



To: National Education Association

Re: Findings and Recommendations from NEA Recruitment Research

INTRODUCTION:

The following memo contains key findings and recommendations from a multi-phase research project of potential NEA member ESPs from November 2022 to February 2023. The research was designed to help NEA and its affiliates develop messaging to recruit potential member ESPs more effectively. The research was conducted in three phases:

1. We began by conducting **in-depth interviews with on-the-ground ESP organizers** across the country and with a range of positions within NEA's state and local affiliates. Each interviewee was selected because they had been identified as particularly experienced in recruiting ESPs. The purpose of the interviews was 1) to determine what's working and not working for organizers; 2) to understand what obstacles needed to be addressed; and 3) to gather ideas for future testing.
2. We then kicked off our research among potential member ESPs themselves, with extensive **focus groups among potential member ESPs**. This included six 90-minute online focus groups, which were segmented by career families, the collective bargaining status of the respondents' home state, and race.
3. Building off the findings of the qualitative research, we conducted a **large-scale online survey of 1,038 potential member ESPs** from across the country to verify and hone the findings and attitudes that emerged in the qualitative research, understand attitudinal differences across job classifications and other demographic groups, and test updated messaging and positioning, including how and whether to address the cost of membership and the "freeloader" argument.

The recommendations from this research are being used to expand on the insights from previous research among certified potential members and develop communications campaign and collateral, such as flyers, leave-behind brochures for potential ESP members, and a conversation guide for member organizers. Those materials and campaign will be ready ahead of back-to-school in 2023.

Executive Summary:

In short, the research shows that:

- As we saw in the research with certified members, we must do more to educate potential members that NEA and its affiliates are unions – and that unions are legal. And further, we must show how, as members, they can increase their collective power through advocacy and / or bargaining.
- The pitch to education support professionals does require another educational step. We must also be clear that NEA is a union for them, as well as certified members. Many potential member ESPs are aware of the collective power of teachers' unions but are uncertain of their eligibility for membership or may not feel welcome as full and equal members of NEA.
- We need to convince potential members that NEA's affiliates will strengthen their voice and improve their daily lives especially by improving wages. Using past wins to demonstrate potential for future wins is critical – even small improvements on salary and day-to-day issues like facility repairs can go a long way.
- The focus on wages is of particular importance to ESPs, more so than with certified educators.
- Relatedly, there is a lot concern about the cost of dues. Many perceive that union dues are higher than they actually are, but conversations about dues can easily backfire. Therefore, we should not speak proactively about dues. But we SHOULD be ready to respond to questions about dues by focusing on the monthly cost of \$21 per month (or the lower local rate) and NOT the annual \$250 cost.

- Meanwhile, it is imperative to address concerns about cost implicitly by demonstrating the value of membership – primarily the ability to achieve higher wages and better benefits through collective power.
- Similarly, it is counterproductive to address the freeloader issue proactively. Our research finds that it simply reinforces the idea that freeloading is an option. Instead, we should address the issue implicitly with our message about the benefits of collective power.
- The actual words “education support professional” are not a widely used or well understood terms among potential members, who are more likely to identify themselves as “support staff.” These potential members also mostly do not consider themselves “educators.” Recruitment efforts should avoid using internal language until after potential members join the union and, instead, should use the term “support staff” and/or, better yet, talk about each potential recruit’s specific job classification.
- Many of the recommendations from the previous research with certified members are still applicable to ESPs. A transformational pitch that positions the union as member-driven vehicle for achieving collective power can significantly boost interest in joining, as opposed to a transactional approach that highlights how the union delivers services in exchange for dues.

OUR PITCH TO POTENTIAL MEMBERS:

<i>What to tell them:</i>	<i>Why it works:</i>
<u>1. Introduce and Educate</u> <i>In CB states:</i> The [STATE AFFILIATE] has the legally protected right in your state to negotiate on behalf of workers like you. They regularly fight for improved contracts that win workers higher wages and better benefits, while also advocating for changes that improve the daily lives of workers. <i>In non-CB states:</i> (You may have been told that unions aren’t allowed in your state, but that isn’t true.) The [STATE AFFILIATE] is a union that regularly negotiates on behalf of workers like you. They fight for improved contracts that win workers higher wages and better benefits, while also advocating for changes that improve the daily lives of workers.	▪ Highlights a state or local union in their area ▪ Clarifies unions are legal and/or active ▪ Talks about their daily life
<u>2. Demonstrate How The Union Will Get Results: Collective Power</u> Workers like us are some of the most under-appreciated people in our schools. We’re rarely asked for our opinions or communicated with when big decisions are made. But when more members join the union and band together, administrators listen to us and we have a stronger voice to negotiate for better wages and benefits, along with changes that improve our daily lives.	▪ Connects with their desire for respect ▪ Shows power in numbers, ideally locally
<u>3. Show Value: Improved Pay & Benefits</u> Most people like us work in schools because we want to help kids. We’re not expecting to get rich, but far too often, people act like we’ve taken a vow of poverty. Banding together is the best way to get paid what we deserve. Our union has already successfully secured some increases in salaries and benefits, but it’s only a start because support staff deserve so much more. With more members, we’ll have an even stronger voice and be able to secure real pay increases, cost-of-living adjustments, and increases in retirement and healthcare benefits.	▪ Points to past wins ▪ Shows you understand their goals (help students) and frustrations (not being able to connect with students) ▪ Name checks top priorities

CUSTOMIZING YOUR PITCH:

Collective Bargaining States

Short Pitch

We are a union that **has a legally protected right to negotiate** on behalf of support staff like you, so we can all get higher wages, better benefits, and improvements to our daily lives. When more people join the union, administrators listen to us. Our union has already secured wins, but it's only a start. With more members, like you, we'll have an even stronger voice and be able to secure real pay increases, cost of living adjustments, and increases in retirement and health care benefits.

Longer Pitch

We are a union that **has a legally protected right to negotiate** on behalf of support staff including paraprofessionals, transportation workers, librarians, food service workers [BE SURE TO LIST THE JOB OF THE PERSON YOU ARE RECRUITING] and teachers, so we can get higher wages, better benefits, and improvements to our daily lives.

Without a union, workers like us are underappreciated and often unheard. When more members join the union, administrators listen to us – giving us a stronger voice to negotiate.

We do this work because we want to help students. We're not expecting to get rich, but far too often our work is undervalued. Banding together is the best way to get paid what we deserve.

Our union has already won increases in salaries and benefits, but it's only a start because support staff deserve so much more. With more members, we'll have an even stronger voice and be able to secure real pay increases, cost of living adjustments, and increases in retirement and health care benefits.

Non-Collective Bargaining States

Short Pitch

Did you know you could be part of the union and that unions are allowed in [STATE]. We are a union that **regularly advocates** on behalf of support staff like you, so we can all get higher wages, better benefits, and improvements to our daily lives. When more people join the union, administrators listen to us. Our union has already secured wins, but it's only a start. With more members, like you, we'll have an even stronger voice and be able to secure real pay increases, cost of living adjustments, and increases in retirement and health care benefits.

Longer Pitch

You may have been told that unions aren't allowed in [STATE,] but that isn't true. We are a union that **regularly advocates** on behalf of support staff, including paraprofessionals, transportation workers, librarians, food service workers [BE SURE TO LIST THE JOB OF THE PERSON YOU ARE RECRUITING] and teachers, so we all can get higher wages, better benefits, and improvements to our daily lives.

Without a union, workers like us are underappreciated and often unheard. When members join the union and band together, administrators listen to us – giving us a stronger voice to advocate.

We do this work because we want to help kids. We're not expecting to get rich, but far too often our work is undervalued. Banding together is the best way to get paid what we deserve.

Our union has already won increases in salaries and benefits, but it's only a start because support staff deserve so much more. With more members, we'll have an even stronger voice and be able to secure real pay increases, cost of living adjustments, and increases in retirement and health care benefits.

Talking Points

These are the safest messages to use among any audience, regardless of the state's collective bargaining status or the ESP's job title.

- **We are a union** that regularly advocates on behalf of support staff.
- We advocate for **higher wages, better benefits**, and improvements to our daily lives.
- Our **voice is stronger** and more effective when we band together.
- Our union has a **proven track record of success**, but we need more members to amplify our voice so we can win higher salaries for workers like us.

Tailored Messaging

[non-collective bargaining states/collective bargaining states]

Paraeducators

Elevator Pitch

We are a union that [regularly advocates/has a legally protected right to negotiate] on behalf of paraeducators, so we all can get higher wages, safety from physical abuse, and improvements to our daily lives.

When more people join the union, administrators listen to us. As paraeducators, we're always looking out for others, but at a time when schools are overwhelmed, who is looking out for us? Our union has already secured wins, but we need more members so we can amplify our voice and secure real pay increases, cost of living adjustments, and increases in retirement and health care benefits.

Messaging Guidance

- Focus even more heavily on wages relative to other messages.
- Safety from physical abuse and other forms of bodily harm is complementary message that resonates.
- Use teachers as a validator, along with other paraeducators.

Clerical, Technical, and Health Services

Elevator Pitch

We are a union that [regularly advocates/has a legally protected right to negotiate] on behalf of support staff like you, so we all can get higher wages, better benefits, and professional development opportunities to support your career and improve your daily life.

Workers like us are rarely asked for our opinions or included when big decisions are made. But when more people join the union, administrators listen to us.

Our union has already secured wins, but we need more members so we can amplify our voice and secure real pay increases, cost of living adjustments, and increases in retirement and health care benefits.

Messaging Guidance

- Place a large emphasis on how the union can convince administrators to *listen* to workers like them.
- Highlight the union's work to provide professional development opportunities as a complementary message.
- It is even more important than with other classifications, to refer to these groups as "support staff." Do not use the term "ESP."

Custodial, Transportation, Skilled Trades, Security, and Food Service

Elevator Pitch

We are a union that [regularly advocates/has a legally protected right to negotiate] on behalf of support staff like you, so we all can get higher wages, better benefits, and improvements to our daily lives.

Our union has already secured wins, but we need more members so we can amplify our voice and secure real pay increases, cost of living adjustments, and increases in retirement and health care benefits.

School boards across the country are trying to privatize our jobs, but when we have a strong union, we are able to get communities, parents, and teachers on our side to help save our jobs.

Messaging Guidance

- Emphasize the union's work to stop privatization.
- Educate them on their right to join the union, because many support staff don't know they can join.
- Emphasize your local affiliate is a union, not an association.
- Do not use the term "ESP" and be intentional about using teachers as validators.

Guidance on Customization

Do	Don't
Say "support staff" or the specific job title of the person you are recruiting	Don't Say "ESPs" or "educators"
Demonstrate that the union is a good investment by lifting up the value and benefits of membership	Don't proactively bring up the cost of dues
Respond to questions about dues by talking about the monthly cost (\$21/month or local average cost)	Don't respond to questions about dues by talking about the annual cost (\$250/year)
Make the argument that the union will be more powerful and better able to win higher wages and benefits with more members	Don't accuse people of "freeloading" or proactively bring it up

CB vs. Non-CB States

In States with Collective Bargaining:

- Emphasize you have a *legally protected right* to negotiate on their behalf.

In States without Collective Bargaining:

- As needed, make it clear that, yes, unions are legal.
- Emphasize you *regularly advocate* on their behalf.

Localizing Your Message

- Learn the issues facing support staff in your district and be prepared to showcase how the union will help address those issues.
- Highlight the union's past wins in your district / state.
- Use people's specific roles / classifications when you talk to them.

Universal Messages

- Start by educating them about the fact there is a union they can join that will advocate on their behalf.
- Focus on the union's work to secure wage increases and better benefits through collective power.

LANDSCAPE FINDINGS:

The survey and qualitative research with potential members painted a comprehensive, nuanced picture on what motivates ESPs, what they know and think about NEA and its affiliates, and how they react to recruitment communications and messaging. These findings have informed the messaging guidance included above.

Many have not even been recruited. Some report they've received no communications or were never formally asked to join. There is an untapped market out there if we can find the right message and help locals build up recruiting capacity.

Education Support Professionals need to see themselves in NEA's membership. When ESPs hear the word "educators," they don't necessarily think it is referring to them, which leaves them unsure of their eligibility. Likewise, it's important to have messages (and messengers) tailored to goals and results that impact ESPs.

Awareness of the union's existence and potential benefits for member ESPs are both low. Some ESPs are aware of a union in their school, and remember being asked to join, but others are entirely unfamiliar and claim that there is no union in their school at all. Among those familiar with NEA, they are almost entirely unaware of what the union could do for them or already does do for them. They value their benefits but are unaware of the efforts made by the union to win those benefits. They don't know about discounts and programs available to them through union membership. For these ESPs, without a clear understanding of how joining the union could directly benefit them, and direct outreach so they are made aware of the union's presence and efforts on behalf of ESPs specifically, there will be little incentive for them to join at all. This is especially important given the lack of understanding of the true cost of union dues.

ESPs want a union to work towards higher salaries, better benefits, and workplace protection. The most important accomplishments a union could win across job categories included winning higher salaries, providing a safe workplace and protecting ESPs from additional duties outside their core responsibilities, and ensuring that the benefits that drew many ESPs to their job in the first place remain strong.

ESPs will be harder to reach and persuade than teachers. Compared to teachers, ESPs have lower interest in joining the union and more middling ratings of their state affiliate. And while we can increase interest in joining among ESPs, we don't get as much movement as we did with teachers. Part of the reason is that membership dues are more of a barrier for ESPs than for teachers. This doesn't mean that we shouldn't be targeting ESPs – there are still plenty that are open to joining. It does mean that NEA should be deliberate in how it allocates its resources for recruitment between teachers and ESPs given that ESPs are tougher.

Basic education about the union has tremendous value with ESPs, especially in non-collective bargaining states. As we saw in the teacher research, a significant minority of ESPs are unaware that there is a local union available to join. In non-collective bargaining states, just 41% know that there is a union to join. And just 49% of the ready to join – those that start out having significant interest in joining – know that there is (with 30% actively believing there is not). So, there are plenty of ESPs out there that would sign up right now if they knew that the union were an option. Moreover, we reach our apex of interest after a simple pitch that clarifies that unions are allowed (and have a legally protected right to bargain in CB states) and that the state affiliate is a union that advocates for higher wages, benefits, and changes that improve workers' daily lives.

Dues are a major obstacle for ESPs, and many believe they are higher than they really are. A monthly figure is much better for us than an annual figure, but any discussions that focus attention on dues COULD be counterproductive. As we saw in the focus groups, most ESPs believe the union is too expensive and that dues are significantly higher than they really are, though most are not willing to pay even that amount. The \$21 per month figure sounds much more reasonable to ESPs than the \$250 figure, but interest in joining the union declines after a discussion of either, because that discussion increases the salience of cost.

The perception that the union cares more about teachers is an obstacle, but teachers can also be good validators for the union – especially with paraeducators. There is a damaging perception among

ESPs that the union cares more about teachers than about ESPs. However, despite this perception, ESPs (especially our most important targets) have largely favorable views of teachers and generally say they would trust what teachers have to say about their local affiliate – with paraeducators especially showing trust in what teachers have to say.

Wages (and benefits) are relatively more important to ESPs than they were to teachers while items that impact their daily lives are relatively less important. Unsurprisingly, given what we saw in our focus groups, almost everything in this survey points to higher wages being of dominant importance to ESPs, with better benefits being not far behind. Meanwhile, day-to-day concerns like mandates for additional duties and reducing micro-managing are relatively less important for ESPs compared to teachers.

“Support staff” is the most unifying term for ESPs. As we heard when we spoke to ESP organizers, ESP is not a widely used term. Out of four potential identifiers, support staff rose to the top across job classifications. “Educator” was the least likely to be identified as best descriptor, with ESP second from the bottom (and “Classified Workers” in second).

This research confirms that labeling NEA (and each respective affiliate) as a “union” is a net positive. The reaction to the emphasis that these materials place on NEA’s and its affiliate’s status as a union is generally positive. This is consistent with both rounds of quantitative research which showed that there was limited negativity around the word ‘union.’ versus ‘association,’ even in non-CB states.

We need to prepare recruiters to demonstrate that NEA and their local union can achieve these kinds of wins. Many prospective member ESPs are drawn to the statements about higher salaries and better support and see these as relatively realistic things the union could accomplish. We knew going into this research that credentialing our message with examples of local wins would be important and that this would likely be a critical piece of the puzzle that recruiters and organizers would need to fill in around these pieces. This research confirmed these assumptions.

Based on both this and past research, we would recommend that state and local affiliates:

- Continue working to build up their lists of local wins, and arm their recruiters and organizers with this information.
- Where it makes sense, use small wins, like changes to a classroom AC unit or safety improvements, to build credibility that we can deliver bigger wins.
- Use certified teachers as validators to emphasize shared interests, cross occupational divides, and make ESPs feel welcome as union members

POSITIONING AND MESSAGING RECOMMENDATIONS:

These recommendations are based on our full body of research, including the organizer IDIs, potential member focus groups, and the survey, as well as our previous teacher join research.

Start by educating ESPs about the fact that there is a union that they can join that advocates on their behalf. There are a good number of ready to join to collect simply by letting ESPs know that, yes, there is a union they can join that advocates on their behalf (and in non-CB states that, yes, unions are legal). This is particularly important in non-CB states, with younger ESPs, and with Paraeducators.

Be mindful of the negative associations that certain people may have of unions. While some have less than positive views of unions, there’s real excitement about having a union with legally protected rights. Instead of shying away from the label, proactively assuage their concerns:

- **Concern:** unions are too political. → **Solution:** default to a more amicable tone and let people know that the union meets with lawmakers from *both* parties
 - That being said, a more confrontational tone can be more effective with some individuals. Reading the room and adjusting will be important. But amicable should be the default.
- **Concern:** unions don’t look out for students. → **Solution:** remind them how when educators feel good and have the resources they need, they can give students their best
- **Concern:** there might be negative social consequences for joining → **Solution:** remind them they have a legally protected right to join without retaliation, that you work with administrators, and possibly lean into the community of other local members as validation.

Demonstrate that the union is a good investment by lifting up the value of membership rather than proactively focusing on the cost of dues... Even though ESPs generally assume that the cost of membership is higher than it actually is, proactively trying to correct their mistaken assumption reduces interest in joining because it puts the focus on cost: regressions show that the back and forth over dues increases the salience of perceptions that the union is too expensive dramatically.

It IS very important to demonstrate that the union is a good investment as this is a strong driver of interest in joining the union both at the beginning and the end of the survey. Thankfully, our messaging about the value of the union does increase the belief that this is true among our most important target groups.

Our overarching message for potential members should be transformational, focusing on affiliates' potential to give educators a stronger voice, boost wages, and improve educators' daily lives.

Numerous independent tests in our research all point to an overarching message that is more transformational than transactional in nature and does NOT place legal protection at its center. Instead, it should focus on the potential of NEA and its affiliates to achieve real change that includes both higher wages and “smaller” day-to-day items, led by more defined hours and planning time. Working in increased respect from administrators can only help, though is not as essential.

Maximizing this argument requires also demonstrating that NEA and its affiliates can actually get results. To build credibility, stress that the union in their state or area:

- Has a legally protected right to negotiate (or ‘regularly negotiates’) on their behalf
- Regularly meets with lawmakers *from both parties*, to increase support for public education.
- Already has real wins, especially, if possible, local wins on wages – even while qualifying that the increases so far are not enough. (More on this below)
- Has strong membership.
 - To be clear, size is not nearly as good at conveying strength, but it can help. More localized membership numbers are better (50% in district > than 50% in state > largest union nationwide), and higher shares convey more strength (70% in state > 50% in district).
 - Telling potential members they are part of “the largest employee organization and labor union in the country” can work well in areas with lower membership.
 - Further, using membership to establish a sense of positive social pressure is something many organizers emphasize, and it likely plays a role that isn’t directly captured in research.

Liability and protection remain an important value-add for potential members (especially older ones), but they should be secondary, not the centerpiece of our messaging. Protection and liability have resonance with potential members, especially older teachers who have seen unfair accusations, and should remain part of our pitch. However, our regression analyses show that believing NEA and its affiliates “protect educators like me” does NOT drive interest in joining, and protection arguments are not as sticky as ones around a stronger voice and wages. All of this echoes our findings from qualitative research, which showed that relying on a liability message leaves us vulnerable to losing members to non-union alternatives offering competing liability protection. So, we should continue to include liability and protection in our pitch, but as a secondary value-add, not as the centerpiece. As a general rule of thumb, we should:

- Emphasize protection and liability MORE with non-classroom (special area) teachers and teachers who have actually seen a teacher tied up in unjustified accusations.
- Emphasize protection and liability insurance LESS with newer educators, as well as any educators of any experience level who have not seen unfair accusations made against someone they work with or themselves.

Other discrete benefits (professional development, financial counseling, discounts, etc.) can play a role as an add-on to our core pitch if they seem to be relevant to a specific audience or in written materials where space allows. These programs hold appeal with some, and in qualitative helped build some teachers’ sense of the range of value provided. But for the most part, they don’t persuade educators on the fundamental value proposition of the affiliates that we know drive the decision to join. Including the range of benefits in leave-behind materials can be useful, and connecting to educators’ personal experiences may be helpful as well. For example if an educator is speaking to a relatively younger teacher or recent college graduate, bringing up student loan assistance as part of a broader point on boosting wages could make sense. Or, as an educator is discussing difficulty planning lessons, bringing up relevant professional development opportunities could be helpful alongside a broader discussion on securing dedicated planning time and protection from after-hour mandates.

...While being ready to react to concerns about costs by focusing on the \$21/month figure. While we generally do not want to proactively bring up the cost of dues, we know that organizers are going to be asked about dues by potential members. When that happens, we should focus on the \$21/month figure. While this figure is more than 73% of ESPs say they are willing to pay, a majority say that it is reasonable, and it is closer to what they are willing to pay than a \$250/year figure and lower than what most ESPs think dues must be.

We should avoid explicitly addressing freeloading and, instead, combat it implicitly using a collective power message. Freeloading is certainly a problem. A belief that the union “already advocates on my behalf, so it’s not worth it for me to pay to be a member” is a strongly correlated in a negative way with interest in joining the union in our regression analysis. However, not only did our “freeloader” message earn the weakest ratings of any message, but the split that saw message saw about half the increase in interest after our positive message battery than the split that did not.

But that doesn’t mean we should not address the issue. We should just do it implicitly with our collective power message. The belief that the union would be more powerful with more members and that it “gives workers like me a stronger voice” are both drivers of interest in joining and by large margins and we make good gains on both with persuasion targets (especially the latter). Moreover, when we force ESPs to choose, persuasion targets are inclined to agree that more members will make the union more powerful rather than that it doesn’t matter if they join. So, it’s not a surprise that our “collective power” messaging performs well with those targets.

Our most important messaging imperative is connecting that collective power to higher wages (and benefits). Our “wages” message was the top testing message both overall and with key target groups and, more important, dominated the post-messaging open end as the most convincing argument to join. Its strength was also reflected in the strong gains we make in perceptions that the state affiliate “could help me get better pay and benefits” AND the fact that the messaging significantly increases the salience of that metric. Meanwhile, while “winning higher salaries for workers like me” is easily the #1 priority for ESPs, “providing better benefits for workers like me, including retirement benefits and affordable healthcare” was a strong #2. Our larger “benefits” message did not perform terribly well outside of the ready to join, but we think it makes sense to simply incorporate these benefits into our core “wages” message.

Privatization is a solid secondary message with custodial, transportation, and food workers. Our “privatization” message joined our “wages” message as the top testing with persuasion targets, though it didn’t really pop in the post-messaging open-end. However, it was especially strong (relative to other messages) with custodial, transportation, and food workers where it was easily the strongest-testing message with this group of classifications – even higher than wages. This echoes what we saw in the groups where ESPs from these classifications showed strong concern about the prospect of privatization.

A message on the union helping ESPs deal with administrators to improve their daily lives could also be useful, but it is not the kind of imperative that it is for teachers. Our “daily lives” message performed only so-so and ESPs do not rate things like protecting workers from mandates for more duties or reducing micro-management as terribly high priorities. However, regressions show that “could improve my daily life” is one of the strongest drivers of interest in joining and we make some of the largest gains over the course of the survey with persuadable ESPs on this metric. We have recommended some updated language to use as a secondary message, though we do not consider this as important as any of the messaging discussed above.

We need to do more to demonstrate that the union cares about ESPs as much as teachers – including using other ESPs with the same job as validators... As we’ve noted, the perception that the union cares more about teachers than ESPs is a real barrier to joining. The messaging that we’ve discussed above should help on the front, but we need to do more on a tactical level to change this perception as well – things like making sure the union has ESP-specific (and classification-specific) materials and forms. And, where we can, we should use other ESPs who have the same role as our targets as validators for the union as these are easily the most trusted of the potential validators we’ve tested.

Finally, we should also use teachers as a validator, at least when recruiting paraeducators. Teachers aren’t in the same league as a validator as “people who have the same jobs as me.” But, as we’ve noted, our targets view teachers favorably and do have a solid level of trust in what they would have to say about the union. This is especially true of paraeducators, though a bit less true of non-paraeducators.

TARGETING RECOMMENDATIONS:

Our targets who are disproportionately “ready to join” are Democrats and Independents, people of color (especially men), and ESPs under age 55.

Our persuasion targets are Democrats, ESPs under age 45, Black ESPs, paraeducators and food service workers, ESPs in non-collective bargaining states, those in the Midwest, and those who have not previously been members.