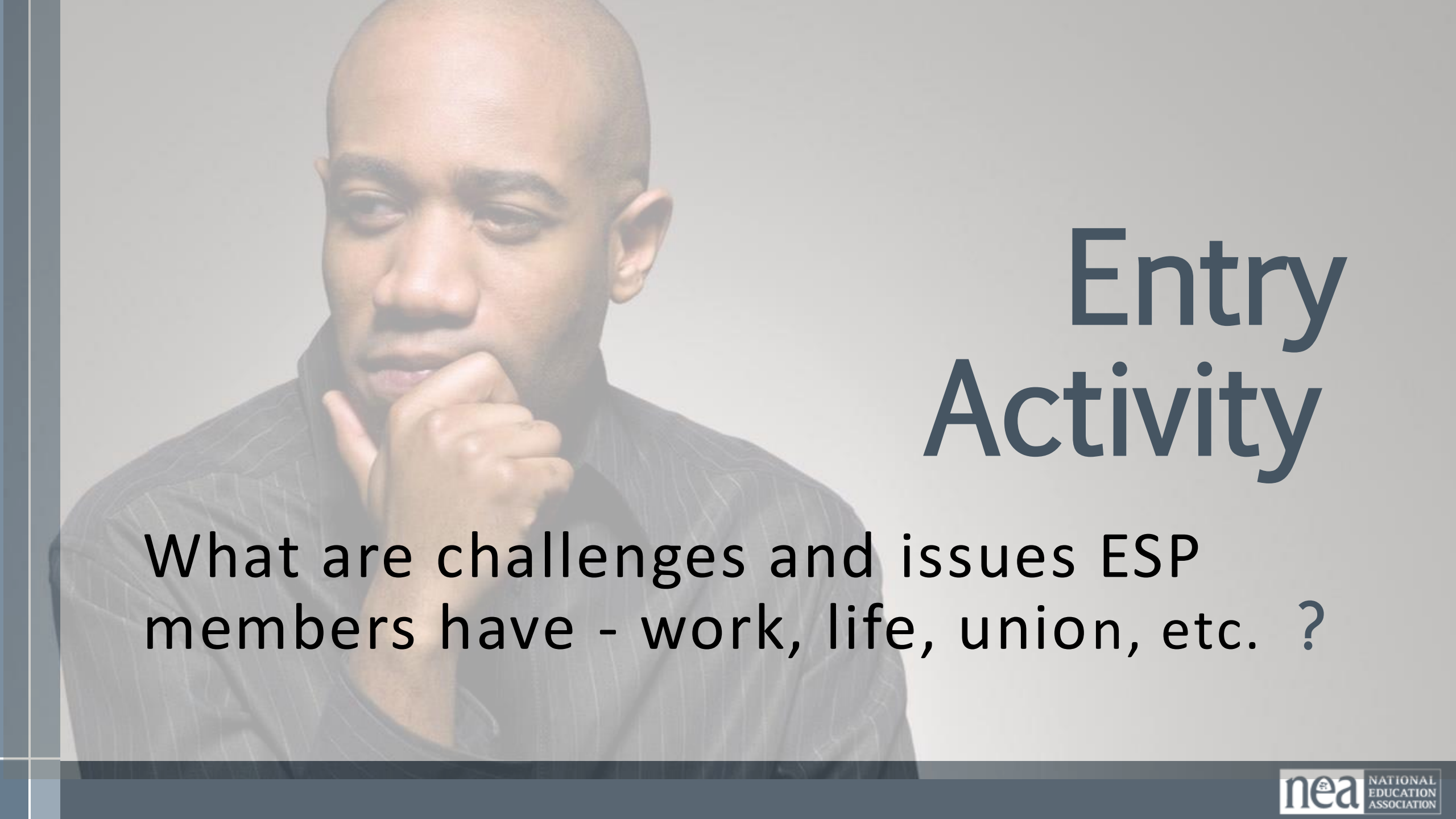




Entry Activity

What are challenges and issues ESP members have - work, life, union, etc. ?



Strategies for Organizing ESP

UniServ Focus Academy



Campaign Academy

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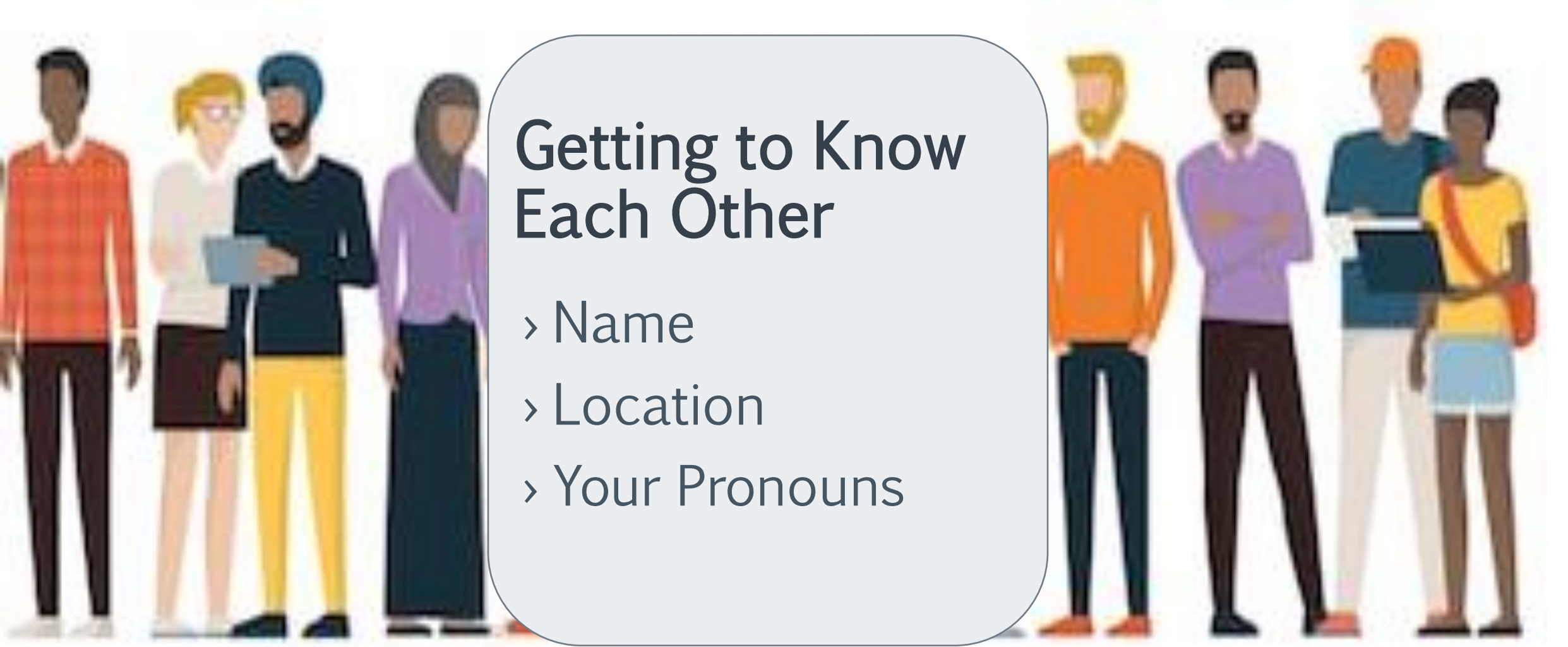
Honoring This Space

We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands (Acjachemen & Tongva) stewarded by generations of indigenous people.

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

**WHO
ARE WE?**

Meet the
Team



Getting to Know Each Other

- › Name
- › Location
- › Your Pronouns



Three Day Agenda Overview

Days 1-2

Breakfast from 7:30-8:30

Convene at 8:30

Lunch from Noon to 1:00

15 Min Breaks Morning and Afternoon

4:30 to 5:00 Networking

5:00 Adjourn

Day 3

Break in the morning

Lunch is a boxed lunch at 1:00 PM

1:00-2:00 PM Networking, no flights before 4:00

Logistics to Remember

Bathroom
Location

PEPs

Materials

Food Room

Room Temp

Karla as
Resource

Questions?



Agenda Review - Today

- › Who are ESP
- › What issues do ESP face?
- › What is our work like with them
- › Language Matters
- › Financialization
- › What are some institutional challenges we have?
- › Defining Class, Questioning systems, Reflections on practices
- › Issue ID



Community Agreements p. 2-3

- › Using Self-Awareness and Self-Knowledge
- › Listening for Understanding
- › Being Gracious
- › Staying Engaged
- › Being Open and Suspend Judgment
- › Saying “I”- tell your truth
- › Seeking Discomfort
- › Reaching Empathy
- › Expecting Non-Resolution and Non-Closure

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

Campaign Lab is a Strategy

- Coaching
- Networking
- \$2,500 Seed Grant
- Can be used for internal and external campaigns



Campaign Lab Information and Application



<https://www.nea.org/resource-library/campaign-lab>



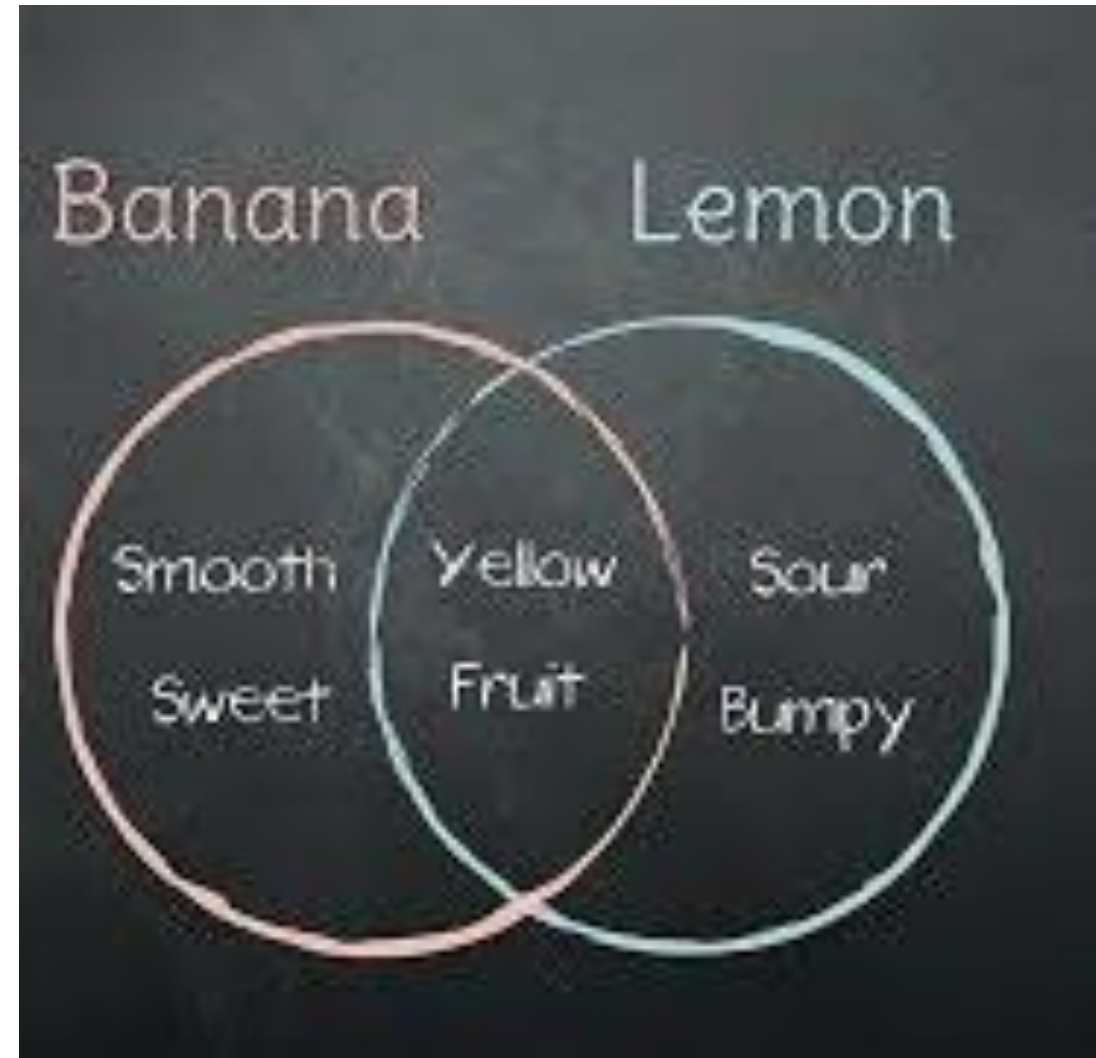
Challenges Our Members Face

Beth & Michael

Similarities and Differences

On the center of the table are a number of sticky notes and a make Venn Diagram Mat on the paper in the middle of your table.

Working with your table write ideas/characteristics/issues that you think are unique to Certified Employees and ESP Employees and ones that are the same.



Affinity Wall

Brainstorm challenges and issues ESP members have - work, life, union, etc.

write one challenge per post-it



Affinity Wall in 3 Acts

1. Put all post its on the wall
2. Move post its – yours and others into similar clouds
3. Name the clouds and outliers



Affinity Wall Debrief

- What are the major clusters?
- Are any issues related to each other? (Which/How)
- What does this mean for you in your work as/with ESPs?
- What surprises you?



KEY IDEAS



Organizers begin with
issues

Your issues ARE the issues
of your union

Your issues are your best
campaigns



Our Experiences as ESPs

Sonia

Picturing Our Experience



Picturing Our Experience

- › Step 1 - Everyone Pick 2 Pictures – then I will give you a prompt
- › Step 2 – Create a two minute or less story using these two pictures about their experience as/with ESPs



Picturing Our Experience

- › Step 3 – As a table, use ALL the pictures to tell a two minute or less story
- › Step 4 – Identify a storyteller who will tell your story to visiting groups
- › Step 5 – We will carousel through the tables



Debrief

- › What did you notice that was similar in the table stories?
- › What most surprised you as you heard the stories?
- › Why do you think these conditions exist?





BREAK

If you have not done so, please make sure you have read "Analyzing Everyday Oppression in Union Work" on Pgs. 23-24 of the participant handouts



ESP Research Study: Language Matters

From November 2022 – February 2023, NEA conducted a multi-phase research project designed to help NEA and state affiliates recruit potential ESPs into membership.

Jessica

There were three phases of the study:



INTERVIEWS WITH ACTIVE
ESP ORGANIZERS.



FOCUS GROUPS WITH
POTENTIAL ESP MEMBERS.



ONLINE SURVEY OF 1,038
POTENTIAL ESP MEMBERS.

Phase 1: Active ESP Organizers

NEA asked the organizers...

- › What's working & not working for the organizers to recruit ESP members?
- › What obstacles do the organizers face when trying to recruit?
- › What ideas do the organizers have that could be tested in the future?



INTERVIEWS WITH ACTIVE
ESP ORGANIZERS.

Phase 2: Potential ESP Members, Deep Dive

- › Intensive focus groups
- › Want to recruit folks who haven't joined --> talked to folks who haven't joined yet
- › Segmented in many different ways: ESP Career Family, race, collective bargaining state status, etc.



FOCUS GROUPS WITH
POTENTIAL ESP MEMBERS.

Phase 3: Potential ESP Members, Wide Swath

- › Online survey: over 1,000 ESP potential members
- › Hone in on the focus group findings: are these felt widely?
- › Comparing across job categories, demographic categories, etc.
- › Testing messaging/positioning, especially cost of membership & "freeloader" argument



ONLINE SURVEY OF 1,038
POTENTIAL ESP MEMBERS.

What do all three phases have in common?



INTERVIEWS WITH ACTIVE
ESP ORGANIZERS.



FOCUS GROUPS WITH
POTENTIAL ESP MEMBERS.



ONLINE SURVEY OF 1,038
POTENTIAL ESP MEMBERS.

They all involved listening to the target group.

What do we know about ESPs?

You will need:

- › One sheet/half-sheet of paper per table
- › Something to write with
- › A scribe/scribes for your group



What do we know about ESPs?

(5 minutes)

- 1) Who are ESPs?
- 2) What words do potential ESPs use when they refer to themselves?
- 3) What are the top worksite concerns for potential ESPs?
- 4) What questions/concerns do potential ESPs have about unions?



ESP?

ESP means "Education Support Professionals." Education Support Professionals play vital roles inside and outside the classroom. They keep schools and campuses running and ensure students are safe, healthy, and ready to learn.

Potential ESPs recognize themselves as...

Support Staff ✓

Classified Staff

ESP

Educators

Not
✗ ESP or Educator ✗

Job titles are always preferred, but if you're not sure, just ask!

ESPs work in PK-Higher Ed, in a variety of career families

- Clerical services
- Custodial and maintenance services
- Food services
- Health and student services
- Paraeducators
- Security services
- Skilled trades
- Technical services
- Transportation services

**According to
research,
potential
member ESPs are
most concerned
about...**

WAGES

BENEFITS

**WORKPLACE
PROTECTIONS &
SAFETY**

RESPECT

What do potential ESP members need to know?

- Our association is a UNION. The word UNION conveys more meaning than "Association."
- Unions negotiate, advocate, and organize on issues important to members.
- Joining a union is legal in bargaining and non-bargaining states.
- ESPs are eligible to join unions.



TRANSFORMATIONAL *versus* TRANSACTIONAL

- Our voice is stronger and more effective when we band together.
 - When more people join the union, administrators listen to us.
 - With more members like you, we'll have an even stronger voice and be able to secure real pay increases, COLA, and increases in retirement and healthcare.
- “If you add up member benefits, dues pay for themselves...”
 - “You need to join because you need the insurance or legal services...”



The importance of talking about “wins”

Higher salaries/benefits are at the core of our value proposition. Just short of that... Point to day-to-day wins, as a way of proving the union’s ability to deliver results.



Dues: A Barrier to ESPs Joining

› Dues

- Use monthly/weekly versus annual
- Don't equate dues to a small consumer item
- Using terms like “freeloader” backfires.
- Consider an Affirm, Answer, Redirect approach
(We will practice this on Day 2)

Politics: A Barrier to ESPs Joining

- › Unions are too political
 - Use tone and language that conveys hope rather than hostility
 - Focus the message on what is happening in their local and state unions; ESPs tend to identify more with their local and state rather than their national union
 - For job classes that work directly with students, focus on how the work of **their** union impacts the learning environment of **their** students

How Do We Know What We Know?

- › What did you learn about ESPs that confirmed what you already thought?
- › What did you learn about ESPs that was different from what you thought?
- › What's the only way to find out what a group of folks is thinking/feeling (even if you are part of that group)?

If you haven't talked (and listened!) to your folks,
you can't be sure.

Let's Recruit Some ESPs!



Thinking about a specific local in your area, develop what you would say as part of a 1:1 to recruit a potential ESP member:

- What's your story around how we win?
- Write your story in 3-5 key statements.

KEY POINTS



- › Potential member ESPs do not think of themselves as “ESP.” Support staff is a more recognized term; job title is best.
- › Unions are legal, and ESPs are eligible to join; recognize that many ESPs have never been asked to join their union and may not know what a union does.
- › Transformational, not transactional. We need to invite ESPs into membership by focusing on how collective power helps them to have stronger work and home lives.



Financialization

Hedy & Ben

What is the purpose of public schools?

If schools are getting funding, why do classrooms/schools feel under-resourced?



Article: Overview of Financialization (Handouts Module > 2nd Document)

Count off by 6

In groups, review:

- › Timeline – First Page
- › How Financialization strips public schools of their worth

Group 1: Chicago

Group 2: Florida/Arizona

Group 3: Ohio

Group 4: Detroit

Group 5: New Orleans

Group 6: Arizona



Discuss and answer three questions:

- › What is happening to public money?
- › Who is making money from it?
- › What is the impact on students/schools?

Fill in the blanks as a group:

Public money is going to ____,
which benefits ____, and hurts ____.



This is the pattern that we usually see:

- › Money → investors / private operators
- › Less → classrooms
- › More → debt / fees / rent
- › Result → cuts, inequity, instability, failing schools



Based on this – how would you explain Financialization to a co-worker in one sentence?

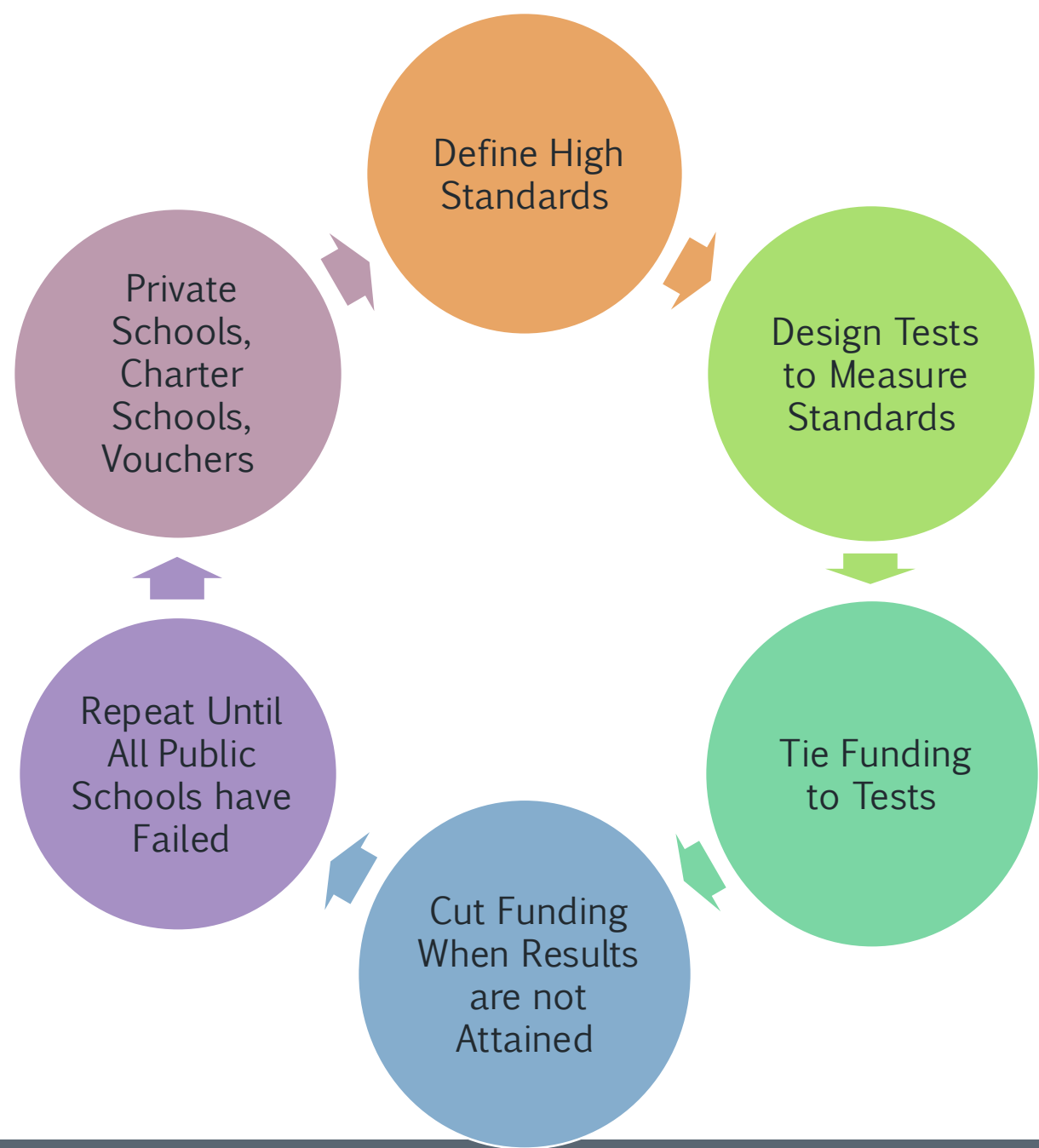
Each group will write this on a piece of chart paper



Financialization is when public school funding (any public good) gets redirected into profits for private actors instead of staying in classrooms.



How financialization of public schools works:



Financialization
converts publicly
provided goods into
privately "financed
goods."

Who benefits?



Financialization and Your Jobs

- › What are the easiest jobs to outsource currently in public schools?
- › How does this change communities where this happens?
- › Why don't more people know about this?
- › Who would be surprised to learn about this concept?





How have
recent events
affected the
financialization
of public
schools?

Lunch 12:00-1:00PM



When you return from lunch,
please return to your "home" table.

What is the difference between wealth and income?



Wealth Distribution--Divvying Up "the American Pie"

1. As a team, collaboratively determine the wealth distribution by placing your 10 pie pieces onto the chart paper in these 5 categories:

Poorest, Lower Middle Class, Middle Class, Upper Middle Class, Wealthiest

2. Be ready to share your reasoning.



How Big is YOUR Slice of the American Pie ?





AMERICA'S ECONOMIC PIE



AMERICA'S ECONOMIC PIE

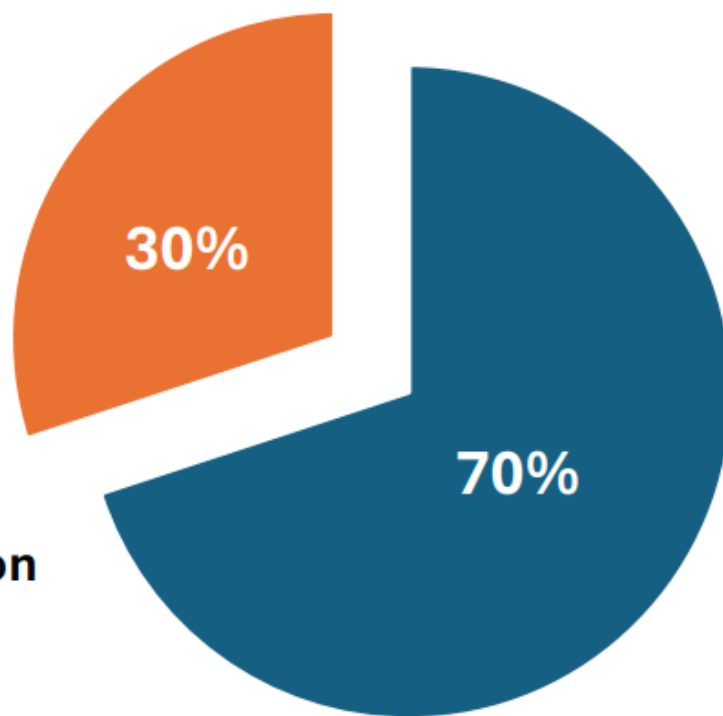
TALKING TO AMERICANS ABOUT WEALTH INEQUALITY



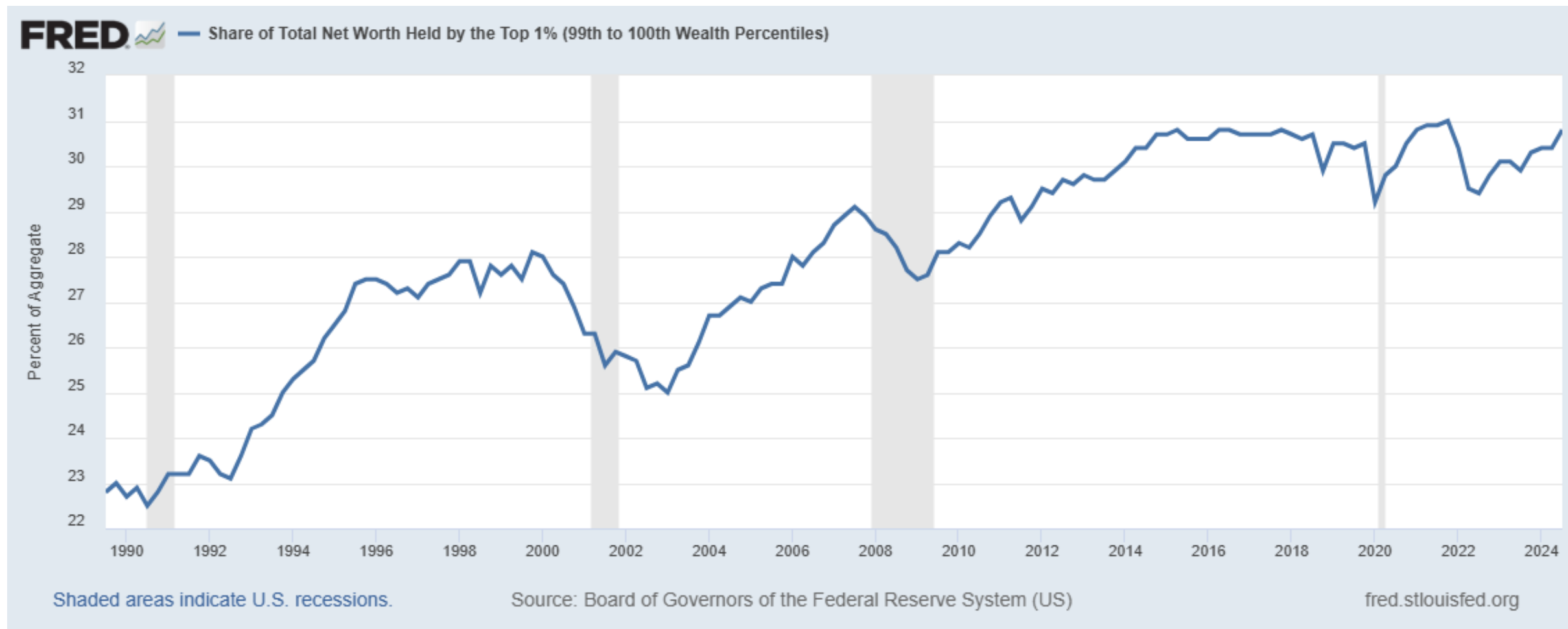
Ownership of Household Wealth in the US, 2023

**Total net worth of the
TOP 1% = \$43 Trillion**

**Total net worth of the
BOTTOM 99% = \$48 Trillion**



Share of Total Net Worth Held by Top 1% (1990-2024)

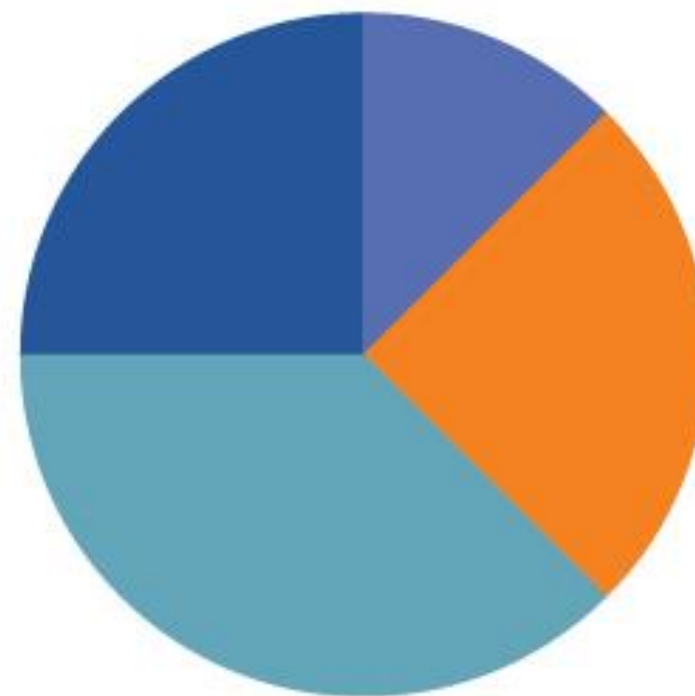


2023 Wealth distribution (in trillions)

- › Top 0.1% has \$19.85 T
- › Top 1% has \$43.44 T
- › Top 10% has \$94.89 T
- › 50-90% only has \$43.89 T
- › 0-50% only has \$3.64 T
- › A million seconds is 11 days, 13 hours, 46 minutes, and 40 seconds.
- › A billion seconds is 31.7 Years
- › A trillion seconds is 31,688 years

Discussion

›How does this information give you the power you need to make a change?



KEY POINTS



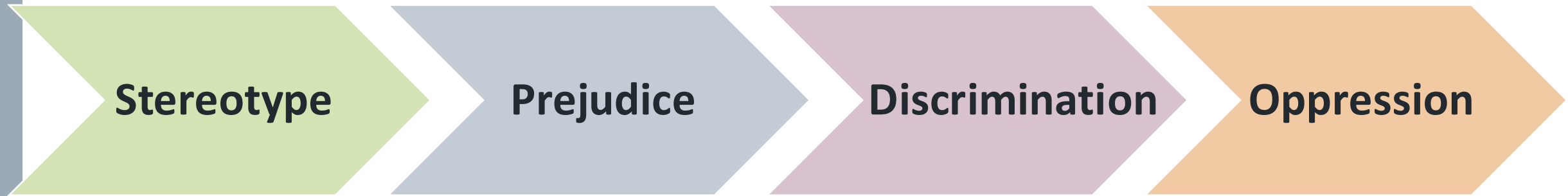
1. Our system is designed to extract wealth and power from the lower levels of our system and move it to the top.
2. Financialization benefits the wealthiest.
3. When tax codes are changed so that corporations pay less than individual, we need folks in the system to create a tax system that is real.
4. Comes from Fight for a Fair Economy.



An Institutional Problem

Eric & Sonia

Oppression Continuum



Centering Race, Class, and Gender Justice

- › Race, class, and gender justice is the systematic fair treatment of people resulting in equitable opportunities and outcomes for all.
- › It is not just the absence of discrimination and inequities, but also the presence of **deliberate systems and supports to achieve and sustain race, class, and gender equity through proactive and preventative measures.**

Centering Equity in your Campaigns Tool (Handouts, p. 99)

What they do:

- Proactively seek to both eliminate systemic barriers and advance equity
- Identify clear goals, objectives and measurable outcomes
- Develop mechanisms for successful implementation



What they are:

- *A set of questions used to anticipate, assess, and prevent potential adverse consequences of proposed actions on different race, class, or gender groups.*

Factors that Support the Centering Equity in your Campaigns Tool

- › Buy in from the organization and its leaders
- › Routine and ongoing use of the tool
- › Data-driven assessment
- › A commitment to making changes
- › Tenacity – A commitment to overcoming obstacles to making changes



WE HAVE TO DECIDE TO DO THINGS DIFFERENTLY
AND STICK WITH IT!

Key Points



- › Intentional campaigns, not programs build power.
- › Centering race, class, and gender justice in our campaigns increases the people engaged, the number of leaders involved, and the amount of resources we have to win the change we want.
- › Power is only built through people with a shared vision, making public commitments to act, risking their collective resources, for the meaningful change they want.

Table Work

- You will need "Analyzing Everyday Oppressions in Union Work" found in Handouts, p. 23-24
 - Discuss all 5 Questions on the second page of this story.
 - Question 5 is the most important.

Table Work Debrief

- What are the problems that Angel is facing?
- What are causing those problems?
- Where is the leadership in this story?
- What solutions could address these problems?

›What race, gender, and class is Angel?

›How do you know?

KEY IDEAS TO REMEMBER



- › Race, class, and gender are socially and emotionally constructed concepts that intersect with many other forms of oppression.
- › Two people can have totally different understandings of the same reality.
- › Recognizing and interrupting systems of oppression is all our work.

KEY POINTS TO REMEMBER...



- › 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 / talk about it.
 - Our actions say as much or more about our values and beliefs as our words.



BREAK

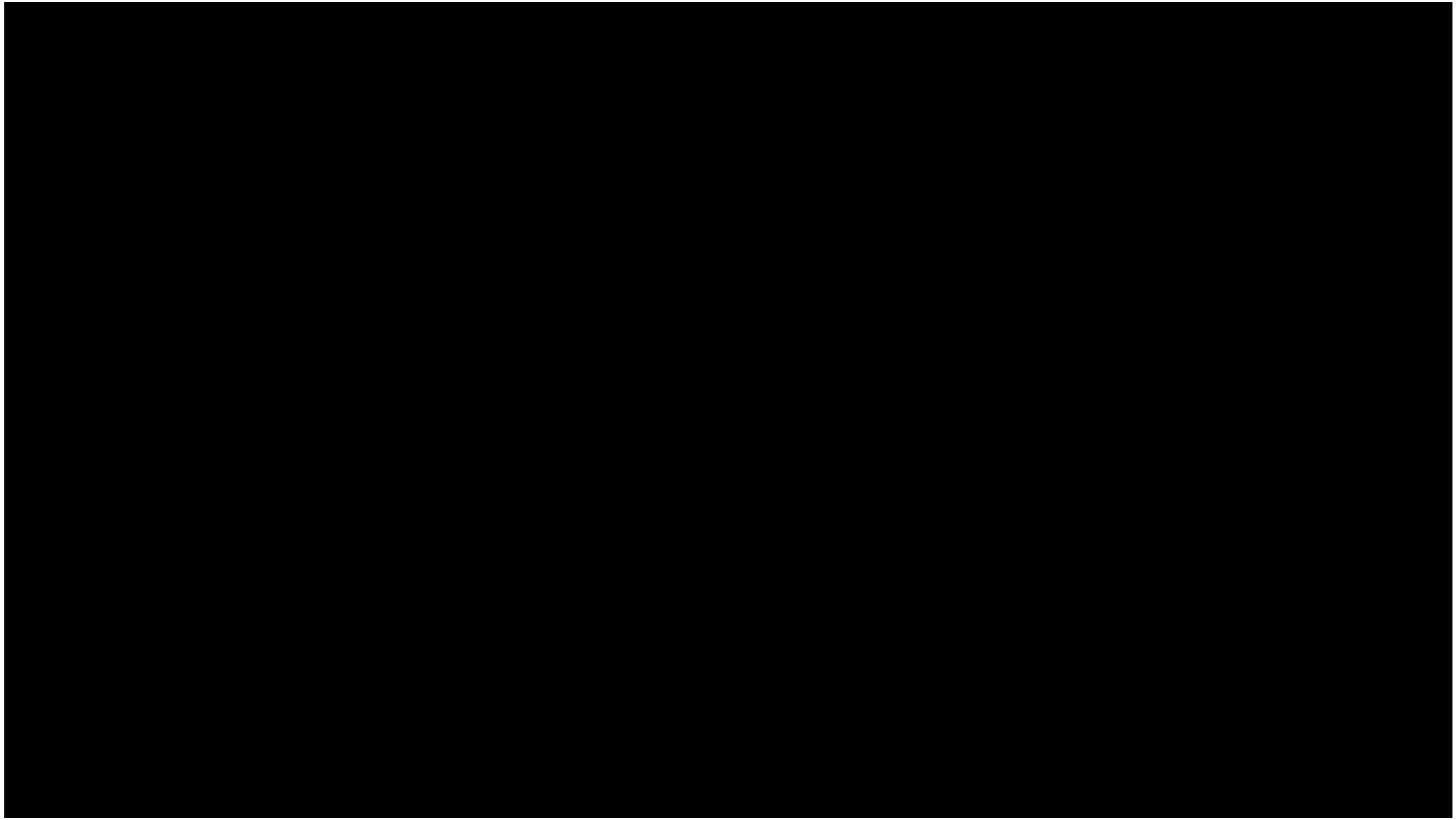


Defining Class

Beth

While you watch...

- › Notice what's missing
- › Notice what's new learning for you
- › Think about questions you want to ask



How do you define class?



Our Definitions of Class & Classism

- › **Class** – relative social rank in terms of income, wealth, education, status and/or power.
- › **Classism** – differential treatment based on social class or perceived social class. Classism is the systematic assignment of worth based on social class; policies and practices set up to benefit more class-privileged people at the expense of the less class-privileged people.

KEY POINTS



Race, class, and gender are all connected.

It's intersectionality and cannot be separated.



Anti-Class Consciousness

Monet

Defining 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.



Anti-Classist Consciousness

Count off by 7's

Each team will be assigned one of the 7 “Shifts”



Anti-Classist Consciousness (Handouts, pg. 29)

Read your “shift” and identify how the conditions described show up in your work with ESPs and our organization’s relationship with ESPs.

Be ready with a 2 minute or less report out



Questions to Discuss

1. What is your most important takeaway from this activity?
2. How will you fold this learning into your work with ESPs?
3. What are the consequences for not discussing and understanding classism?
4. What are the consequences for not including an intersectional perspective?



KEY POINTS



Classism is code for institutional racism

Classism is a complex set of intersectional privileges and oppressions

Advancing justice for our ESPs will require both intentional and strategic action to dismantle these systems



Problem to Issue Identification

Ben

PROBLEM

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

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



ISSUE

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



PROBLEM

vs.

ISSUE



Values

Values are fundamental beliefs that dictate behavior

Ideally, Unions advance the welfare of all members.

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

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

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

Some Union Values

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

How to Link Issues and Values

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

WHY is this an issue?

WHY do you want to fix this?



EXAMPLES- Problems to Issues + Values

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

PROBLEM -Our administration does not address violent / hostile students

- **Issue Cut** – The MTSS / RTI / PBIS plan does not adequately address the behavior.

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

- **Issue Cut**– ESPs are the lowest paid employees.

KEY IDEAS



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

TEAM WORK – The Problems- this slide and next need some reworking for clarity

Go to a theme that resonates with you

- › You will be forming a team no smaller than 2 no larger than 5
- › Use the theme to create a list of issues
- › For each of the issues you identify – try to think what the values are that are behind WHY you see these as issues.

Example Problem – We want quality health care for everyone

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

List your problems and values on a chart.

TEAM WORK – Problems into Issues

Example Problem – We want quality health care for everyone

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

Possible Issues –

Not enough providers in our rural system

Values – access and equity

Drugs are not affordable

Values – fairness and access

No coverage for home health options

Values – equity and dignity

Cut your problems into issues on your charts.

Group work

What's your issue?

Use these criteria

Is it widely/deeply felt?

Does it build leaders?

Does it build power?

Is it winnable?



KEY POINT



- › We don't choose the issues, the people who want the change choose the issue.



Ending It Right

Ellen

Please share
your feedback
with us

Day 1 Organizing Strategies for ESP





JUST THE END
OF MY POWERPOINT

KeepCalmAndPosters.com

Ending it Right

- › Choice Networking
- › Housekeeping
- › Feedback Form

Campaign Lab Information and Application



<https://www.nea.org/resource-library/campaign-lab>

“The opposite of
networking is
NOT working”

– Someone smart

Choice
Network
Time