

READ FIRST Welcome to NEA's Organizing ESPs - This is an in-person event. It is required that you complete all modules in this pre-attendance session. Please download and complete the following Pre-Attendance Activities Before Arriving. **Why Pre-Academy Assignments?** The resources compiled here are relevant and intended to help you shift from the day-to-day cognitive load of work to the thinking you will use as a learner at the academy. It should take no longer than 3 hours to complete the entire package.

Pre-Academy Assignments (Approximate time to Complete -3 Hours Total)

As you navigate this course, there are several modules. Prior to attending you will need to complete the following modules before attending: Pre- Academy Assignments (This one), Community Agreements for Our Time, Living wage Calculator, and ESP Bill of Rights. Directions for completing the assignments in this module are listed below.

1. Community Agreements Pages 2-3 and Separate Module (Required) – Please complete this module prior to attending. It is a stand-alone module called Community Agreements outside of Pre-Academy Assignments. Within the Pre Attendance Document, we will be doing an activity on day one that requires your prior reading of these. Please download page 3, save, and complete the form in this module called, Community Agreements, and complete the questions at the end prior to our meeting.
Estimated time to complete - 10 Minutes

2. NEA ESP Research Findings Memo Pages 18-27 (Required) – Read this memo, it contains key findings and recommendations from a multi-phase research project of potential NEA member ESPs from November 2022 to February 2023. The research was designed to help NEA and its affiliates develop messaging to recruit potential member ESPs more effectively. The research was conducted in three phases. **Estimated time to complete - 30 Minutes**

3. ESP Messaging Framework Pages 28-39 (review) – Review this document, it will help guide conversations as you recruit support staff. Support staff are valued members of our union and our school communities, and your work to recruit them is vital.
Estimated time to complete - 10 Minutes

4. Defining Classism Pages 40-41 (Required) - Read this definition of classism –
Estimated time to complete - 10 Minutes

5. Cross Class Capacity Tool Pages 42-46 (Required) - Read this document. This document was created by the SURJ(Stand Up for Racial Justice) poor and working-class group to bring white folks into action. White people working together to dismantle

racism is critical work. Attempting to do this work without acknowledgment and thoughtfulness to how class affects folks experience of race limits a true understanding of what is racism and what is classism. **Estimated time to complete - 20 Minutes**

6. Shifts Pages 46-47 (Required) – Read this document. At the training you will be asked to read these “shifts” and identify how the conditions described show up in our work with ESPs and our organization’s relationship with ESPs. This will be used in small groups. **Estimated time to complete - 20 Minutes**

7. Analyzing Everyday Oppression in Union Work Pages 7-9 (Required) – Review this scenario. It will be used as part of a team activity. Oppression operates on multiple levels, and this drives us toward taking a systems thinking approach to addressing its impact. Biases lead to the development of stereotypes that feed prejudice and discrimination accumulating in systemic oppression. A way to begin recognizing and planning to interrupt this system of oppression is through a Lens. It provides a Lens by which to view prejudice and discrimination accumulating in systemic oppression. **Estimated time to complete - 15 Minutes**

8. Dominant Narrative Pages 10-17 (Required) - Read this document. A dominant narrative is an explanation or story that is told in service of the dominant social group’s interests and ideologies. It usually achieves dominance through repetition, the apparent authority of the speaker (often accorded to speakers who represent the dominant social groups), and the silencing of alternative accounts. We will work in small groups to apply a process for shifting these narratives, this document outlines a process to make thee shifts. **Estimated time to complete - 15 Minutes**

9. Background reading to prepare for group activities and presentation Pages 48-70 (Required) – The following documents will provide information that will be helpful as we work through activities on Financialization and Minimum Wage Campaigns. **Estimated time to complete - 30 Minutes.**

- “Financialization Created Chicago Public Schools Fiscal Crisis”
Chicago Public Schools has constantly found itself in fiscal crises in recent years, crises that then justify brutal austerity. But those crises didn’t come from nowhere: they were the logical outcome of turning to Wall Street for funding on credit instead of taxing the rich.
- “The Privatization of Everything”
Public goods—like education and water—don’t belong on the marketplace where they can be sold to the highest bidder and used to further inequality, says Donald Cohen, coauthor of a new book on privatization.

- “Thinking Bigger in Local Minimum Wage Campaigns: The Fight for \$15 in Seattle”

Seattle recently passed the highest minimum wage in the country, \$15 an hour phased in over 3-7 years. This victory for low-income workers was the product of multiple intersecting forces including: The national economic and political climate; local political shifts; and smart, strategic organizing that seized this moment of opportunity.