

Chairs: Inside-Outside Circles





Organizing ESP

UniServ Focus Academy



Campaign Academy

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Feedback on Feedback

Your Words

Agenda Review - Today

- One to One Conversations/AAR
- Spectrum of Allies
- Living Wage
- Coaching
- Demand and Target
- Tactics and Escalation
- Organizing Plan Team Time



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

What else has been on your mind about this work?



Campaign Lab Information and Application



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



Organizing Conversations

Jessica & Monet

Why do you think we need to talk about doing member conversations in a training for ESPs?

Talk at your table and be ready to talk as a room.



Basics of One on Ones

One on Ones can be...

1. Recruitment
 - Values and Commitment
2. Escalation
 - Member to Activist to Mobilizer to Leader
3. Maintenance
 - Relationship, Leadership, Strategic

We listen to relate to our people p.31

- Listen 80%; talk 20%
- Use open ended questions-
 - "Will you become a member?" Or "Why are you not yet a member?"
- Not about winning an argument or interrogating
- Learning where our stories connect
- Shared values, commitments, risks

We listen to identify their issues and values

- Use open-ended questions
 - What's not right here?
 - What would you change?
 - Why is this an issue for you?
 - Why do you care about this?

We ask for commitment when we recruit

- Use direct and specific language
- Stress the shared values you have exchanged
- Frame it so that the person IS the solution to the ask
- Move them towards the next level of action

We ask to identify leaders when we escalate

- Who is trusted and respected?
 - Why?
- To objectively identify leaders, we must ask our people

The Answer

Dig for Values

Aversion to the Collective

- Power
- Control
- Individualism

Fear of Failure

- Responsibility
- Courage
- Fairness

Political differences

- Advocacy
- Free Speech
- Choice

Negative experience in the past

- Learning
- Power
- Growth

Possible Tensions

Responding with AAR

Affirm

Answer

Redirect

Responding with AAR

Affirm: Let them know you validate their feelings.

Answer: Give them an answer to the question. (Or get back to them.)

Redirect: Bring the conversation back to the ask.

Practicing AAR (Affirm, Answer, and Redirect)

Organizer [Mid-conversation]: "Will you join our association as a member?"

Potential member: respond with one of the following:

- Dues are too expensive
- Unions are too Political
- It is not for me
- I didn't even know I could belong
- I don't feel valued by the people in charge
- What other reasons do ESP give for not being members, engaged in action, or feeling heard by their union.





Debrief

How did that go?

What part(s), if any, were most challenging?

KEY POINTS



- Organizers listen and ask questions!
 - Organizers prepare to respond to difficult questions
 - Organizers work to understand a person's values that drive their concerns
- We want our workers to realize:
 - They care about a problem (issue)
 - There is a decision-maker who has the power to fix this problem
 - The decision-maker won't fix it until someone pushes them to
 - To solve the problem they need to join their colleagues, share their resources and take action together

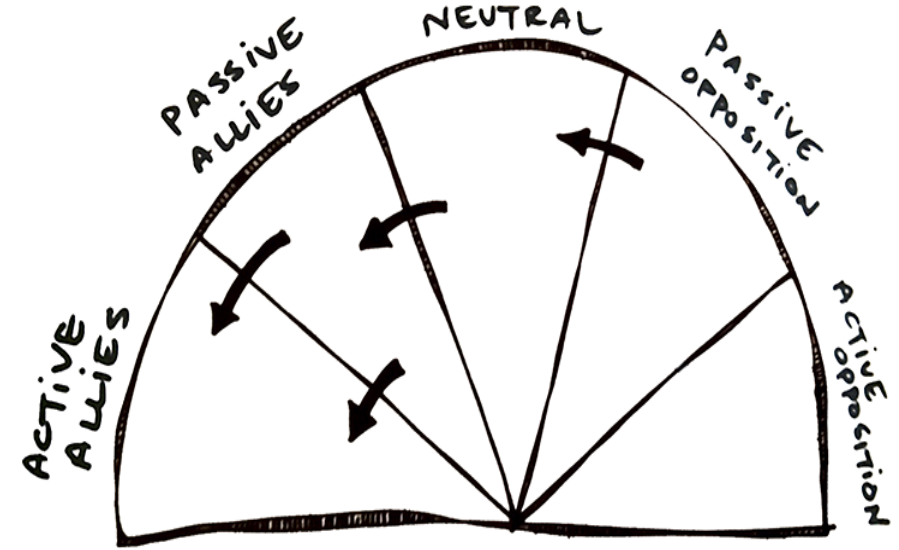


Spectrum of Allies

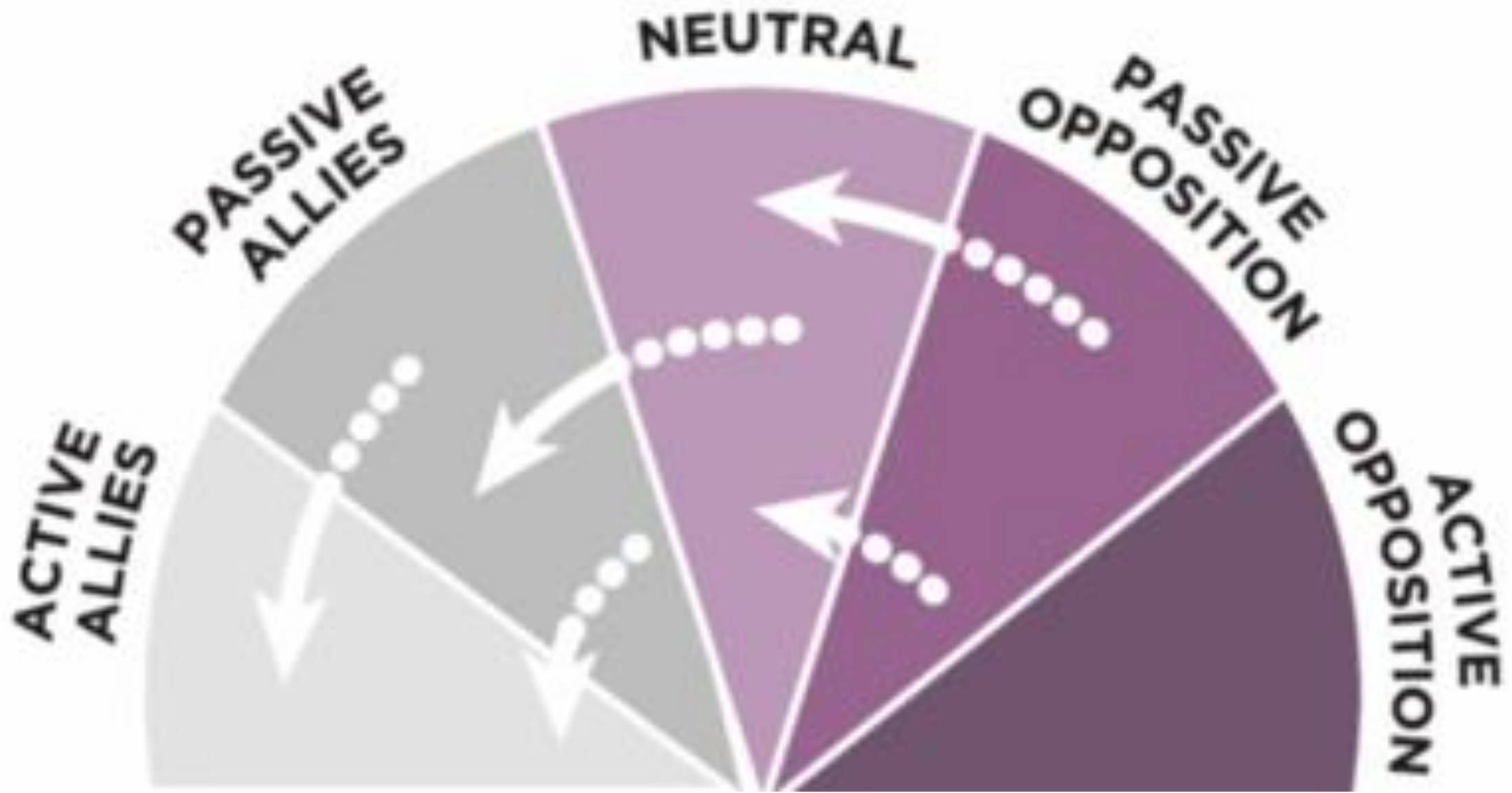
Jessica & Hedy

Analysis of Allies

1. The urgency of your message. - why do people need a solution? What are the shared values?
2. Your Structure – leaders & teams
3. Your linked communities – who are people in your community connected through your shared values?

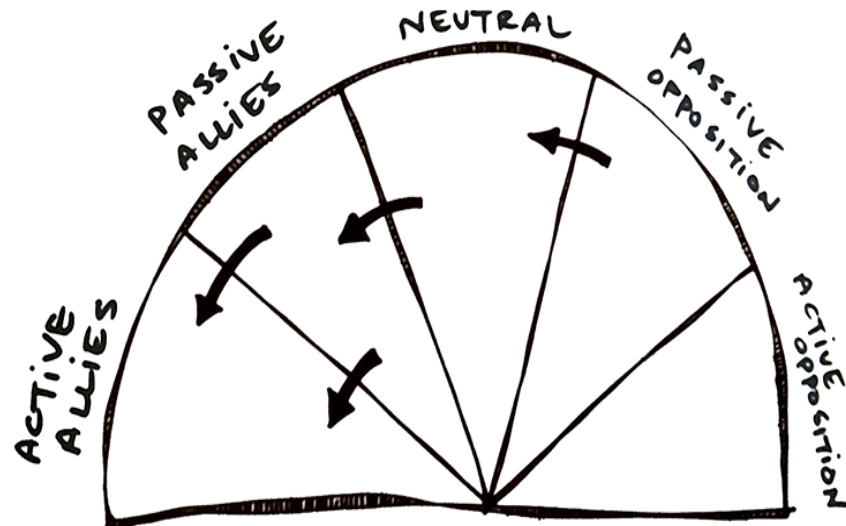


Spectrum of Allies



Spectrum of Allies Part 1 p. 122-3

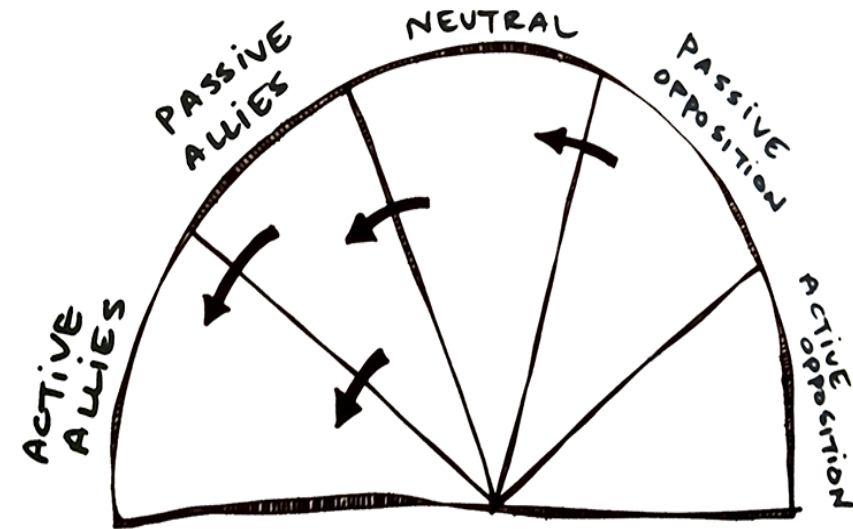
1. Active allies: people who agree with you & are organizing alongside you
2. Passive allies: people who agree but aren't doing anything about it (yet!)
3. Neutrals: people who aren't sure, or are unengaged (they might just not know about you yet)
4. Passive opponents: people who disagree, but aren't trying to stop you
5. Active opponents: people who have done something to prevent you from reaching your goal



Who are your Spectrum of Allies

Who will be most supportive, least supportive, or neutral?

- Unions
 - Business Community
 - PTA
- Identify these groups (and why?) and put them on your spectrum - write them into the pie.
 - Be as specific as possible – names
 - Identify why you placed people where you placed them

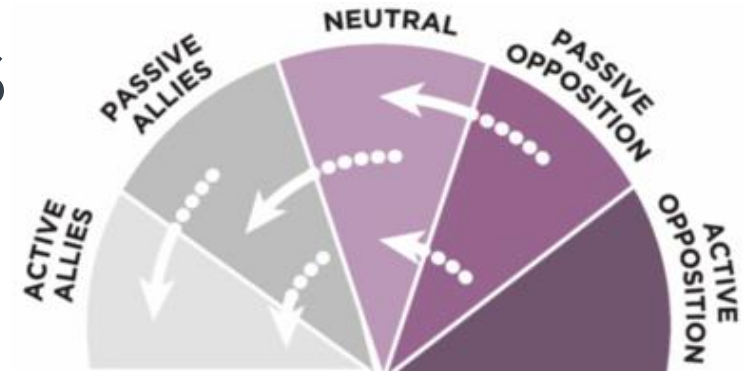


Where You Focus Your Energy Matters

Only the Opposition – cynicism

Only the Active Allies – stagnation

Generalizations about Slices – missed opportunities



DO FOCUS ON THE PASSIVE ALLIES

- These are folks who know or care about what you're up to, but aren't doing anything about it! Give them a chance to participate and build power with you.

THE GOOD NEWS

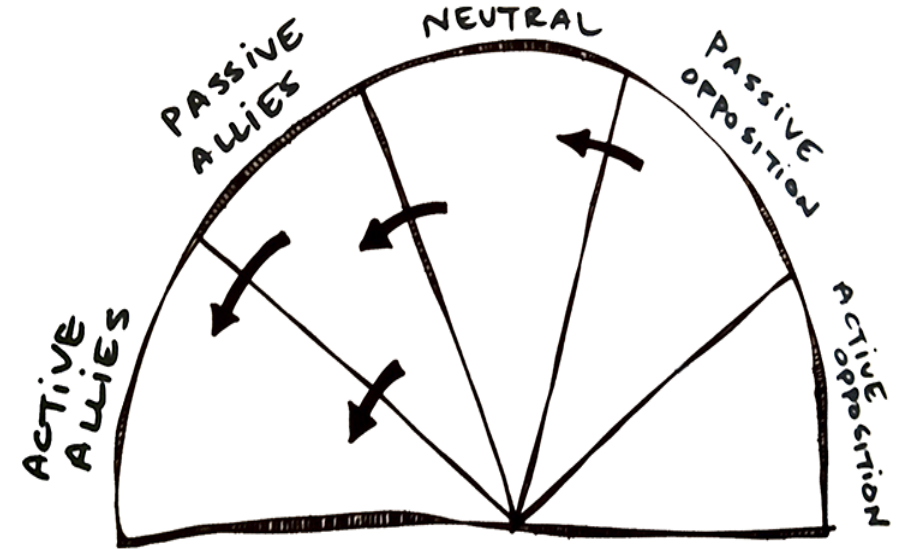
- It is only necessary to move some or all of the pie wedges one step in your direction. If we shift each wedge one step, we are likely to win, even if the hardliners on the opponent's side don't budge.

An example from history – 9 to 5 National Association of Working Women

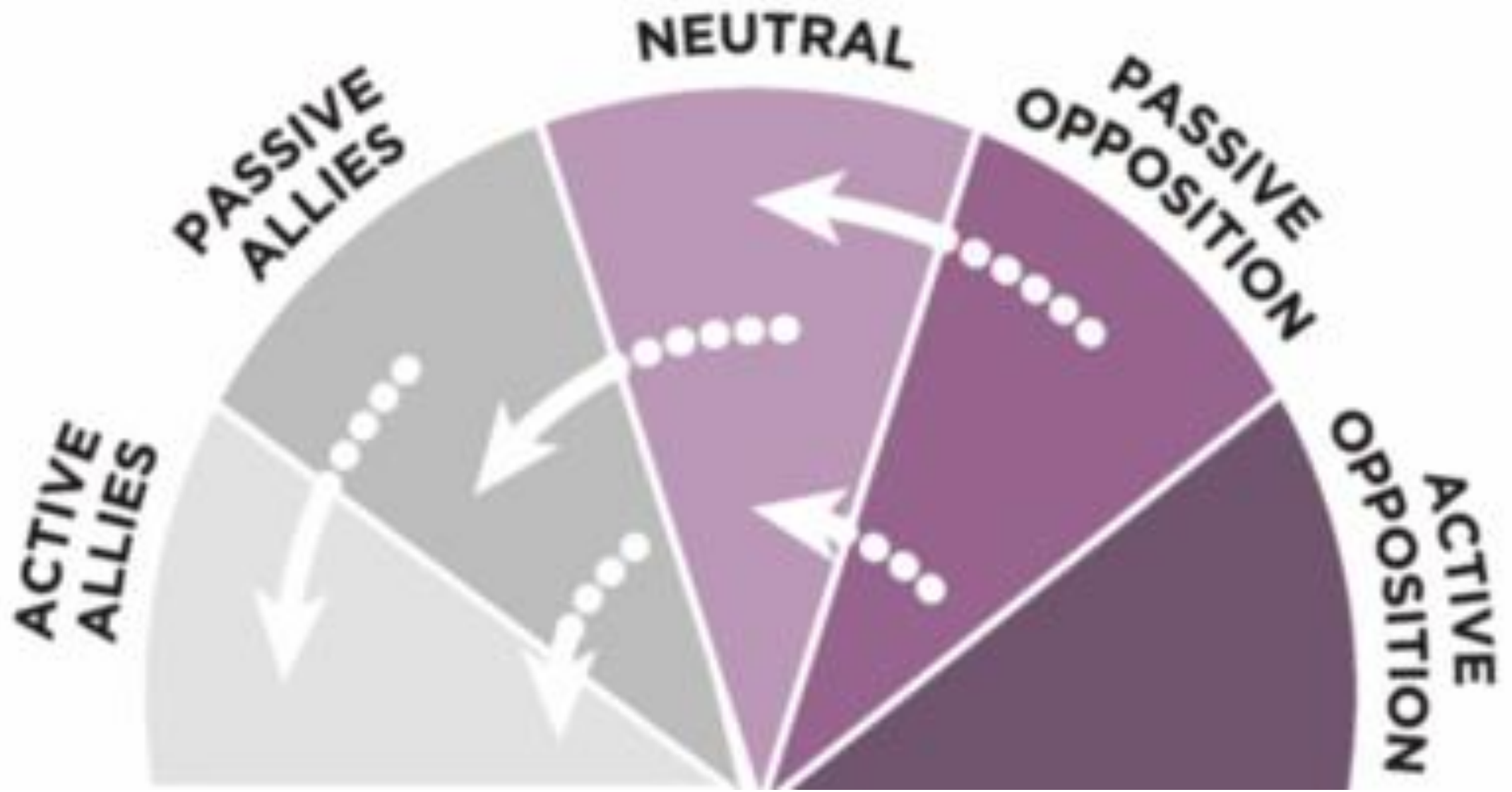


Spectrum of Allies Part 2 p.123 & 124

1. Develop a convincing argument or values-based narrative that will appeal to the neutral or passive opposition wedge.
2. Design one small achievable ask to engage one individual from that wedge to move closer to you.

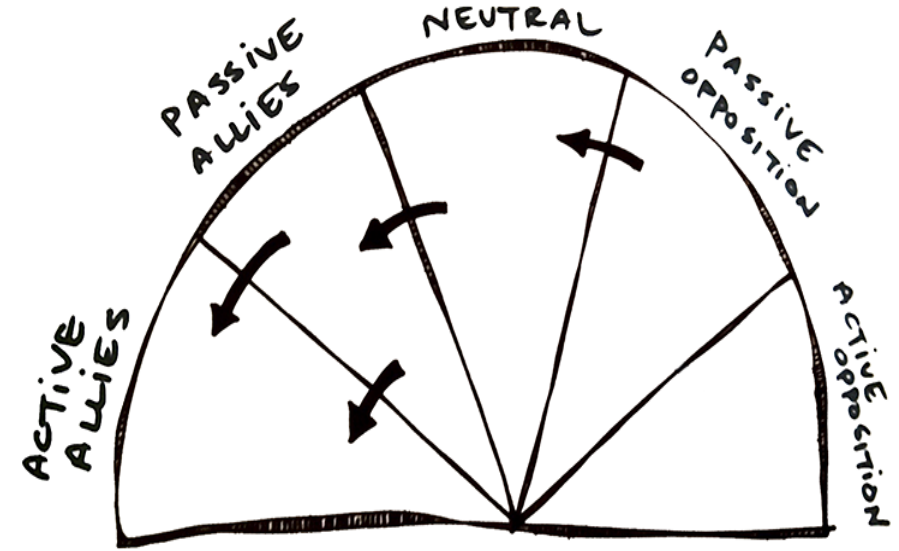


Team Pair Share of Spectrum of Allies



Spectrum of Allies Debrief – Whole Group

- › How did it feel to present your arguments for how to move your wedges?
- › What is something new you learned from this or from another team?
- › What do you think you could apply to your current work?



KEY IDEAS



- › It is only necessary to move some or all of the pie wedges one step in your direction.
- › If we shift each wedge one step, we are likely to win, even if the hardliners on the opponent's side don't budge.



**TAKE
A BREAK**

BREAK



Living Wage Campaign

Beth & Michael

What is a Living Wage?

Group work:
Make a list



Living Wage: The Basics

A Living Wage defined: Sufficient earnings to cover basic needs

food

housing

clothing

transportation

utilities

child-care

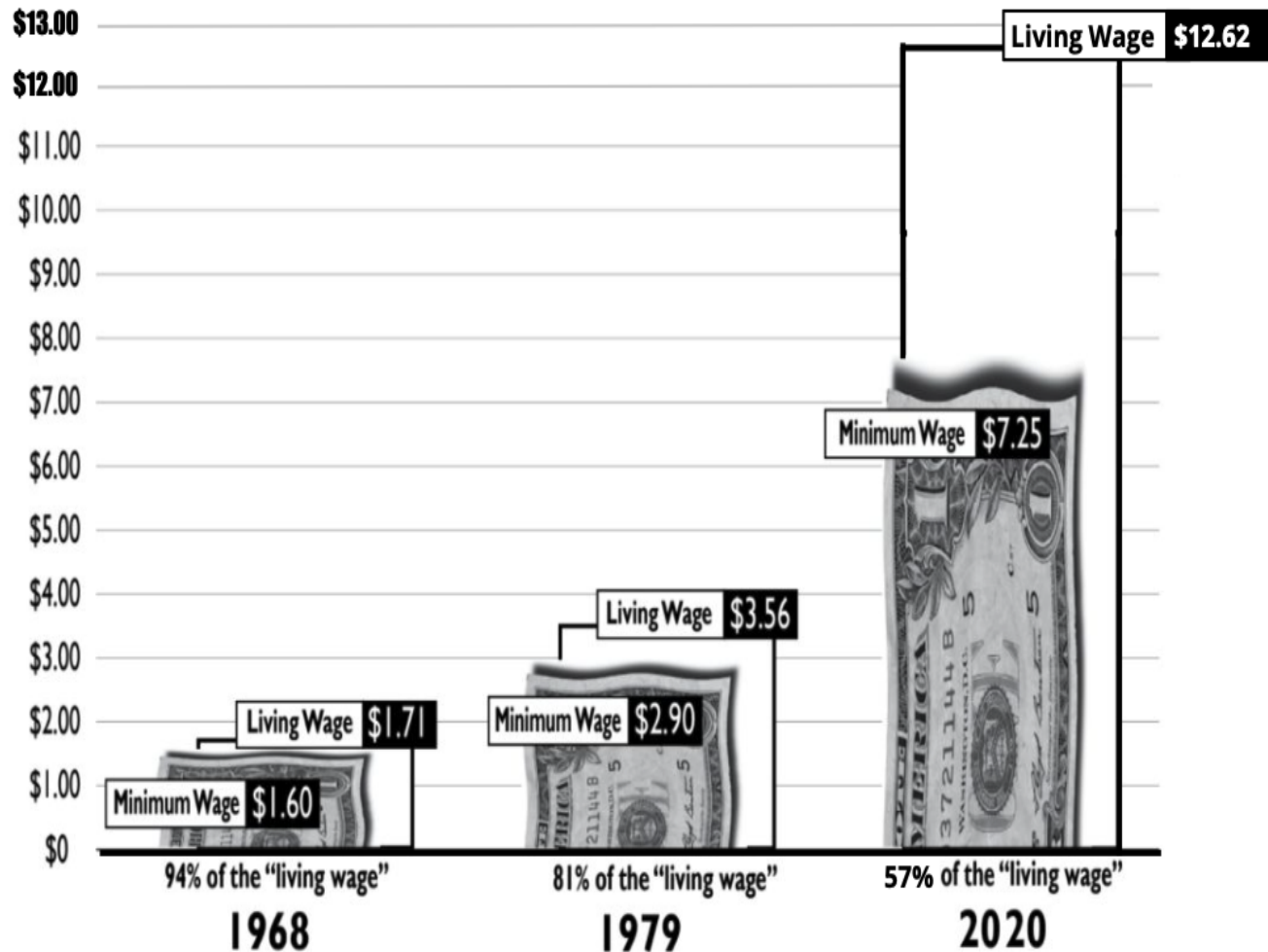
taxes

health care



The Minimum Wage and the “Living Wage,” 1968-2020

The federal minimum wage has not kept pace with the rising cost of living.



Currently

The U.S. federal minimum (\$7.25) is less than twenty percent of the “living wage” for a single adult (\$40.38 an hour, or roughly \$84,000 a year pretax)

Less than a third of what a family of four needs to live — around \$40 per hour per parent/guardian, or about \$167,000 a year combined.

What is a Thriving Wage?

Group work:
Make a list



Identifying the 10 Steps



10 Steps to a Living Wage Campaign



10 Steps of a Living Wage Campaign

1. Pick an issue
2. Buy In
3. Timeline
4. Action Plan
5. Gather Data
6. Internal Organizing
7. External Organizing
8. Messaging / PR
9. Escalate
10. Celebrate!

Group work

Seattle

Somerville

Minnesota



It's All About Organizing!

“At the banquet table of nature there are no reserved seats. You get what you can take and you keep what you can hold. If you can't take anything, you won't get anything; and if you can't hold anything you won't keep anything. And you can't take or hold anything without organizing.”

-A. Phillip Randolph, founder,
Brotherhood of Sleeping Car Porters

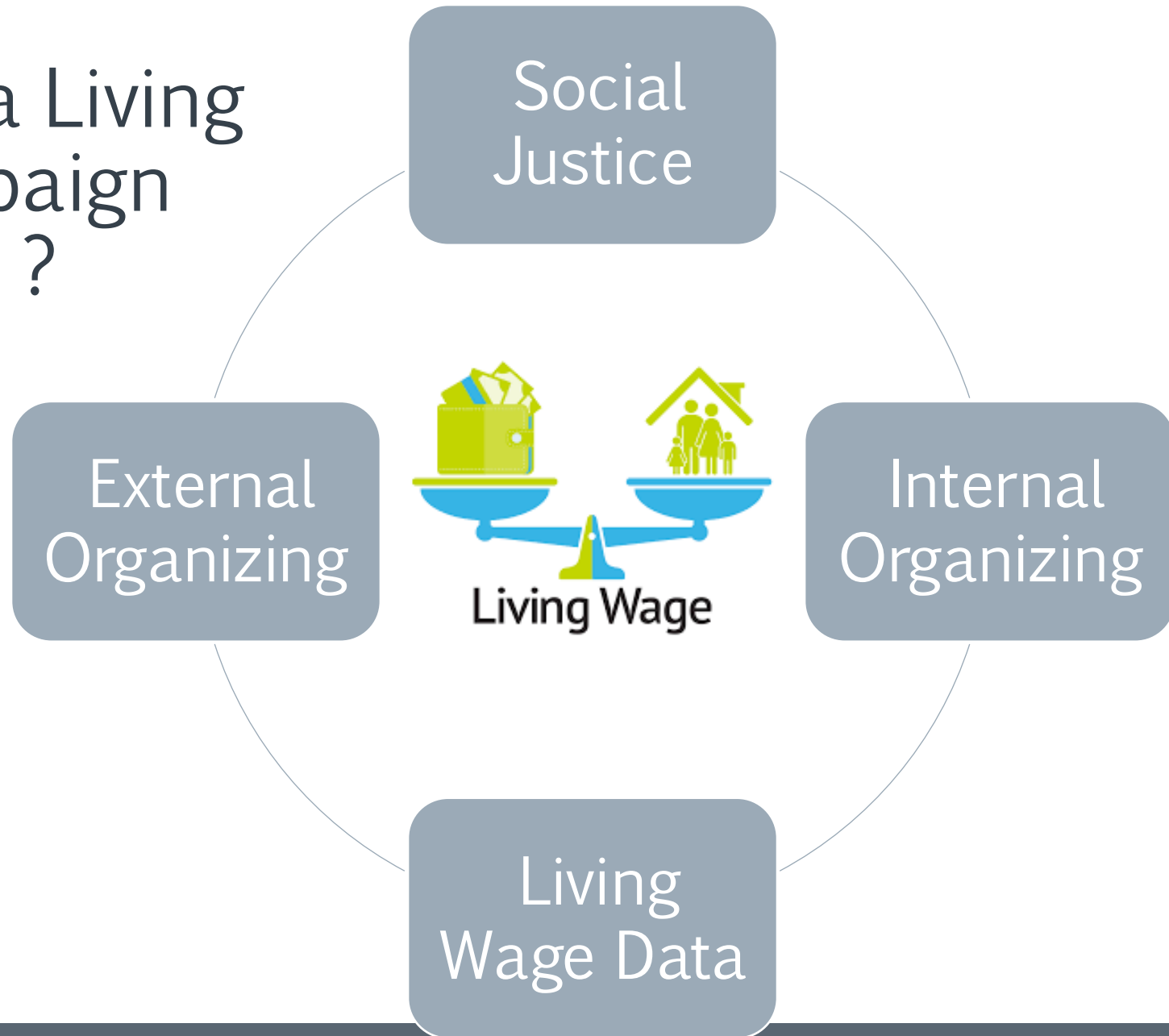


A Living Wage Campaign is...



- About seeking **more** than the usual modest raise.
- As much about **grassroots organizing, intensive planning** and **union building** as it is about gathering salary data or arguments.
- About **winning professional, competitive pay** by “**surrounding**” **the employer** with your members and community allies.

What Makes a Living Wage Campaign Different ?



Revisiting the scenarios

- › If you were able to change one thing about your scenarios campaign, what would it be?

› OR

How would you change your scenarios campaign to include steps that may have been incomplete and/or missing?

KEY POINTS



- A living wage can be done effectively in a bargaining or non-bargaining state because it is all about organizing.
- A federal policy strategy to addressing living wage is unlikely to give our members what they need.
- Moving the narrative of a minimum wage to a living wage and ultimately towards a thriving wage

Lunch

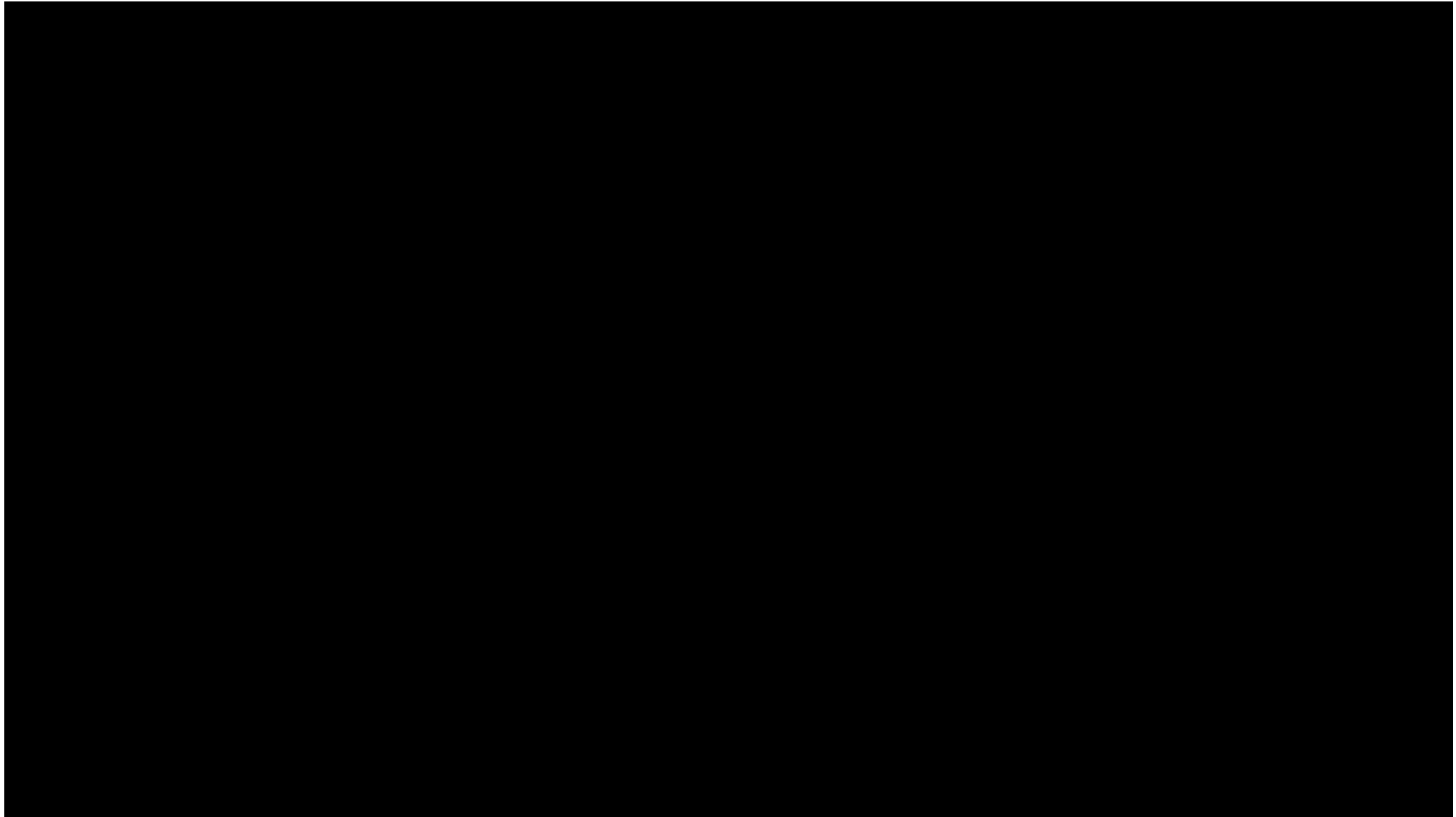




Organizer Math: Building Exponential Power

Hedy

How can I make a difference?



DUNBAR'S NUMBER : 150

TYPICAL NUMBER OF PEOPLE WE CAN KEEP TRACK OF AND
CONSIDER PART OF OUR ONGOING SOCIAL NETWORK

150
TRIBE

50
CLAN

15
SUPER
FAMILY

5
CLOSE
FRIENDS

← WEAKER TIES → MORE INVESTMENT IN RELATIONSHIP →

DANG! NOW,
WHAT WAS THEIR
NAME AGAIN?



Why do we care about Dunbar's Numbers? Pages 89

Stable - Relationship

Connections

“Driver”
Leaders

Natural
Leaders

Developing
Leaders

Engaged
Members

Aware
Members

Disengaged
Members -
Supporters

5 🐵

15 🐵

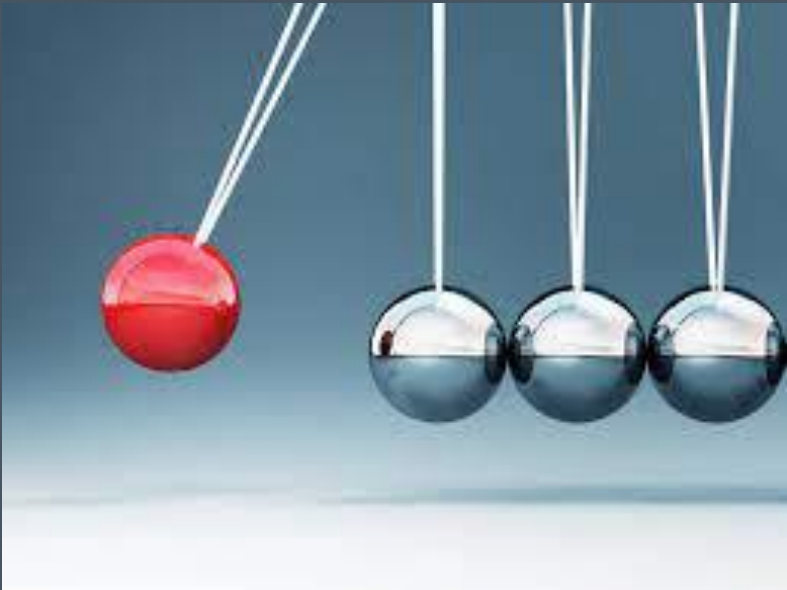
50 🐵

150 🐵

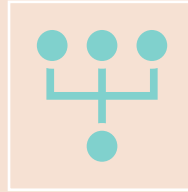
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1500 🐵

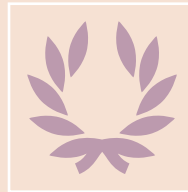
CASE STUDY: THE ESP BILL OF RIGHTS CAMPAIGN PAGE 93



Crisis: Board announced cut (outsource bus drivers, custodial, food service jobs, cut paraeducator hours).



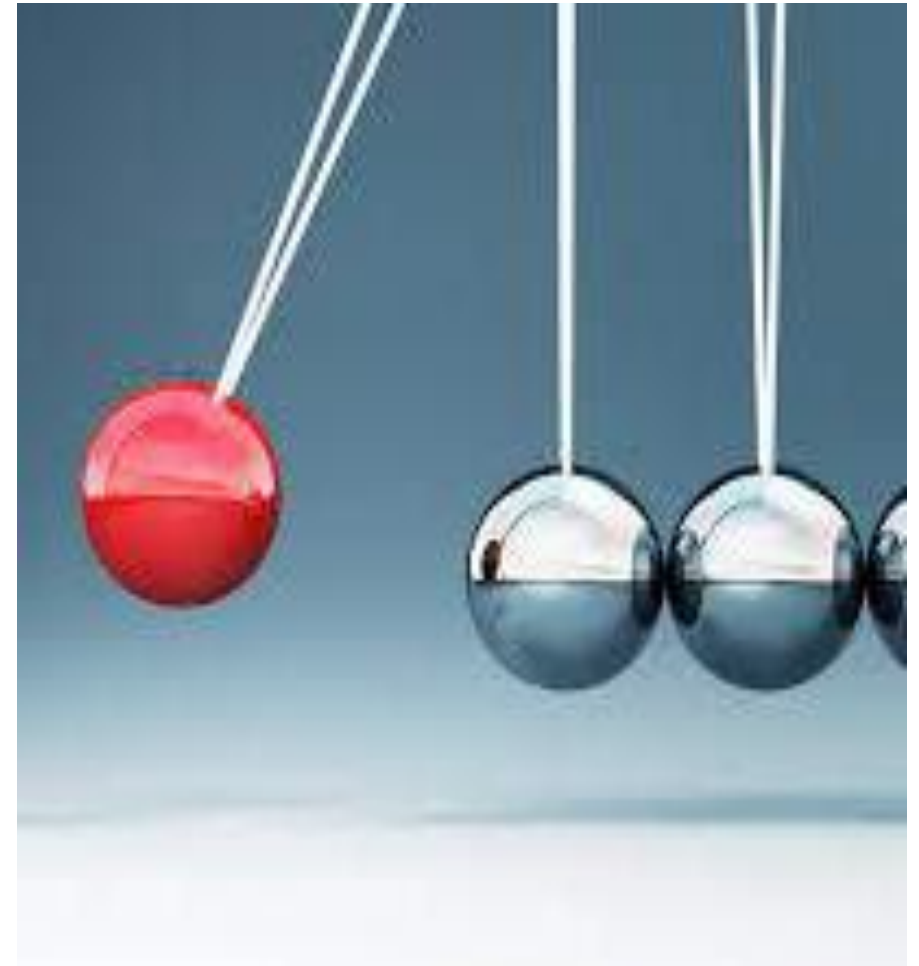
Union's Shift: From service unionism → organizing for the Common Good.



Victory Metric: 6,200 public pledges.

Team Work Time Pg. 90-97

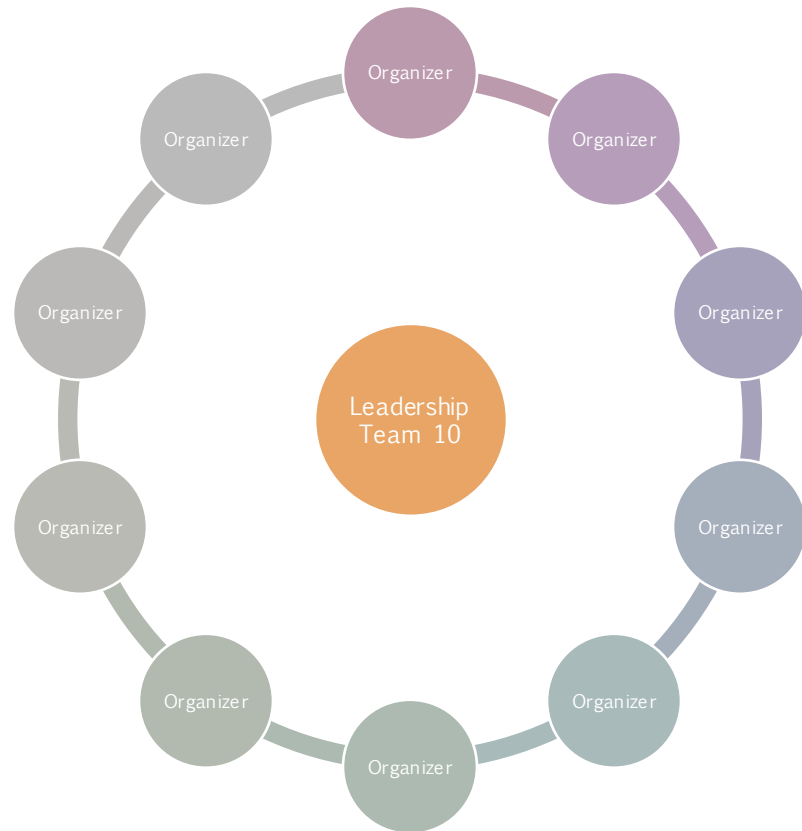
- › At your table, answer the Debrief Questions in the Case Study (p. 97)
 - How did framing demands as Common Good issues change the campaign's reach & impact?
 - What were the key turning points in the campaign that shifted power toward the union?
 - Why was achieving 88% internal unity before going public critical for success?
 - How did the coalition with parents, teachers, and community groups amplify the union's leverage?
- › Use all of the information included in pages 90-97 to answer the questions
- › Be ready to report out.



Report out



Phase 1 – Internal Unity (The Spark)- p. 96



- › 12 Core Leaders → 120 organizers (10% of union).
- › 1,150 ESPs "Purple for Dignity Day" ; 88% internal unity



Phase 2 – External Coalition (The Multiplier)- p. 96

- › 40 community allies (teachers, parents, clergy).
- › Rally: 1,800 attendees at districtwide rally.



Final Phase – The Turning Point (Victory) - p.96

- › 6,200 pledges +95% of members authorized strike vote
- › Board backed down from outsourcing, wage adjustments
- › Paid training and PD
- › Job security and respect in decision making
- › Bill of Rights adopted

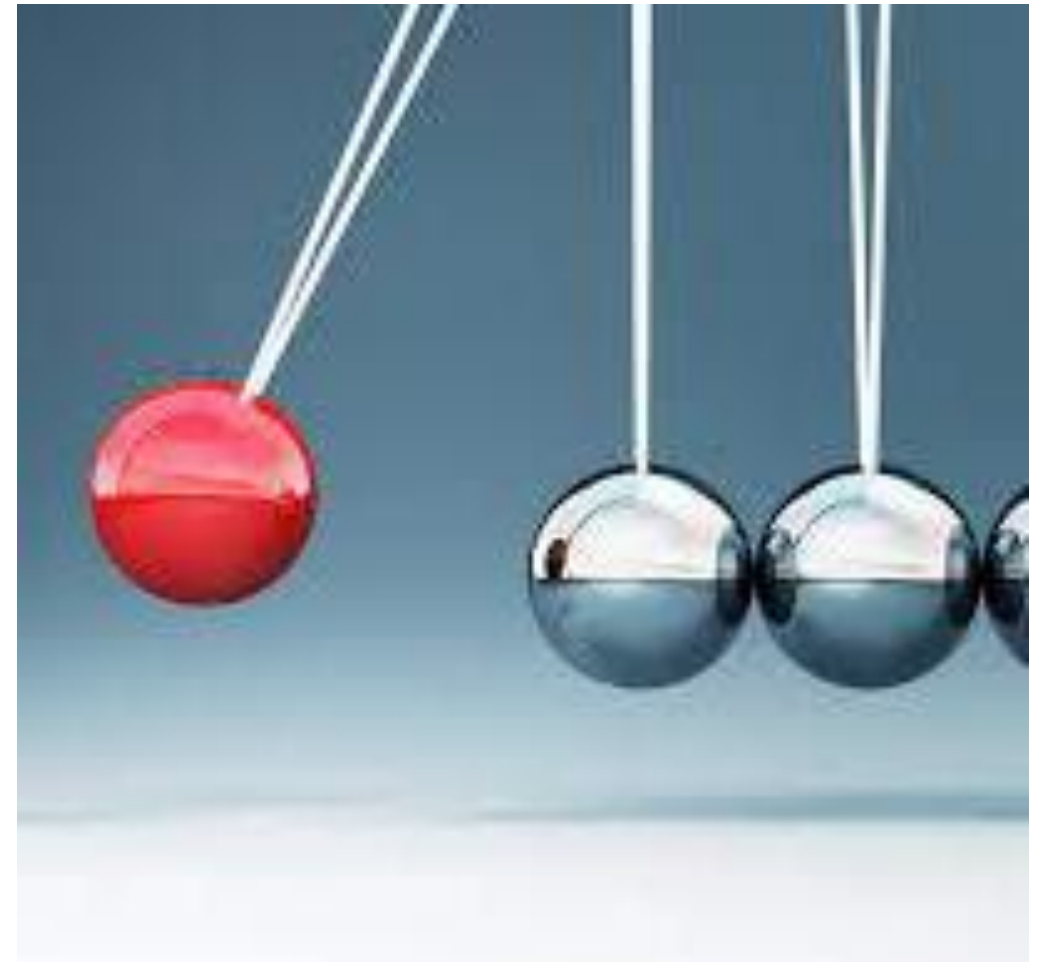


Planning Checklist for Organizers- page 98

Identify	Identify 10% organizers.
Test	Test structure with measurable asks.
Frame	Frame demands as Common Good.
Build	Build coalition.
Track	Track power metrics.

Team Work Time

- › As a Team, complete the Planning Checklist for your own campaign (p. 98)
- › Be ready to report out



Report Out



Key Points:



- Power is not what you have, but what you can mobilize *because* you have working structures.
- Organizing success depends on measurable commitment, not just membership size.
- More people = More power



BREAK



Centering Race, Class, and Gender

Ben

What type of union builds power?

Programs

- › Build Presence
- › Episodic
- › Member Recruitment
- › Committee/Program Leaders
- › Low Risk
- › Often Staff Led
- › Power in Policy

Campaigns

- › Public Action and Demands
- › Strategic and Ongoing
- › Continues to Add
 - Base – Mobilizers – Leaders
 - Allies – Partners – Coalitions

Requires Risk

Supported by Staff

Leaders Build and Use Power

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.**

Race, Class, Gender Equity Tools Pg. 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.*



Key Points about Equity Tool Success

- › Buy in from the organization and its leaders
- › Routine and ongoing use of the ET
- › 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



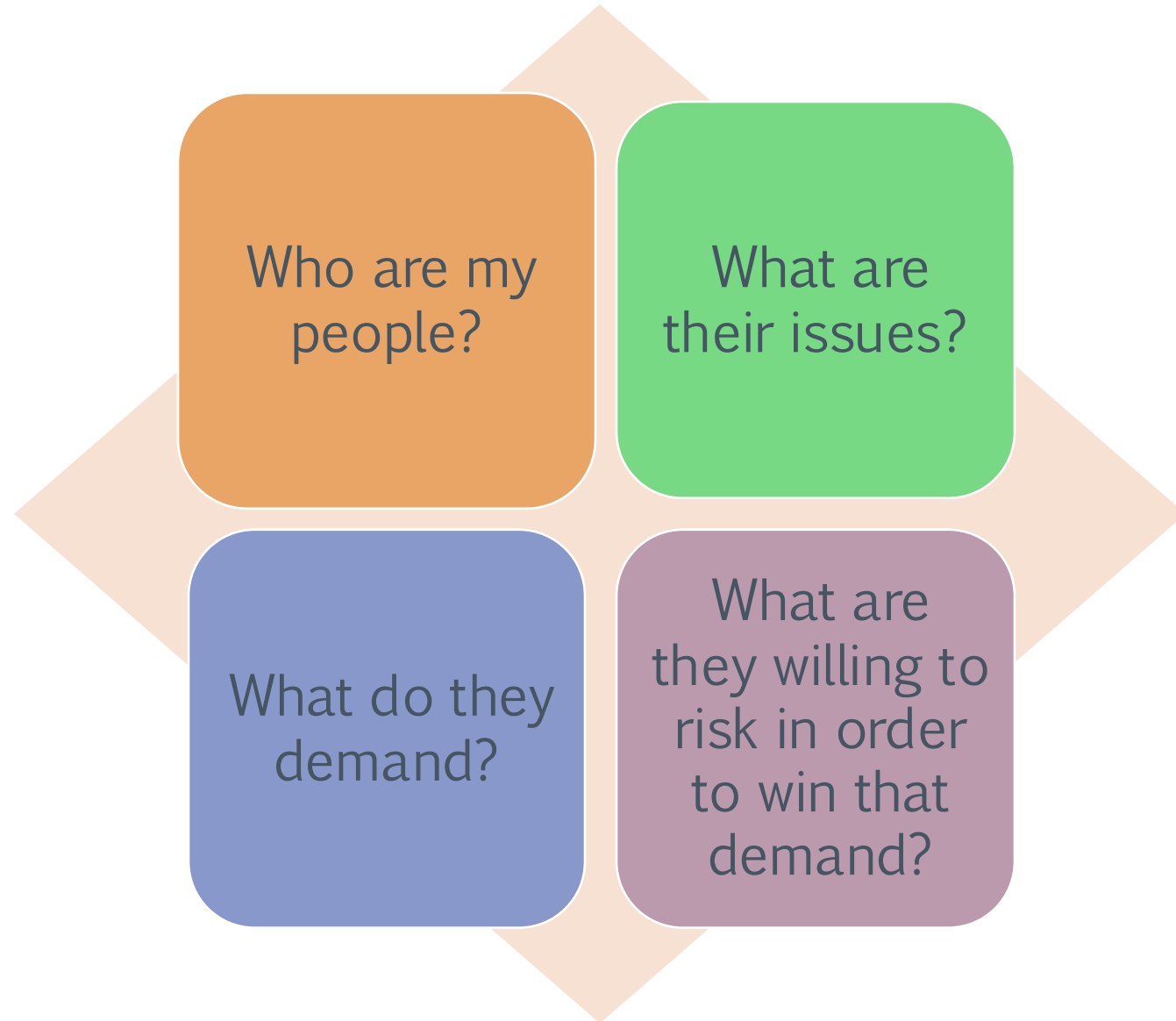
TEAM WORK

Review your Problem and Issue charts.

What will it take to achieve equity for the people who work in our schools?



TEAM WORK - Return to Your Problem Charts



STEP 1

For Your Issues ask these 4 Questions

STEP 2

For each of the answers in step 1, ask these 4 questions.

For each of the four organizing questions also ask:

Who is most directly impacted?

Who has been left out?

How can they be directly engaged?

How do our demands advance race, class, or gender justice?

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, to risk their collective resources, for the meaningful change they want.



Demand and Target

Eric



When making a demand ...

A demand is the *outcome* that *addresses the issue*.

- Measurable
- Achievable

You will need pgs. 117 and 120



Targets:

- › A single person:
 - a name, face, & address
- › They have the power to give you what you are demanding
- › If the issue is what is wrong, the target is who can fix the issue.

Issue Work! (Charts)

Identifying Demands, and Targets

Return to your chart groups and revisit your issue(s)

- Demand
What do you want to win to solve your issue?
- Target
*Who has the power to give you your demand?
Who can influence this target?*



Ask these 4
Race and
Equity Tool
questions of
your Target
and Demand.

For each of the four organizing questions also ask:

Who is most directly impacted?

Who has been left out?

How can they be directly engaged?

How do our demands advance race, class, or gender justice?

KEY POINTS



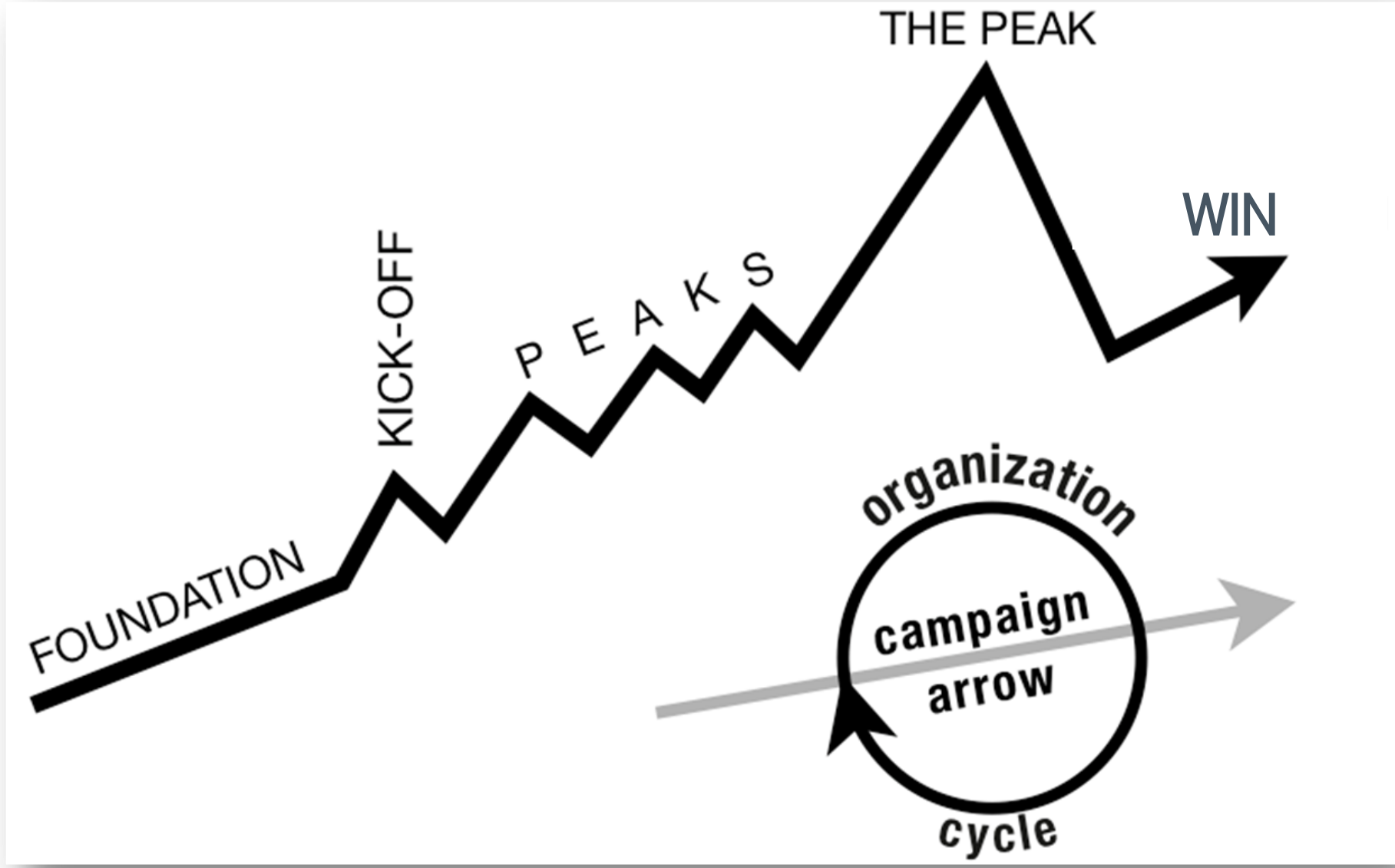
- A well thought out campaign has a strong issue, with an identifiable target and a strategic demand.
- A target is a specific person!
- We don't choose the issues! We identify the issues from talking to members!



Tactics and Escalation

Eric

Structure of a Campaign



Tactics

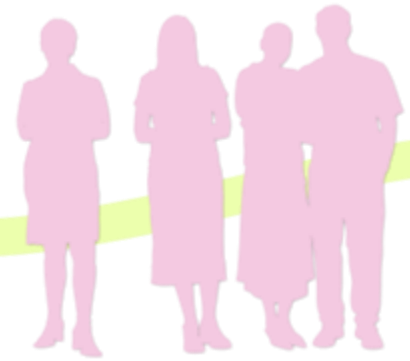
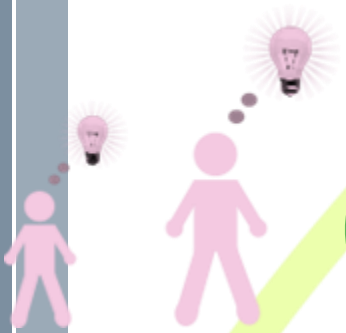


Tactic – Actions you take as a part of an escalation plan that increases pressure on your target to try to win your demand.

A TACTIC SHOULD:

1. Puts pressure on your Target
(puts them out of their comfort zone)
2. Builds your Power
(develops leaders, brings more people in, etc.)
3. Is Strategic

Goal





Were these
effective
tactics?

Scenario Work!

Tactics Brainstorm p. 126

+++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?
- How will your target react?
- Does it violate the law? (If so, are we prepared for the consequences?)
- Will it be fun?

Evaluating your Tactics!

+++YOU HAVE 10 MINUTES!+++

Look at the list of tactics on your chart.

- Circle the ones that are strategic!
- **✗** Cross out the ones that are NOT strategic

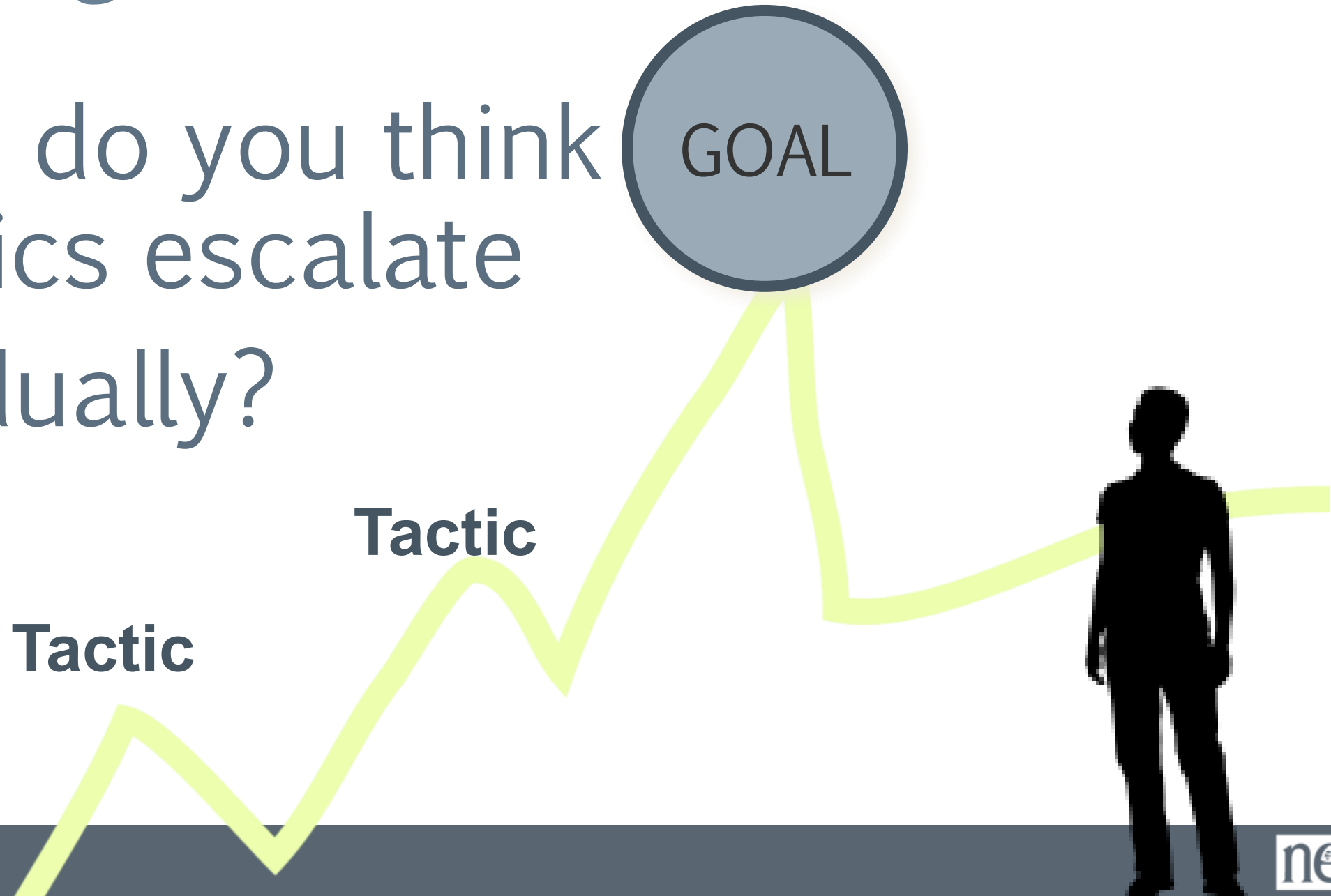


Compression Points

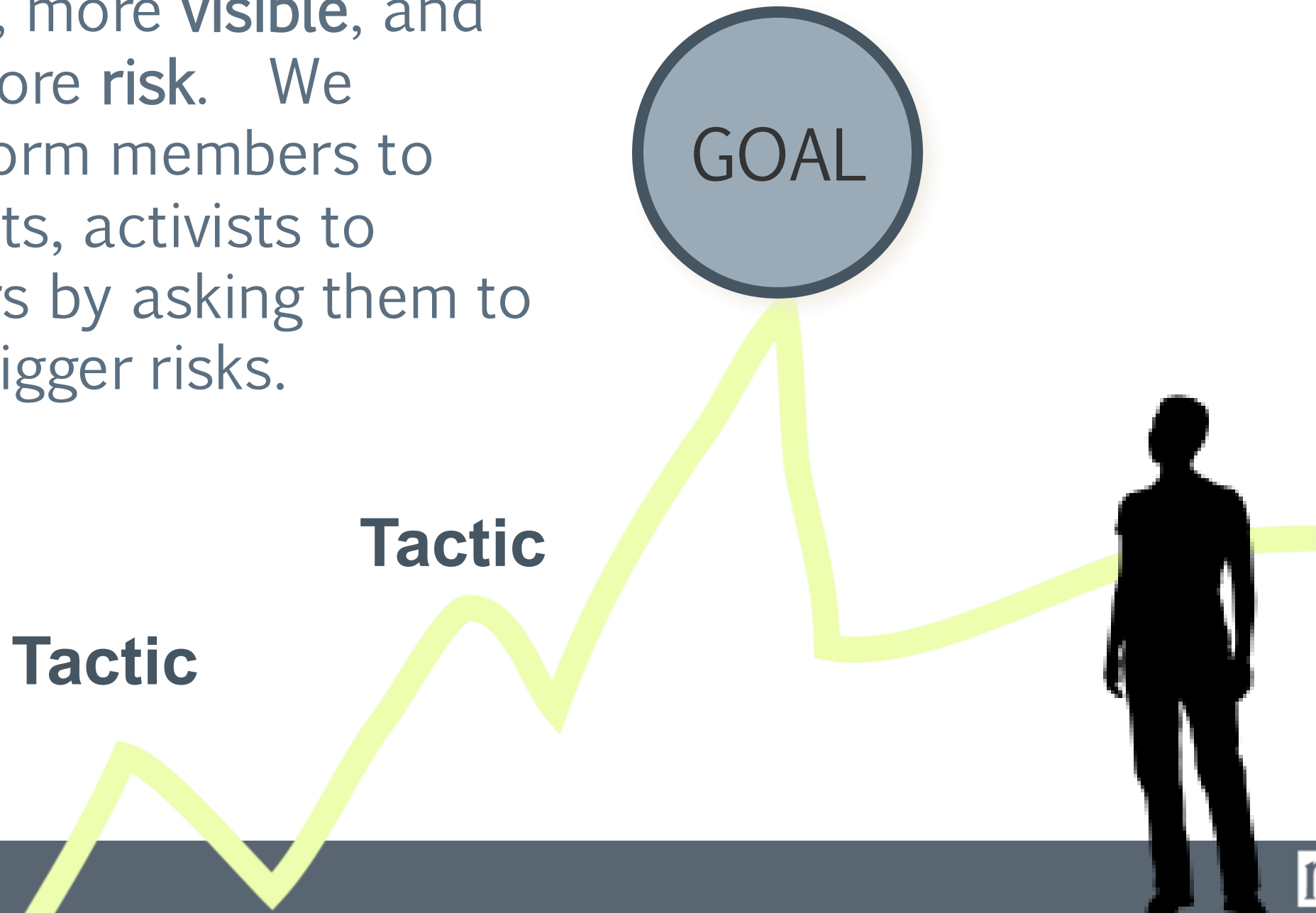
- › Points on the calendar where you celebrate short term wins or escalate your tactics based on how you have assessed your readiness to escalate.
 - Naturally occurring deadlines
 - Artificial deadlines
 - Help us build urgency and crisis
 - Opportunities to debrief and reassess

Building an Escalation Plan

Why do you think tactics escalate gradually?



Each escalation is more **public**, more **visible**, and has more **risk**. We transform members to activists, activists to leaders by asking them to take bigger risks.



Resources that shrink as you use them:

- › Time/Energy
- › Tangible Items - materials
- › Money



Resources that grow as you use them:

- › Relationships
- › Skills
- › Hope
- › Trust



Ask these 4
questions of
your tactics.

For each of the four organizing questions also ask:

Who is most directly impacted?

Who has been left out?

How can they be directly engaged?

How do our demands advance race, class, or gender justice?

KEY POINTS



- › Strategy without tactics is simply a collection of good ideas and big dreams.
- › Tactics without strategy are a random collection of activities and wasted resources.
- › The bigger the win you want, the more resources you need.
- › Good tactics actually result in more resources – relationships, skills, hope and trust.



Campaign Planning

Sonia

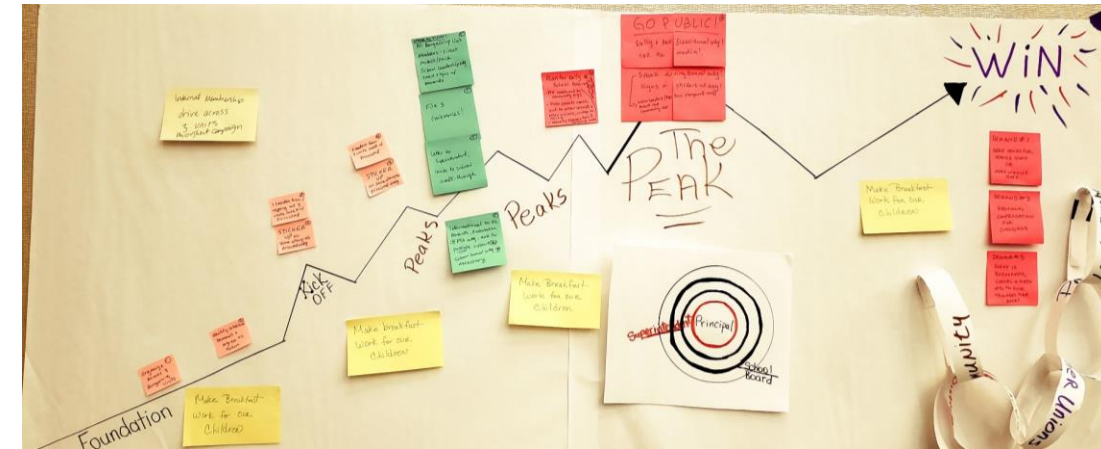
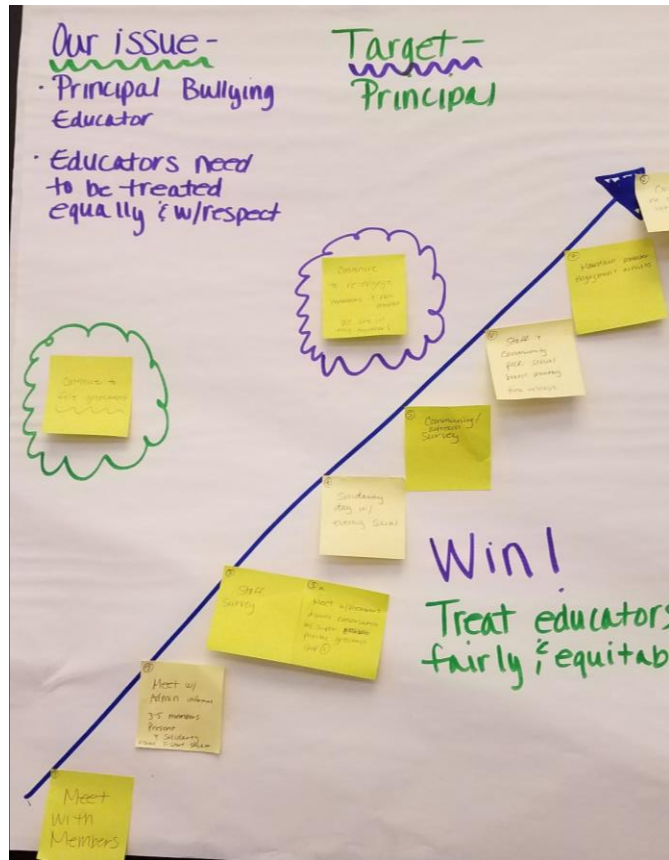
Begins on page
P. 107



Campaign Planning



Overview
Centering Equity
Team
Problem and Issue
Power Analysis
Strategy



Team Work Time

Guidelines

- Consider using 18 months timeline
- Remember the 10 steps
- Incorporate "test/tasks" design into tactics

Increase Success:

- Plan should motivate
- Consider risks
- Accountability imbedded into plan



Ending it Right

Ellen



Your thoughts
so far...

Problem of Practice

The problem of practice is something that you care about that would make a difference for your locals if you improved it.

The more specific the problem of practice is, the more helpful the recommendations for your next level of work will be.

Please share
your feedback
with us

Day 2 Organizing Strategies for ESPs



Campaign Lab Information and Application



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



KEEP
CALM,
IT'S
JUST THE END
OF MY POWERPOINT

KeepCalmAndPowerpoint.com

Ending it Right

- › Choice Networking
- › Housekeeping
- › Checking out, Flights, Taxis
- › Plus and Delta at the Door

“The opposite of
networking is
NOT working”

– Someone smart

Choice
Network
Time

Closing our time together...

What will you take with
you into your future
work?

