sized conservative school district. A member reaches out to you and asks for your help. She explains to you that she is a returning employee who is transgender and began transitioning over the summer break. She is nervous about coming back in the fall and is asking for your help in navigating her return.

- What would be your first steps?
- What additional information would you need?
- How would you go about finding that information? What resources would you use or seek out
- Knowing what we know now about transitioning and gender, what would you avoid doing?
- Refer to the Participant Handouts page 21.

Transition Plan Gallery Walk

- Post plans around the room
- Use sticky notes to leave feedback for each group.
 - Highlight something you thought was strong
 - Ask a question
 - Make a suggestion for another layer of protection

- What parts of the transition planning process felt most important to center the member's voice?
- What obstacles or tensions might arise, and how can the union proactively address them?
- How can the union strengthen contract language to ensure protections and supports are guaranteed?

- When someone calls you and tells you they are transitioning, do not question them about what they are doing.
- NEVER try to talk someone out of transitioning or question their decisions around their identity.
- The member decides whether to create a plan, what to share, and with whom. Put the person in the driver seat; do not be the driver.
- There's *no* one-size-fits-all approach. Each person's experience, comfort level, and timing are different. Contract language should be flexible enough to meet those individual needs

15 Minute Break!

Check out this site! It includes accurate and up to date maps that track LGBTQ+ policies across the nation. (We will revisit this map later)

<https://www.lgbtmap.org/equality-maps>





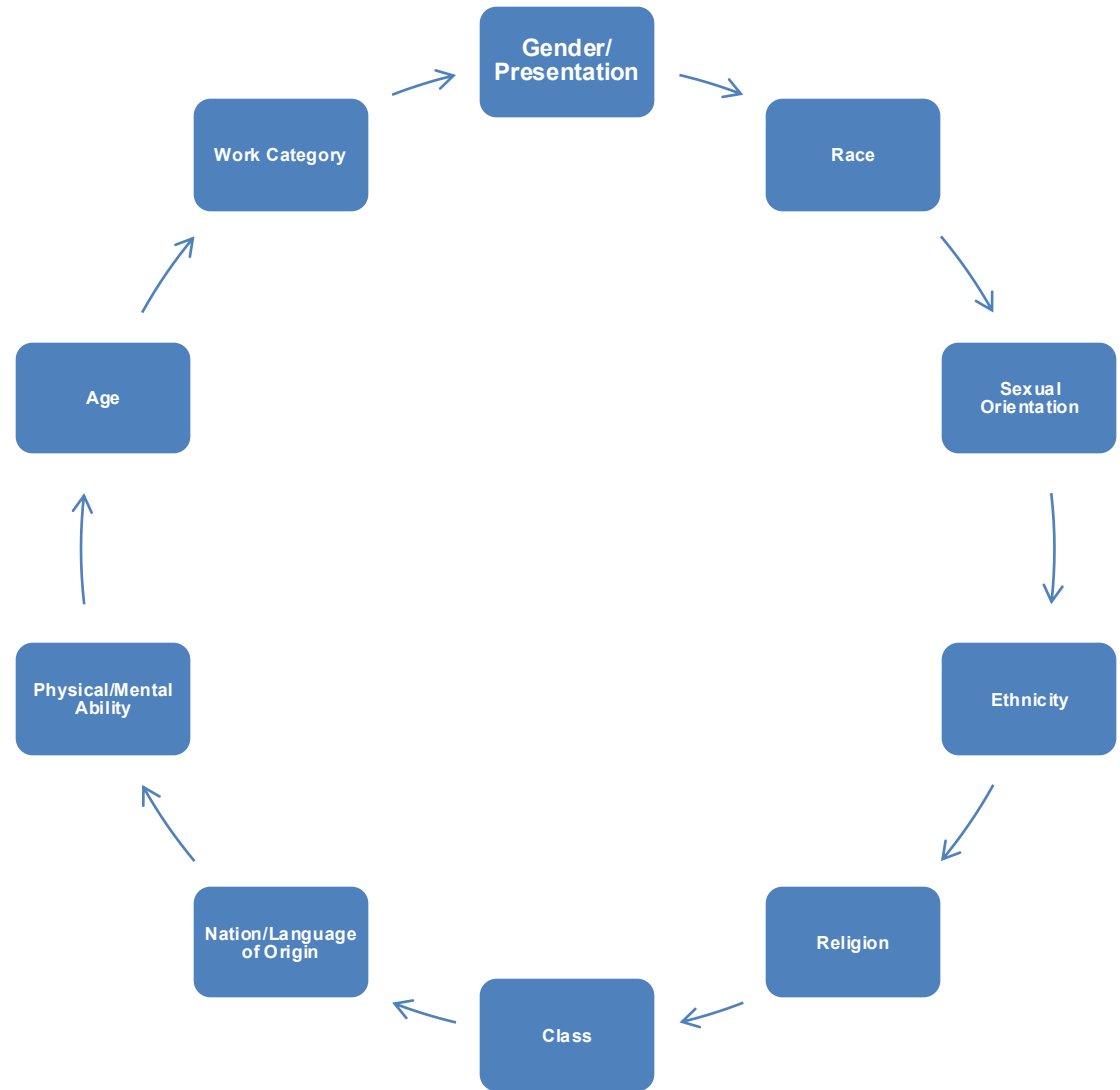
Rachel

Reminder: Definition of Privilege

A special right, advantage, or immunity granted by our unique relationship to a system of power.

Four Corners Activity

Four Corners:
As we read off a
question, go stand
by the identity that
most represents
your answer.



INTERSECTIONALITY



INTERSECTIONALITY



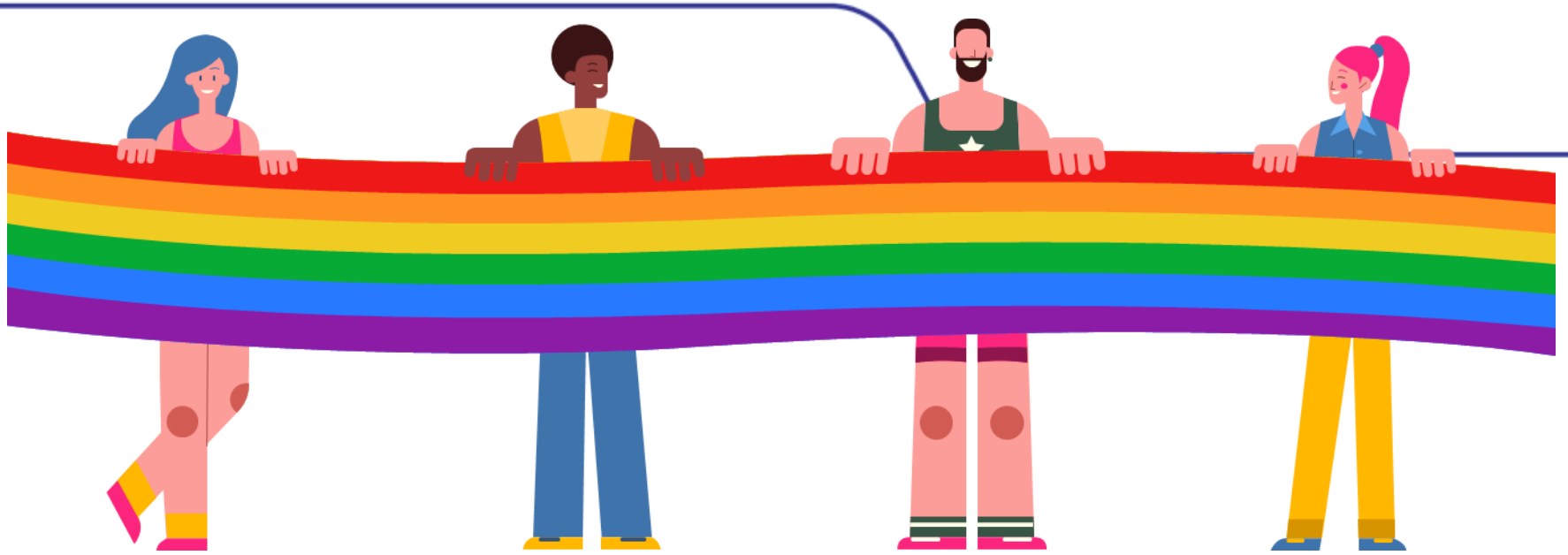
Intersectionality is a framework for understanding a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face.

LEVELS OF EXPRESSION OF OPPRESSION

I n d i v i d u a l	<i>Internalized Oppression</i> lies within individuals. These are our private beliefs and biases about others, influenced by our culture, that reside inside our minds .	S y s t e m i c	<i>Institutional Oppression</i> occurs within institutions and systems of power. It is the norms, policies and practices that are structured into political, societal and economic institutions that have the net effect of imposing oppressive conditions and denying rights, opportunity, and equality to identifiable groups.
	<i>Interpersonal Oppression</i> occurs between individuals . Once we bring our private beliefs into our interactions with others, we are now in the interpersonal realm.		<i>Structural Oppression</i> is bias across institutions and society . It's the cumulative and compounded effects of an array of factors that systematically privilege some and disadvantage others.

Drawing on your knowledge base and experiences:

- **Independently analyze the scenarios and determine the expression of oppression.**
 - Scenarios can be found in POPs in "Additional Participant Handouts", the last resource at the bottom- **Levels of Expression of Aggression**
- **Discuss at your tables and reach consensus about the expression of oppression in each scenario.**
- **TOTAL Report Out – 3 Minutes be prepared to report a 2 Sentence Summary of your scenario and the Consensus Decision about what level of oppression is being expressed and why.**



What did you struggle with?

What was clear to you?



1. There are no hard and fast lines between the levels – and changing one can affect another.

While we believe that the individual is responsible for exploring personal bias

...

2. The way to effect change is by addressing institutionalized and structural oppression – this is where injustice lives.



Keira and
Anthony



Understanding the Legal Landscape on LGBTQ+ Rights

Advancing LGBTQ+ Justice Training

December 3, 2025

Keira McNett (*she/her*)
NEA Staff Counsel



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Legal Update Agenda

- LGBTQ+ Rights Under Federal Law
 - Educators' Rights under *Bostock*
 - Students' Rights and Title IX Regulations
- Current Legal Landscape
 - Executive Orders & Agency Actions
 - Impacts on Educator and Student Rights
 - Supreme Court Cases



Employment Discrimination is Illegal

Title VII of the 1964 Civil Rights Act prohibits employment discrimination based on race, color, religion, sex and national origin. **Bostock interprets “sex” to include gender identity and sexual orientation.**

Bostock v. Clayton County (2020): “...it is impossible to discriminate against a person for being homosexual or transgender without discriminating against that individual based on sex”



Discrimination in Educational Programs is Illegal

Title IX of the Education Amendments Act of 1972 states:
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX Regulations: Anti-harassment protections

- Title IX Regulations - 2020 sexual harassment rule is currently in effect:

These final regulations focus on prohibited conduct, irrespective of a person's sexual orientation or gender identity. . . . These final regulations include sexual harassment as unwelcome conduct on the basis of sex that a reasonable person would determine is so severe, pervasive, and objectively offensive that it denies a person equal educational access; this includes but is not limited to unwelcome conduct of a sexual nature and may consist of unwelcome conduct based on sex or sex stereotyping. The Department will not tolerate sexual harassment as defined in [the regulation] against any student, including LGBTQ students.
85 FR 30026, 30179 (2020).

LGBTQ+ Civil Rights Under Trump



Executive Branch Actions

- Trump issued 5 executive orders explicitly targeting transgender people
 - Seeking to roll-back civil rights, deny accurate gender markers on passports, restrict gender affirming care, ban trans athletes, ban trans military service, and threaten inclusive curriculum and school policies
 - Lawsuits ongoing across the country
- DOJ/ED have threatening K-12 schools, colleges and universities that have trans-inclusive policies
- EEOC – rolling back protections against gender identity discrimination



Advocating for Educators

- State Civil Rights Offices
- Know Your Rights Training and Materials
- School District Policies
- Collective Bargaining Agreements

Advocating for Students



States and School Districts Pushed Back

- States reiterate inclusive policies and state law protections for ALL students, explicit protections against gender identity discrimination
- Individual school districts issuing statements
 - Montgomery County, MD school district issued a letter to the community stating their commitment to high-quality education for all students regardless of race, ethnicity, sexual orientation, gender identity, immigration status, disability, religion, or any other identifying characteristic, and saying that that they “will fiercely support our teachers and staff as they implement our curriculum and policies.”



Weaponization of Title IX

- Department of Education and DOJ launching Title IX “investigations” and withholding funds to schools districts and universities with trans-inclusive policies
- States and school districts are fighting back
 - Minnesota
 - Northern Virginia
 - Denver Public High School
 - New York City
- What you can do:
 - If become aware of threat, such as a Title IX investigation letter sent to a district, alert local union and state GC’s office
 - Organize and encourage districts to fight back



Supreme Court Cases

- ***U.S. v. Skrmetti*** (2025): state law ban on gender-affirming care for minors does not violate the Equal Protection Clause of the Fourteenth Amendment
- ***Mahmoud v. Taylor*** (2025): MD school district's policy disallowing opt-outs from LGBTQ+ inclusive story books burdened parents' free exercise of religion under the First Amendment
- ***BPI/Hecox*** (Pending): This term, the Supreme Court will decide whether state laws banning transgender girls and women from participating on girls' and women's sports teams violates Title IX and Equal Protection



Mahmoud v. Taylor



- Schools must allow parents to opt their child out of instruction that substantially interferes with their child's religious development or "undermin[es] the religious beliefs and practices the parent wishes to instill in the child."
- This opt-out right is limited to religious objections, and does not include political, ideological, or moral objections.
- This is not a book ban.
- The decision does not prohibit teachers from acknowledging LGBTQ+ identities or answering student questions.
- It does not allow "opt outs" from interacting with LGBTQ+ students, staff, or families. Nondiscrimination protections remain in place, and schools should continue to foster an inclusive environment where everyone is acknowledged and treated with respect.
- This decision does not impact any student's rights to be themselves, to talk about LGBTQ+ issues, and to have GSAs.
- State laws and individual school district policies concerning religious opt-outs vary greatly from state to state.
- It is the responsibility of the parent or guardian to assert a religious belief they want the school to accommodate.
- The decision emphasized the young age of the students in this case (elementary school students).

Only 0.03% Opt Out Of LGBTQ+ Education In Maryland After SCOTUS Gives Them A Right To

After SCOTUS gave families a right to opt out of LGBTQ+ education, Montgomery County, Maryland is reporting only 43 families took them up on it.

ERIN REED
OCT 6



OPT OUT REQUIREMENT AFTER MAHMOUD V. TAYLOR SUPREME COURT RULING

Parents: Ask Your District How They Will Comply

After a momentous parental rights **victory** handed down by the United States Supreme Court on Friday, June 27, 2025, parents should expect their local districts to allow opt outs concerning controversial instruction about sex and gender.

“...parents should expect their local districts to allow opt outs concerning controversial instruction about sex and gender.”

TO DO

Defending Education recommends parents send an email or letter similar to the template included with this explainer to their districts to learn how

Sarah Parshall Perry, Defending Education Vice President and Legal Fellow concisely states: “Storybooks like those at issue in *Mahmoud* convey normative messages on sex and gender, and those messages can and often do conflict with the religious beliefs of parents and their children.”

In *Mahmoud*, the Supreme Court applied its 1972 decision, *Wisconsin v. Yoder*, which held that parents have a right “to direct the religious upbringing of their children” and that this right can be infringed by laws that pose “a very real threat of undermining” the religious beliefs and practices that parents

1 hour for Lunch!



[www.justwatch.com/
us/movie/pride-2014](http://www.justwatch.com/us/movie/pride-2014)

CUE IT UP!

Add the movie “Pride” to your to watch list. It is based on a true story about an LGBTQ+ group’s solidarity with striking miners. A feel good union story, but make sure to have tissues handy!



Anthony & Keira

2025 State Legislative Sessions – the Good

- Over 200 pro-LGBTQ bills were introduced across the country, including in some red states; dozens became law.

Examples:

- ❖ Prohibit discrimination in educational settings, including requiring inclusive bathrooms
- ❖ Establish LGBTQ-inclusive curricular standards
- ❖ Anti-Bullying
- ❖ Require equal athletic opportunities for students
- ❖ Protect gender affirming care access and health insurance coverage
- ❖ Strengthen discrimination prohibitions in employment, housing, and public accommodations
- ❖ Prohibit discrimination in healthcare services
- ❖ Ban (or extend existing ban) on conversion therapy
- ❖ Ease restrictions on changing name and gender identifier
- ❖ Enshrine marriage equality at the state level
- ❖ Require anti-bias training

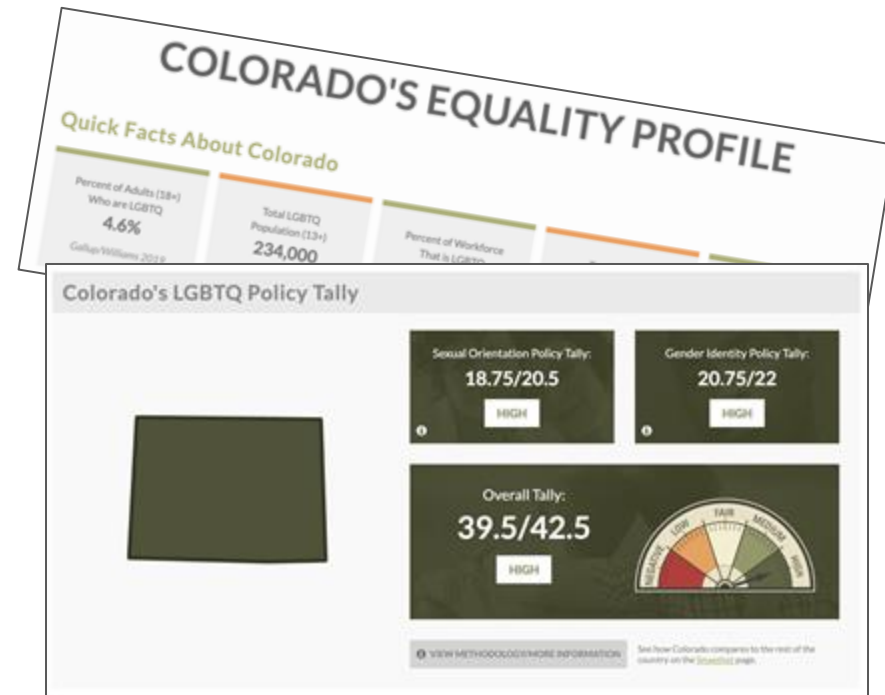
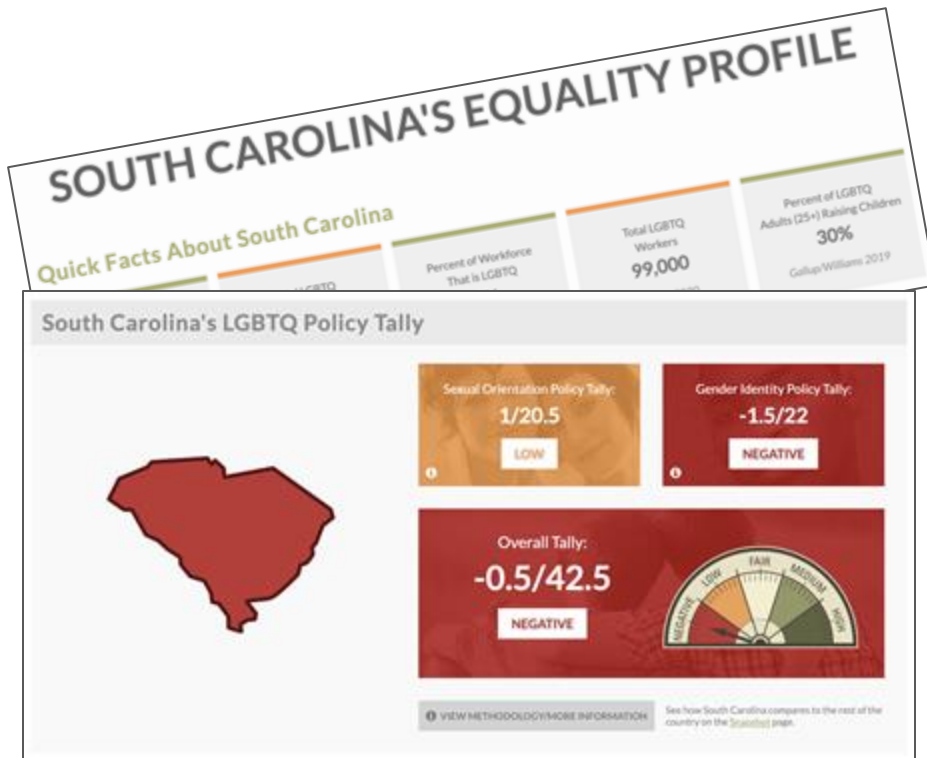
2025 State Legislative Sessions – the Bad

- In 2025, state legislatures introduced 588 anti-LGBTQ bills. Of these, 65 were enacted into law, while 121 bills were defeated and 9 were vetoed

Examples:

- Redefine “sex” in an attempt to exclude trans and nonbinary people from protection under the law (37 bills across 19 states)
- School bathroom/locker room bans (63 bills across 31 states)
- Transgender sports bans (90 bills across 29 states)
- Forced outing requirements (37 bills across 20 states)
- Censoring curricula and banning books featuring LGBTQ+ people and issues (47 bills across 18 states)
- Ban or restrict gender-affirming care for trans youth (66 bills across 30 states)
- Allow for religious exemptions from anti-discrimination laws (60 bills across 31 states)
- Limit the ability to update gender information on IDs and records (36 bills across 16 states)

Review the Laws in Your State



Adoption			
Parent Care Non-Discrimination Protections			
Recognition for Parents Using Assisted Reproduction			
Recognition of De Facto Parents			
State Family Leave Laws			
LGBTQ-Inclusive Definitions of Spouse/Partner			
LGBTQ-Inclusive Definitions of Children/Parents			
Subtotal	2/6		9/1
Relationship and Parental Recognition Total			3/7

Family Services Non-Discrimination Laws			
Adoption Non-Discrimination Protections for LGBTQ Parents			
Parent Care Non-Discrimination Protections for LGBTQ Parents			
Recognition for Parents Using Assisted Reproduction			
Recognition of De Facto Parents			
State Family Leave Laws			
LGBTQ-Inclusive Definitions of Spouse/Partner			
LGBTQ-Inclusive Definitions of Children/Parents			
Subtotal	5/6		5/1
Relationship and Parental Recognition Total			8/7

- Look at your state profile from Movement Advancement Project: <https://www.lgbtmap.org/>
- Those of you from states with PRO LGBTQ+ Laws will sit together
- Those of you from states with ANTI LGBTQ+ Laws will sit together
- How do these laws impact local issues? What issues are you experiencing (good or bad)? What are you/will you do at the local level?

What You Can Do

- Know Your Rights
 - Educator rights; student rights; rights as advocates
 - Look at state laws, local ordinances, school board policies
- Advocate for school board resolutions and policies that protect LGBTQIA+ students (e.g., gender-neutral bathrooms, inclusive curricula).
- Bargain for protective policies for LGBTQIA+ educators
- Tell the stories of real impact
 - In support of lawsuits challenging harmful laws and policies
 - When challenging anti-LGBTQIA+ state laws

15 Minute Break!

**"I'm not saying it don't hurt to be awake in this world.
But stay awake, my darlings."**

Marsha P. Johnson

www.womenshistory.org/education-resources/biographies/marsha-p-johnson





Sara and Zac

What is our Collective Strength?



- How is collective strength shown in the video?
- What is the collective strength we have in this room?



Zac

Freedom to Be Ourselves:

Telling our Story & Organizing for Change



Who is talking about race and gender and how is it impacting the terrain on which we teach and advocate?

What does research tell us about moving people to our vision of education justice?

What are ways we will join together to organize for change?

Being Intentional

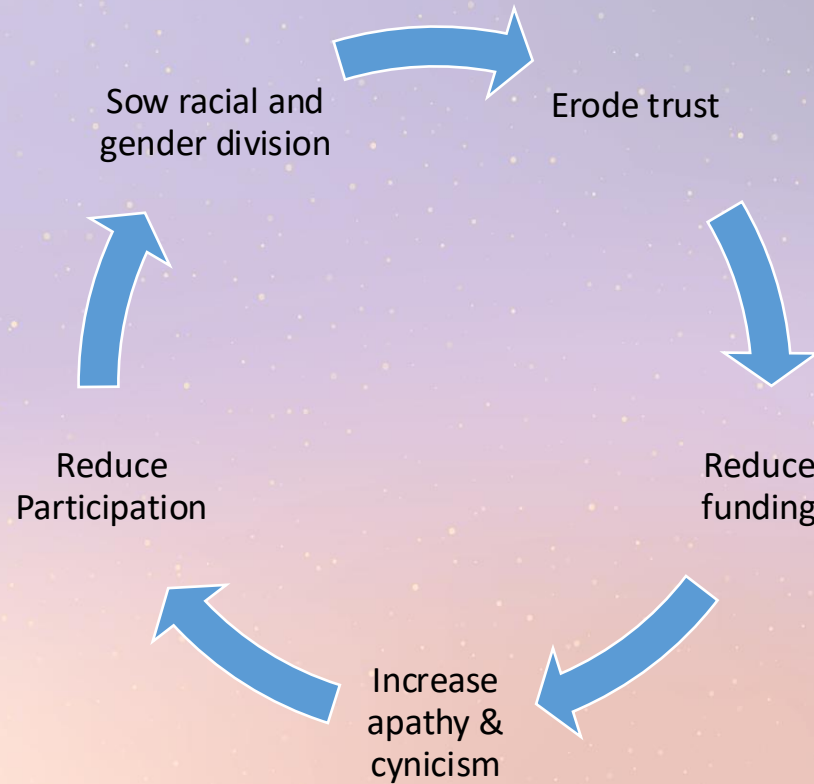


“We, the NEA, will lead a movement that unites not just our members, but the entire nation to **reclaim public education as a common good, and then transform it into something it was never designed to be—a racially and socially just and equitable system** that prepares every student, every one, to succeed in a diverse and interdependent world.”

NEA President Becky Pringle, 2021 NEA RA



What We're Up Against



Uncontested, their narrative sets the frame



Being Intentional

“There is a chilling effect on educators, in order to silence and marginalize and invisibilize support for LGBTQ-plus students,” Willingham-Jaggers said. “The real effect of this stuff is diminishing opportunities for LGBTQ young people.”

GLSEN Executive Director, Melanie Willingham-Jaggers

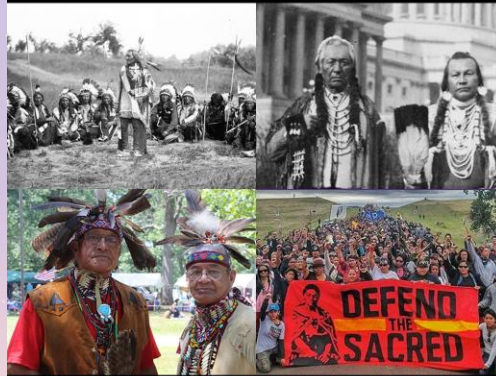


Building a Choir

HIS STORY BELONGS IN OUR CLASSROOMS



ALL OF OUR HISTORY



BELONGS IN OUR CLASSROOM

- We need to ensure that all our students are safe.
- We must build true, authentic, intentional relationships.
- This work is political. Everything in our lives is.

True History



Whitewashed History



Talking about Race and Class: It's Important



Race Class Gender Narrative Key Elements

Lead with shared values that name race & class & gender

Name racial and gender identity scapegoating as a weapon that harms us all.

Emphasize unity and collective action to solve the problems

Values

School is a place where childhood happens. Most of us believe that every child, whatever their color, sexual orientation, background or zip code, has the right to learn in a supportive environment that respects their humanity, upholds their dignity, and responds fairly to mistakes and mis-steps.

Villain (Actor)

But today, certain politicians fuel divisions so they can take resources away from our schools while they let the wealthiest few get away with not paying their fair share. They then blame parents, teachers and students to distract from these failures. They send police into schools to harm students who are Black, brown, LGBTQ+ or disabled for making mistakes that — for wealthy white kids — are deemed part of growing up and learning.

Collective Vision

Our schools must treat every child as equal, especially in situations of conflict. We make the future, and by joining together — parents and teachers, LGBTQ+, Black, white, and brown — we can make every neighborhood public school a place where all children can learn, grow, and thrive.

Messaging Guide

Transgender Youth and the Freedom to Be Ourselves

Building Our Choir with a Race Class Gender Narrative
Updated April 2022



Values Based, Race Class Gender Forward Messages Mobilize!

[Transgender Youth and the Freedom to Be Ourselves— We Make The Future](#)

Key Findings

“freedom to be ourselves”



Whether we are Black, white or brown, Native or newcomer, transgender or not, we want our kids to have the freedom to be themselves and pursue their dreams. But certain politicians try to get and hold onto power by putting us in boxes based on what we look like, where we're from, or what our genders. They fuel divisions between parents, denying Black and brown kids opportunities in segregated schools, pushing laws to erase our history — from Selma to Stonewall — of coming together to push for better, and exploiting lack of familiarity with transgender people to exclude transgender kids from healthcare, school, and sports. By speaking out for welcoming, accurate, and fully funded education, we can make our schools places where children of all races and genders are free to learn all that they — and our country — have the potential to be.

Race Class Gender Narrative Key Elements

Lead with shared values that name race & class & gender

Name racial and gender identity scapegoating as a weapon that harms us all.

Emphasize unity and collective action to solve the problems



Alex

BUILDING AN ORGANIZING CAMPAIGN

Selecting a Scenario

- p. 53-56
- Move to a table that corresponds to that scenario
- Take 2 minutes to read your scenario
- Overview of what presentations and report out will look like

Consider...

For your scenario, imagine you are in a state that has recently banned conversations about LBGTQ+ topics. What would you do?

Consider...

Why do you think that it is important that we address concerns around LGBTQ+ equity through an organizing model?

(as opposed to relying solely on lawsuits and grievances?)

- What is organizing??
- "If you don't know what jazz is, you'll never know." - Miles Davies
- Organizing is
 - An attitude that action can lead to a better outcome
 - Based in equity
 - Requires collective action

Organizing is how individuals turn common challenges into common strength—transforming spaces through equity, action, and unity.

Why an Organizing Approach

- Well-organized worksites and locals have a positive, visible presences
Members feel that they have the collective power to solve their problems and see themselves as responsible for the win – not a third party (UD, Lawyer, Lobbyist).
Builds power by continually increasing the amount of member leadership and ownership for the actions.

We cannot assume that the law/policy will always be on the side of LGBTQ+ equity!!!

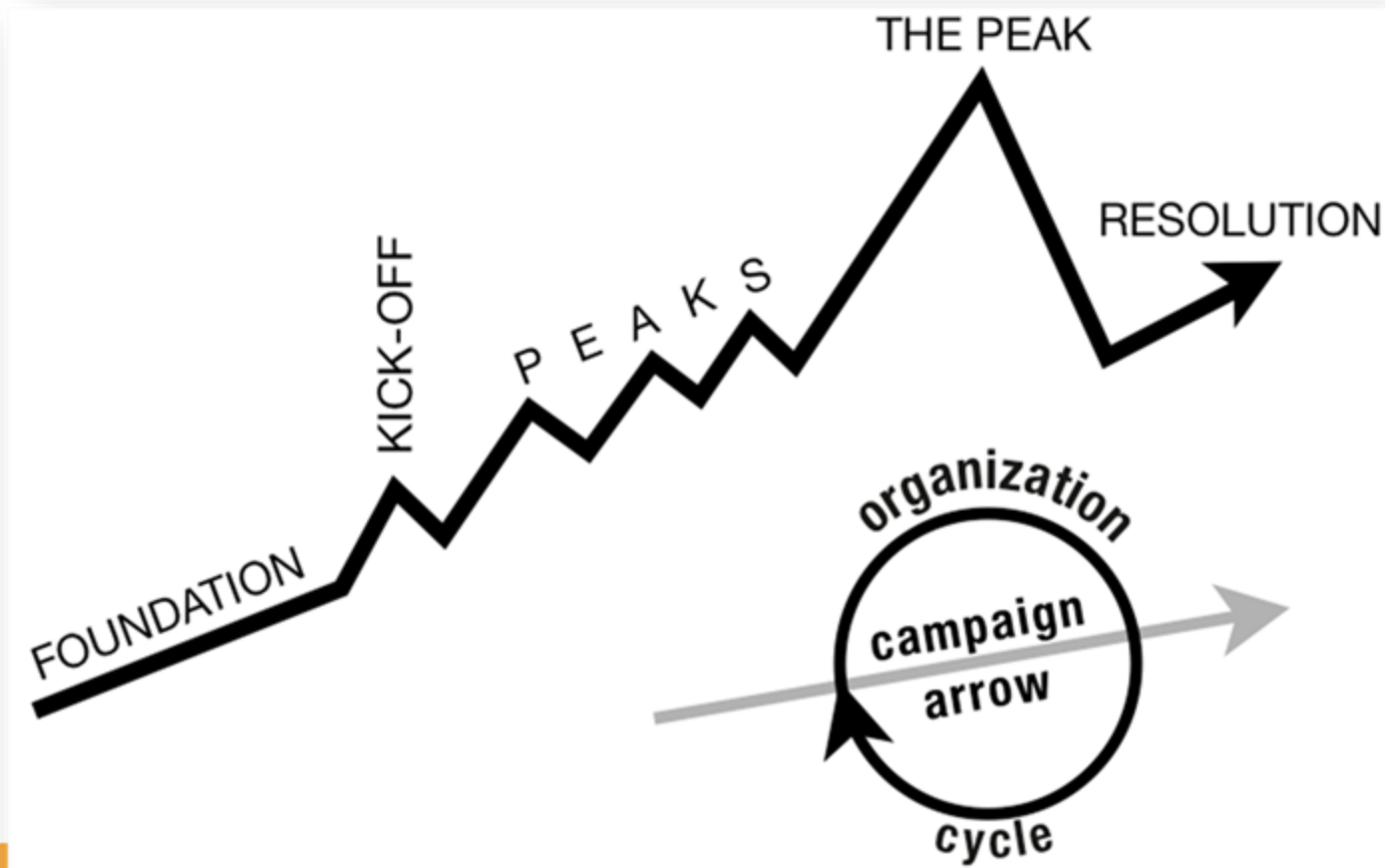


What is an Organizing Campaign?

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

- Involves a series of escalating actions (or tactics)
- Increases pressure on decision-makers
- Builds power by increasing engagement, developing leaders, and building capacity.
- Throughout the campaign we ***identify milestones*** that indicate we have enough power to try something **more** and something **bigger** and **win!**

Structure of a Campaign



Key Parts of an Organizing Campaign

- Issue
- Demand
- Target
- Tactics
- Escalation



- Grievances are typically singular and don't build people power
- Campaigns involve lots of people, are member led, and increase power and visibility of the union

STEP 1: Issue

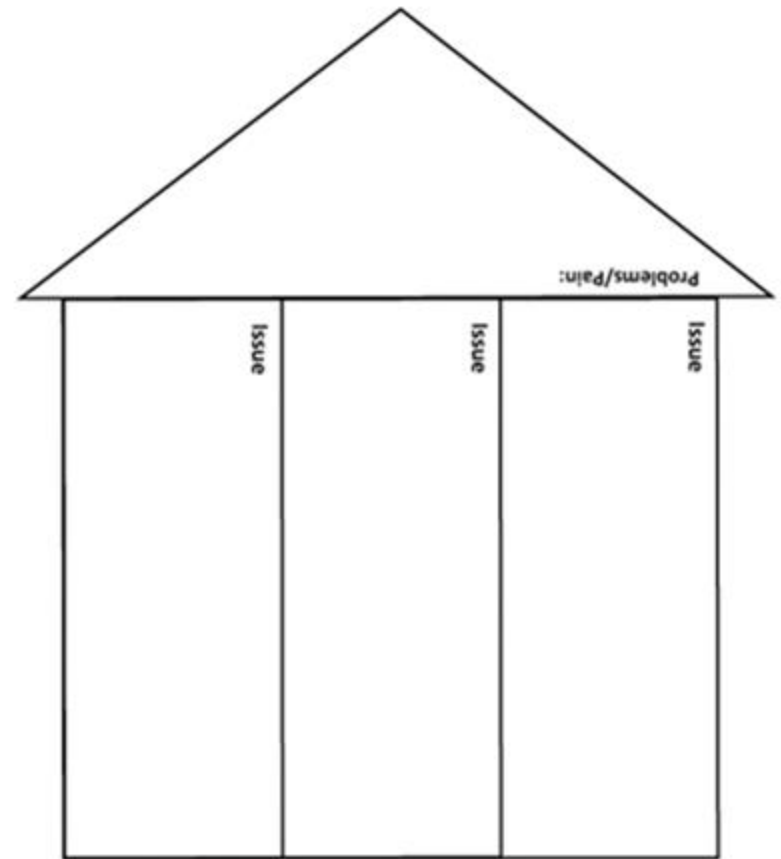
PROBLEM vs. ISSUE

- **Campaigns** start with issues members care about.
- An *issue* is a slice of a workplace *problem*.
- Often a *problem* can have different *issues* depending on the perspective of the people we are working with.
- It is **KEY** to get enough input on what the *issues* are that make up the *problem* so that YOU do not drive the solution.

PROBLEM vs. ISSUE



**Issues are the small(er) actionable
pieces that contribute to the
larger problem
(POPs in the Participant
Handouts Pg. 3)**



EXAMPLE- Problem and Issue

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

- **Issue** – There are no gender inclusive bathrooms and/or transgender students are forced to use the wrong restroom.
- **Issue** – Our healthcare and leave benefits do not cover non-“traditional” family structures or are not fully accessible to people with same-gender partners.
- **Issue** – Our administration forces us to “out” trans and queer students to their families.

What makes a good issue:

- It is widely felt and/or deeply felt.
- It is winnable.
- It builds the union and builds leaders.
- It has a connection to students and the public.

Assessing our Issues

Sample chart that can be used to assess our issues (pg. 11 - Campaign Planning Document)

PROBLEM AND ISSUE

What is the problem(s) we are trying to address?

What is a concrete solution(s) to one part of this problem? This is where we find our issue.

Is the issue.. (See Issue Analysis Tools)

- Widely felt and/or deeply felt?
- Winnable?
- Aligned with our values?

Does the issue..

- Build the union and builds leaders?

SCENARIO WORK!

In your group, spend time evaluating your issue using the chart in the handouts.



Natasha

STEP 2:

Demand

Demand:

A demand is the *outcome* that *addresses the issue* that you are *making of a target*.

- Measurable
- Achievable

“We demand gender affirming bathrooms in every school because all students need to feel safe and included in our schools. ”

STEP 3:

Target

Target:

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

A single person:

- a name, face, & address

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

SCENARIO WORK!

In your group, decide the following:

Issue

Revisit to make sure it's the one you want

Demand

*What do you want to win (and why)
to solve your issue?*

Target

*Who has the power to give you your demand?
(feel free to make up names and titles if your
scenario doesn't have one!)*

Writing Your Own RCGN Messaging

Now that you have identified the issue impacting LGBTQ+ educators and students, create your vision statement.

- **Values:** Lead with shared values that name race & class & gender
- **Villian:** Name racial and gender identity scapegoating as a weapon that harms us all.
- **Vision:** Emphasize unity and collective action to solve the problems



Sara and Zac

STEP 4: Tactics

Tactic: Actions you to take as a part of an escalation plan that increases pressure on your target to try to win your demand.

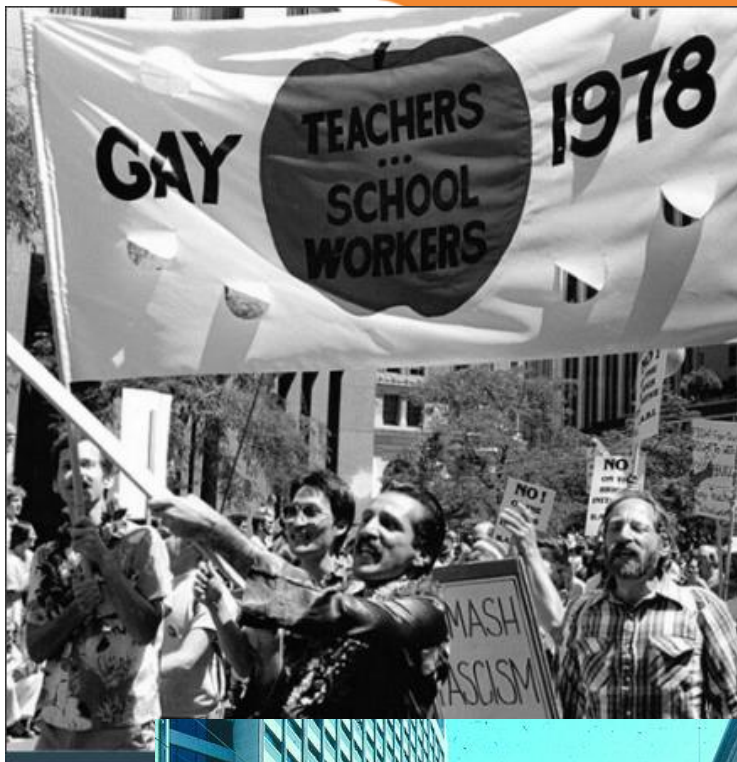
- Put pressure on your Target
(puts them out of their comfort zone)
- Build your Power
(develops leaders, brings more people in, etc.)
- Be Strategic



Historic LGBTQ+ Tactics



Historic LGBTQ+ Tactics



Historic LGBTQ+ Tactics

ACT UP!

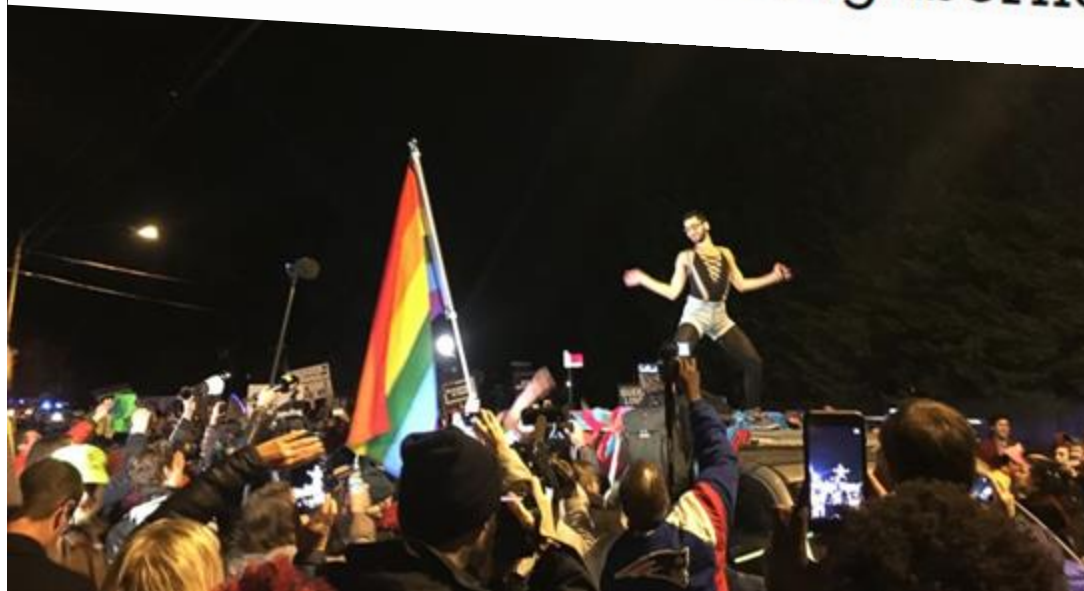


'Daddy Pence, come dance' — D.C. LGBT dance party held to protest Mike Pence

AP, January 19, 2017, 7:51



LGBT Activists Had a Dance Party Protest in Mike Pence's Neighborhood



SCENARIO WORK!

TIME: 5 Minutes

TACTICS BRAINSTORM!

+++YOU HAVE 5 MINUTES!+++

Brainstorm AS MANY tactics as you can on 1 chart.

- Be creative!
- You are NOT evaluating right now!

Everything goes on the board!

Evaluating Tactics

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

STEP 5:

Compression Points and Escalation

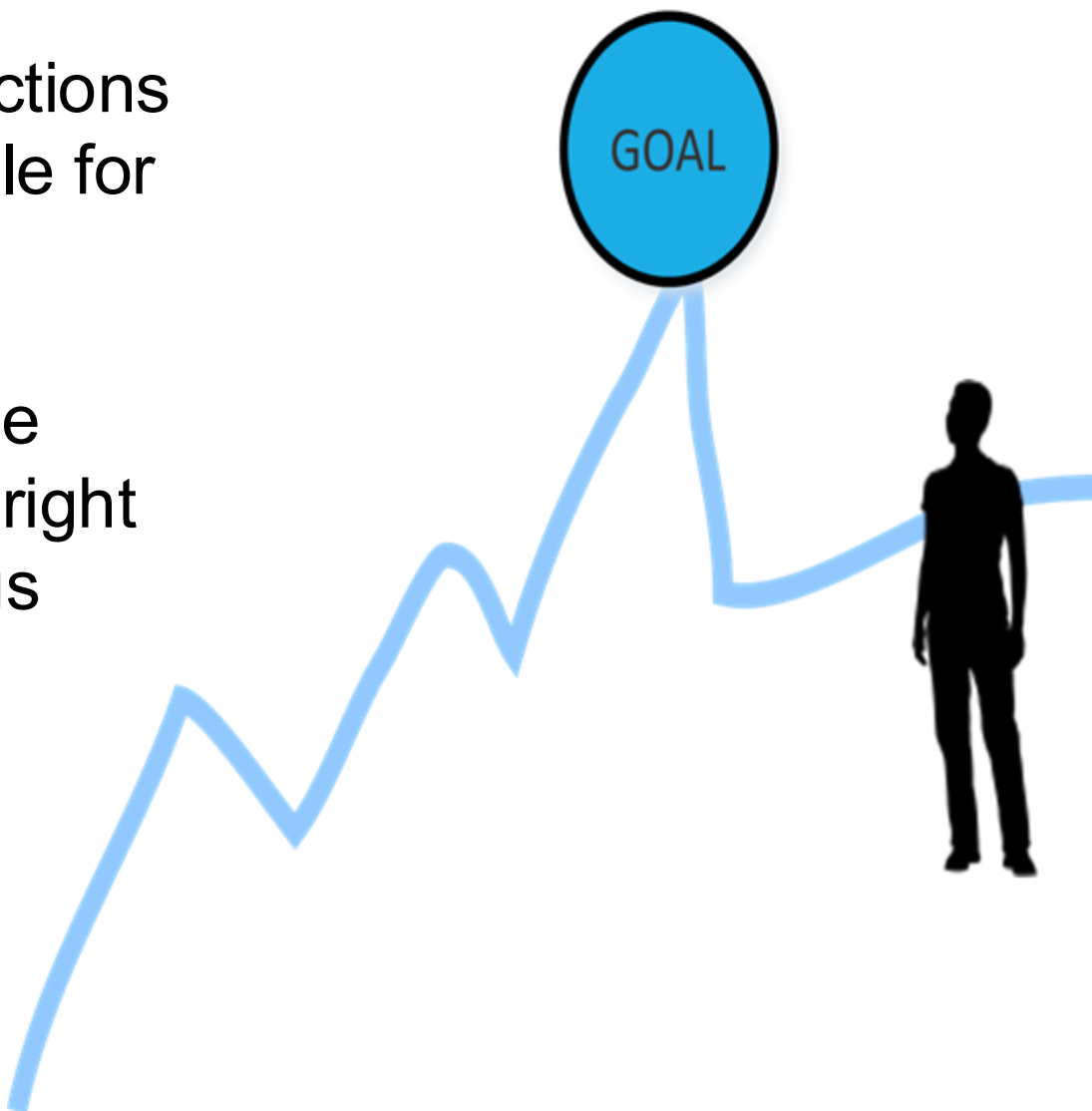
Points on the calendar where you celebrate short term wins or escalate your tactics.

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

Why do you
think tactics
escalate
gradually?



- Less escalated actions prepare our people for more escalated actions
- Give the target the chance to do the right thing before things escalate
- Use the threat of escalation



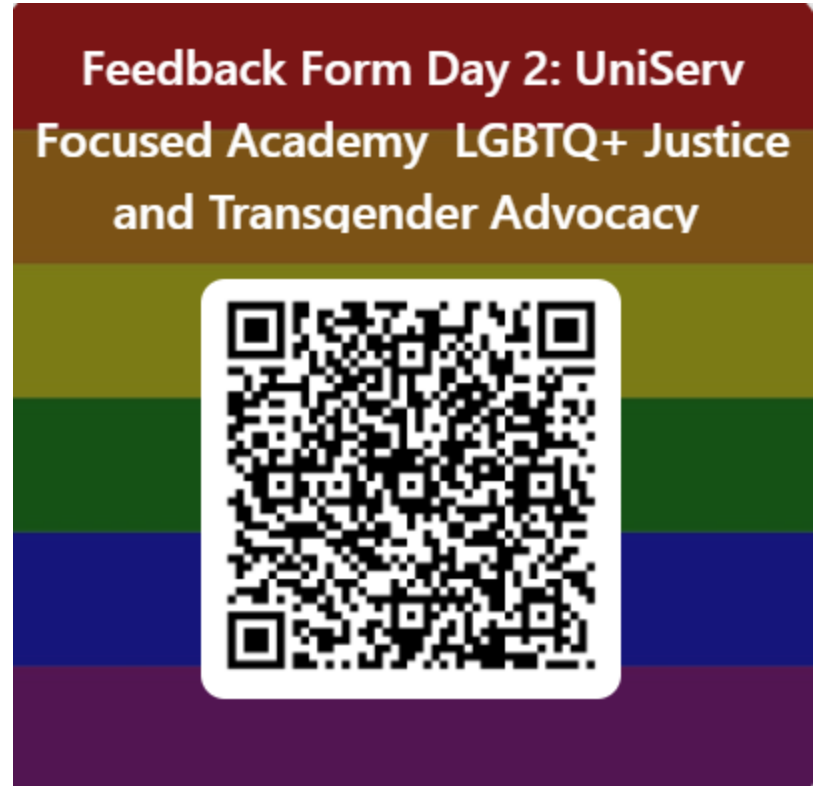


Ellen

- How does YOUR learning from today inform your work with members?
- How might we inadvertently cause well-intentioned harm?
- How can we prevent that?



Feedback Form
Day 2: UniServ
Focused
Academy LGBTQ+
Justice and
Transgender
Advocacy – Fill
out form



Advancing LGBTQ+ Justice