



Organizing ESP

UNISERV FOCUS ACADEMY

Entry Activity

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.

Feedback on Feedback

Anything else for the good of the group?

Agenda Review - Today

Who are leaders ?

How do we identify leaders?

How do we test leaders?

What kind of union are you?

Why can't ESP get ahead in the current reality?

What is a strategy that can work?

How can I apply what I have learned in a plan?



Community Agreements p. 2

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

Classism discussion continued



1. How will you fold this learning into your work with ESPs?
2. What are the consequences for not discussing and understanding classism?

Seleste

Leadership

Who are leaders?



Leaders are those who take responsibility
for enabling others to achieve purpose in
the face of uncertainty

Key Points that Inform our Work



Unions with leaders who are unwilling to take any level of risk will not be able to grow into unions that can demand and win what members want and need.

The way to build leaders is to not do for them what they can do for themselves, design “tasks” that cause people to have more leadership and ownership

Club or Union? - p.77

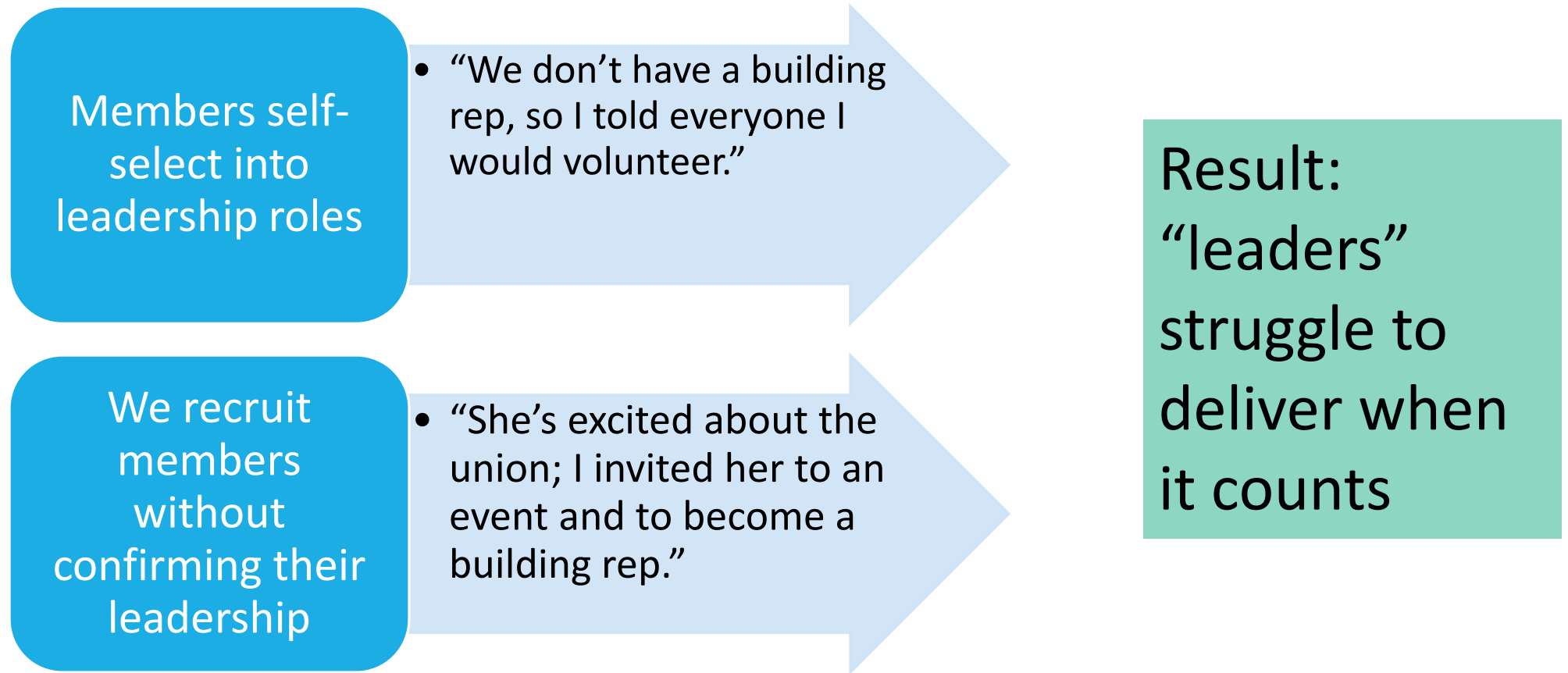


Who are leaders?



Leaders have followers. They are **BOTH** trusted and respected by their colleagues.

How leadership identification typically goes...



PLUS, lots of implicit bias as we choose “leaders” who meet our criteria

HAWTHORNE ELEMENTARY 15

CLASS	LAST NAME	FIRST NAME	MEMBER/ AGENCY	WEA- PAC	
CERT	Le	Tan	Member	No	
CERT	Mak	Melissa	Member	No	
CERT	Mei	Chongyuan	Member	No	
CERT	Hamilton	Gina	Member	Yes	
CERT	Smith-Brown	Charlene	Member	No	
CERT	Simons	Elaine	Member	Yes	
CERT	Flanzer	Elissa	Member	No	
CERT	Pogreba	Elizabeth	Member	Yes	
CERT	Martin Nowell	Lalania	Member	No	
CERT	Kribbs	Katherine	Member	No	
CERT	Leighton	Tina	Member	Yes	
CERT	Toomey	Bruce	Member	Yes	
CERT	Hunter	Oveta	Member	Yes	
CERT	Meraki	Mark	Member	No	
CERT	McDonough	Cassie	Member	Yes	
CERT	Lock-Levi	Marcella	Member	No	
CERT	Gianacos	Tami	Member	No	
CERT	Hill	Len	Member	No	
CERT	Rutledge	Stephanie	Agency	No	
CERT	Conner	Julene	Member	No	
CERT	Manzo	Jennie	Member	No	
CERT	Appleyard	Tracy	Agency	No	
CERT	Patterson Lystra	Shawna	Agency	No	
CERT	Schoenfelder	Caitlin	Agency	No	

Natural Leader ID is the act of coding answers to the question, “Who here is trusted and respected?”

Key Points



Who is the “best leader” – “it depends” as there is little to indicate what their agenda is and there is too little information about the “union” agenda

Understanding their agenda and their willingness to link it with your agenda matters

How you invite someone into YOUR agenda matters

Determining how your agendas build together, matters

Ginny and Daria

Financialization

What is the
purpose of
public schools?



Key Ideas to Listen For

1. Capitalism is Constructed
2. Over time Capitalism has been built around 3 Ideologies:
 - Keynesian (Supply and Demand driven)
 - Free Enterprise (Trickle Down – low regulation and open market)
 - Neoliberalism (anti-tax, anti-union, anti-regulation, and anti-public-sector)
3. Financialization converts publicly provided goods into privately "financed goods."
4. Public education reflects and advances the same norms and practices as the prevailing economic ideology.

How are schools and the economy related?

- Public education was created to benefit those in power, mostly white males, and also to train a working class but still mostly male and white.
- **Late 1800's-1900's** Over time public schools began to elevate the workforce, again mostly for those deemed worthy.
- **Into the 1940's**, it was a time of increased power for workers and labor unions. Education became even more widely available but still not universal (racism in access)

How are schools and the economy related?

1800's through late 20th Century - Universally accessible, tuition-free, public, K–12 education contributed to the social wage, the mix of publicly provided goods and services that add to the normative standard of living.

Universal access to tuition-free public K–12 education was rolled out alongside other New Deal reforms of the **1930s and '40s** — taxing the rich, the expansion of unions, and regulation of finance and industry — associated with the Keynesian period in the development of US capitalism. **(Supply and Demand)**

How are schools and the economy related?

By the 1970s, high wages and high fixed costs cut into the corporate profit rate.

In response, during the 1980s and 1990s, an ideologically committed and organized capitalist class rolled out **free enterprise capitalism or trickle down** with open markets and light regulation was held up as the ideal institutional arrangement for organizing the production and distribution of nearly all goods and services. Think of the break up of “Ma Bell” and cable companies.

How are schools and the economy related?

By the 1990s, an anti-tax, anti-union, anti-regulation, and anti-public-sector ideological bi-partisan conventional wisdom that the public sector was inherently “inefficient”. **Neoliberalism.**

Here – the meaning of public education shifted. Public education became less about cultural enrichment and civic engagement.

The purpose of public education was providing individuals with the skills and habits appropriate for the marketplace. Anyone could overcome the hardship of their circumstances so long as they were willing to work hard, first in school and later in the labor force.

How are schools and the economy related?

Public schools were expected to operate akin to businesses and adapt to the new era of iterative austerity, doing more with less. Showing results that reflected a high return on investments.

Public education reflected and advanced the same norms and practices as the prevailing neoliberal capitalism it was embedded in.

Financialization is a **process whereby financial markets, financial institutions, and financial elites gain greater influence over economic policy and economic outcomes.**

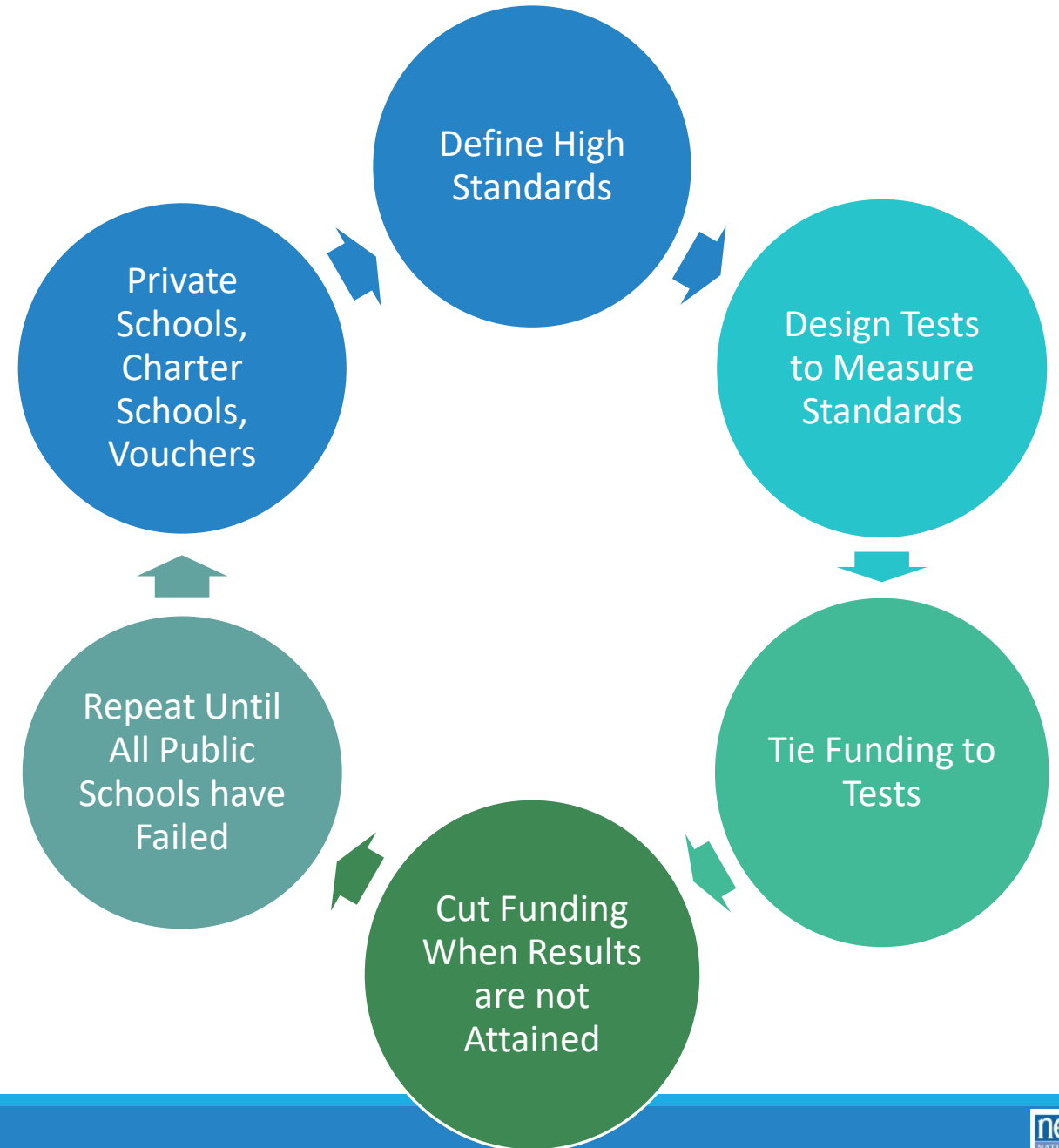
Financialization transforms the functioning of economic systems at both the macro and micro levels.

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

Who benefits?

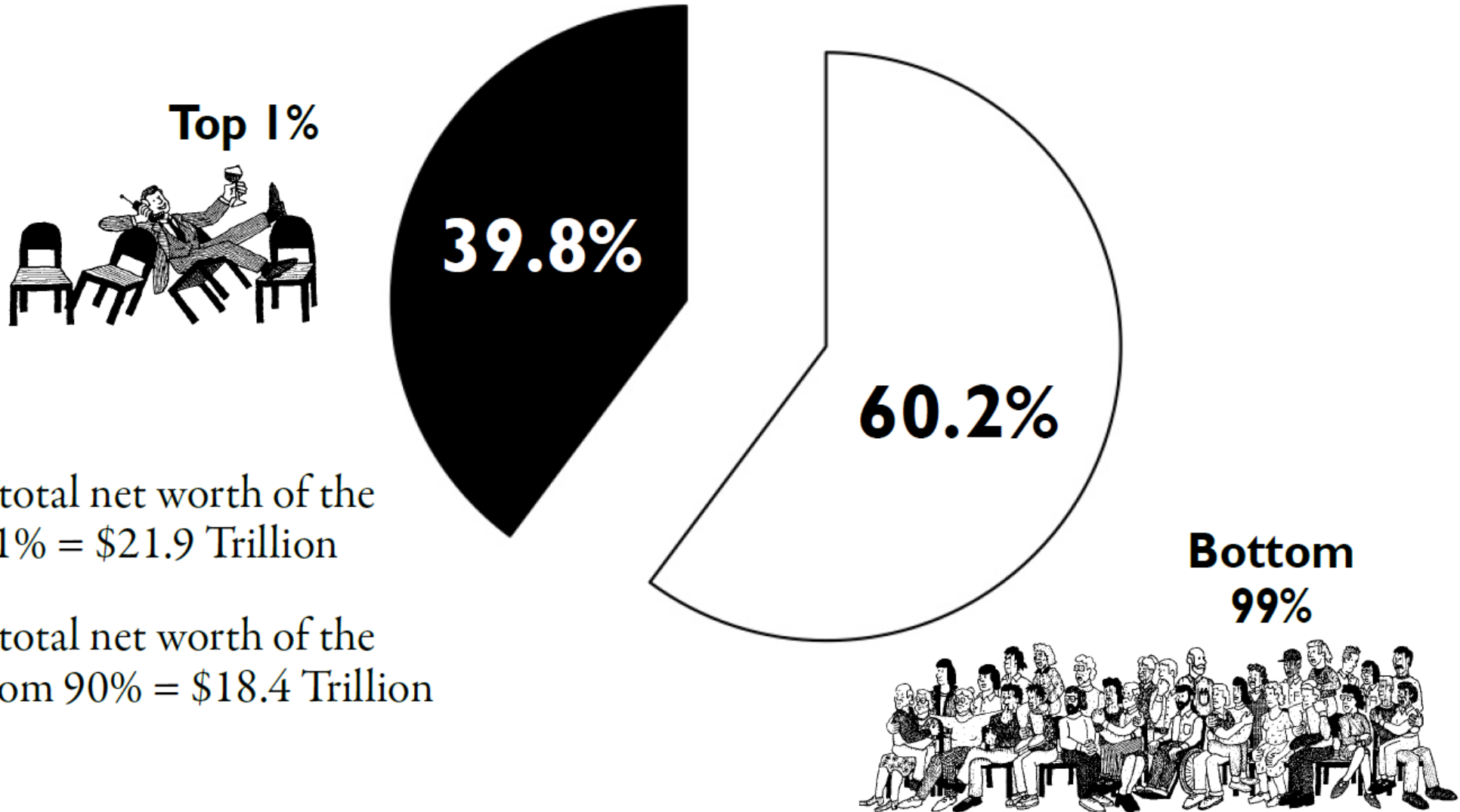


How financialization of public schools works.



How has COVID affected the financialization of public schools?

Ownership of Household Wealth in the U.S., 2012



Key Points



Our system is designed to extract wealth and power from the lower levels of our system and move it to the top.

Financialization benefits the wealthiest.

A blue rectangular sign with rounded corners and a white border. The sign is mounted on a pole and features the text "TAKE A BREAK" in large, white, bold, sans-serif capital letters. The background of the sign is a solid blue color. The sign is set against a backdrop of a blue sky with white clouds.

**TAKE
A BREAK**

BREAK

Living Wage Basics

What is a Living Wage?



Living Wage: The Basics

A Living Wage defined: Sufficient earnings to cover basic needs

food

housing

clothing

transportation

utilities

child care

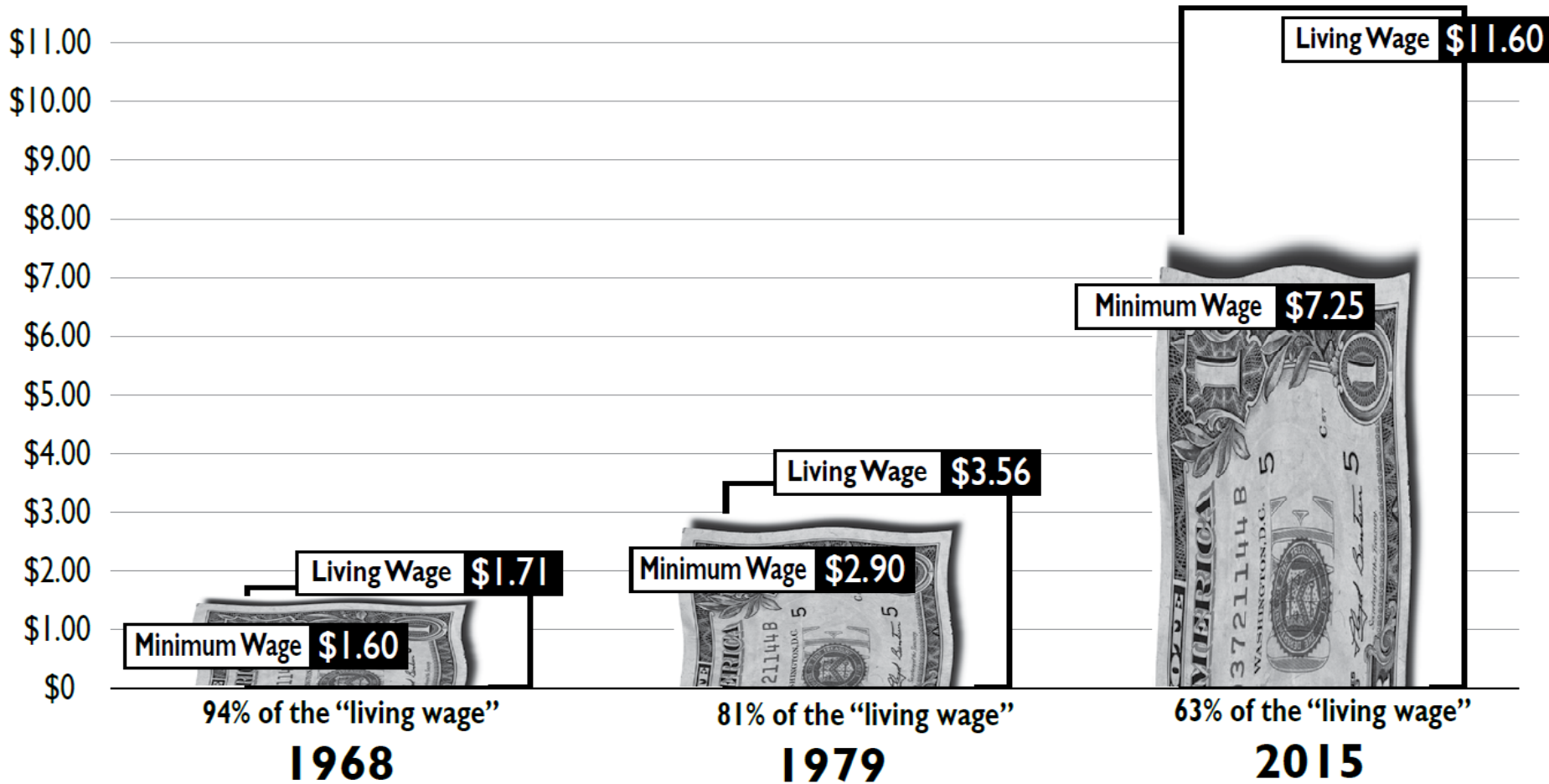
taxes

health care



The Minimum Wage and the “Living Wage,” 1968-2015

The federal minimum wage does not keep pace with the rising cost of living.



Sources: Living wage is calculated by dividing that year's poverty threshold for a family of four by 2080 hours (52 weeks x 40 hours). Poverty thresholds for 1968 and 1979 from U.S. Census Bureau, Historical Poverty Tables, Table 1. Poverty thresholds for 2015 from the U.S. Census Bureau, Poverty thresholds by Size of Family and Number of Children.

Currently

The U.S. minimum is less than half the “living wage” for a single adult (\$15.41 an hour, or roughly \$32,000 a year before tax)

It’s a third of what a family of four needs to live — around \$21.50 per hour per parent, or almost \$90,000 a year combined.

<https://www.cnn.com/2021/02/21/15-minimum-wage-wont-cover-living-costs-for-many-americans.html>

Living Wage Websites

- Economic Policy Institute www.epi.org
- Living Wage Calculator <https://livingwage.mit.edu/>
- United for a Fair Economy www.faireconomy.org
- Federal Poverty Line www.aspe.hhs.gov



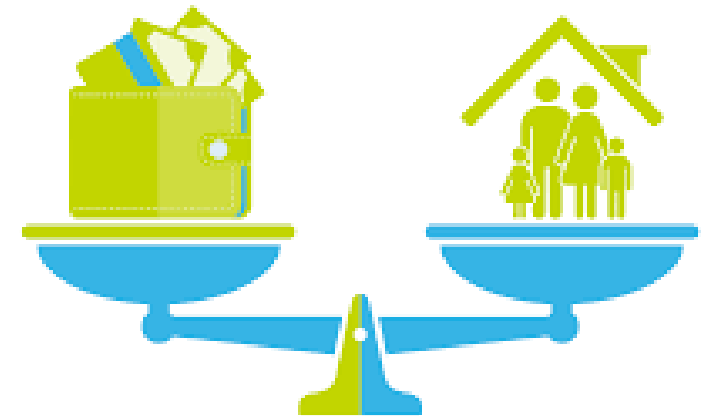
Basic Family Budget Calculator

Location

Family Size

- Monthly housing
- Monthly food
- Monthly child care
- Monthly transportation
- Monthly health care
- Monthly other necessities
- Monthly taxes
 - **Monthly total**
 - **Annual total**

<https://www.epi.org/resources/budget/>



Living Wage

Key Points



A federal policy strategy to addressing living wage is unlikely to give our members what they need.

Living Wage Campaigns

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

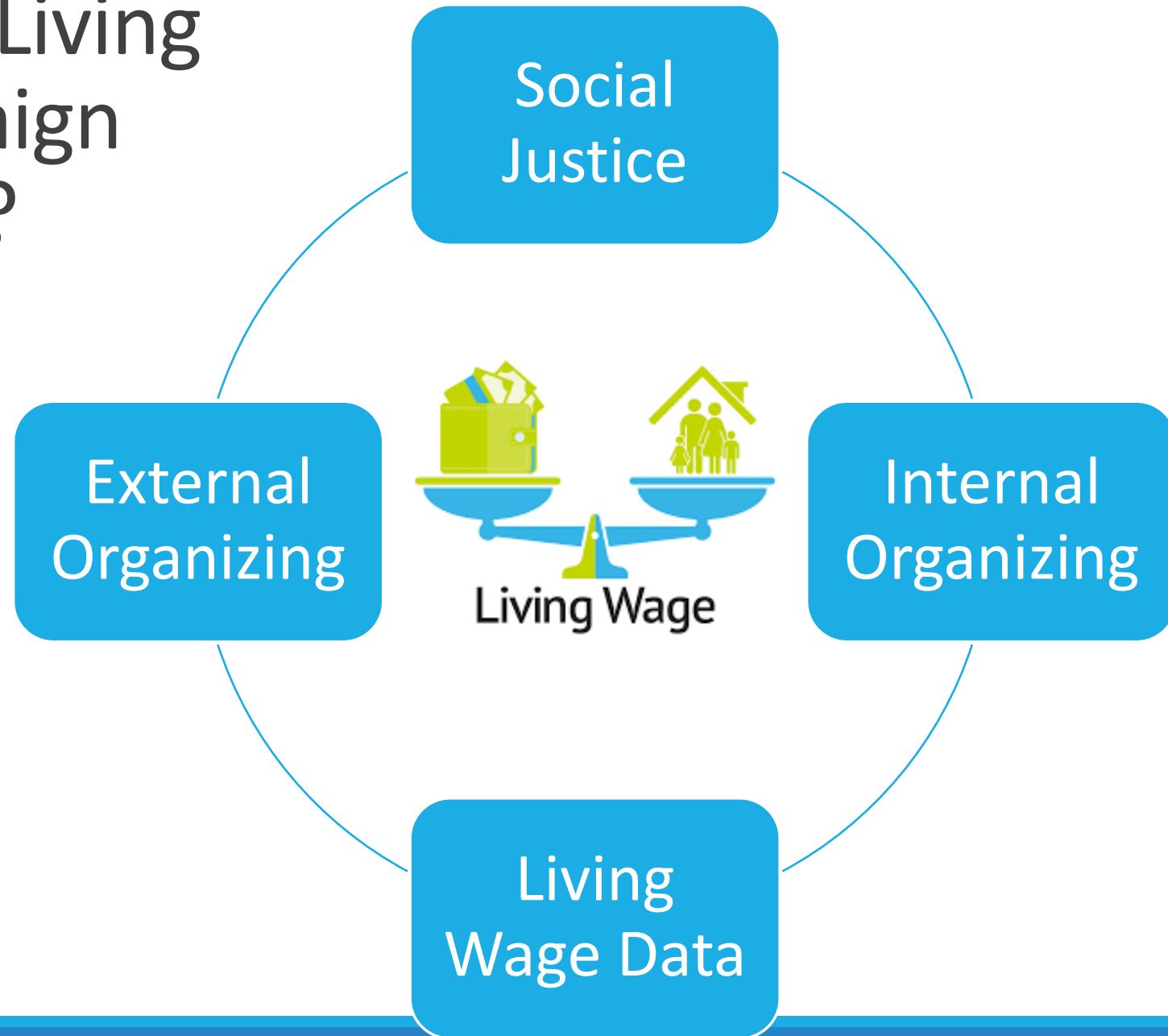


A Living Wage Campaign is...



- 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.

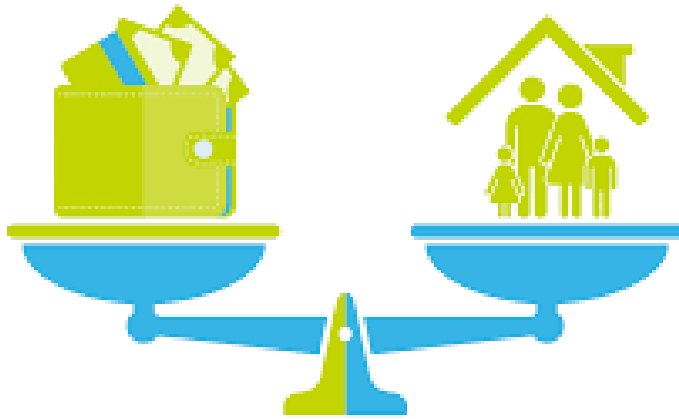
What Makes a Living Wage Campaign Different ?



10 Steps to a Living Wage Campaign



#1 Pick an Issue



Living Wage

Privatization
Benefits
Working Conditions
Job Security
Lack of Professional
Development
Workload
Differential Pay

✓ **Wages**

#2 Buy-In

It takes more than just
the usual “handful” of
members...



#3 Timeline

**Is this a good time for a
Living Wage Campaign?**



- Form a committee
- Survey members
- Develop a Plan
- Hold training sessions
- List of possible activities (incremental)
- Member recordkeeping (contact info, involvement info)
- Calendar all meetings
- Constantly revisit and adjust

#3 Timeline



#4 Action Plan

Plan WAY Ahead:

- Write a **strategic plan**.
- Build **internally and externally**.
- How will we **finance** the campaign?
- Include **assignments and responsibilities**.
- Affirm your **salary philosophy**.
- Adopt **ambitious** salary demands.



#5 Gather DATA



Do Your Digging:

Engage members in research. (Surveys)

Gather, solid **reliable data**.

Gather **strong arguments** for professional pay.

Document your employer's role in **economic development**.

#6 Internal Organizing

Well-organized locals

- Displays faculty-ESP solidarity.
- Finds, recruits, and trains new leaders/members and volunteers.
- Has a strong building rep system and tested leadership structures.
- Has a broad base of engaged workers.
- Has community ties.



#7 External Organizing

“How Do I Build Community Coalitions??”

- Assess your standing in the community.
- Survey members to spot their community connections.
- Build coalitions AHEAD of time —with allies such as parents, other unions, community and religious leaders.
- “Reciprocal” view of coalition building .
- Identify “key communicators” in the community who are potential supporters.



#8 Messaging/PR Communicate Your Case

Develop a clear and simple salary message.

Select **member spokespeople**.

Create a **theme, message and a media “buzz”**.



#8 Messaging/PR

- Have the state affiliate **provide communication training** for the local and help provide arguments, messages and talking points.
- Learn to write a press release, plan for a press conference or speak at a board meeting.
- **Take control** of communications and communicate constantly.



#8 Messaging/PR Humanize the Members



- Establish workers as **real people with real needs**.
- It's time to speak out. **Prepare workers to tell stories** about financial struggles and work with students.
- Publicize workers' good, often-hidden work.
- Help them understand and believe that “they are **WORTH** it!”

#8 Create a theme, message and a media “buzz”.

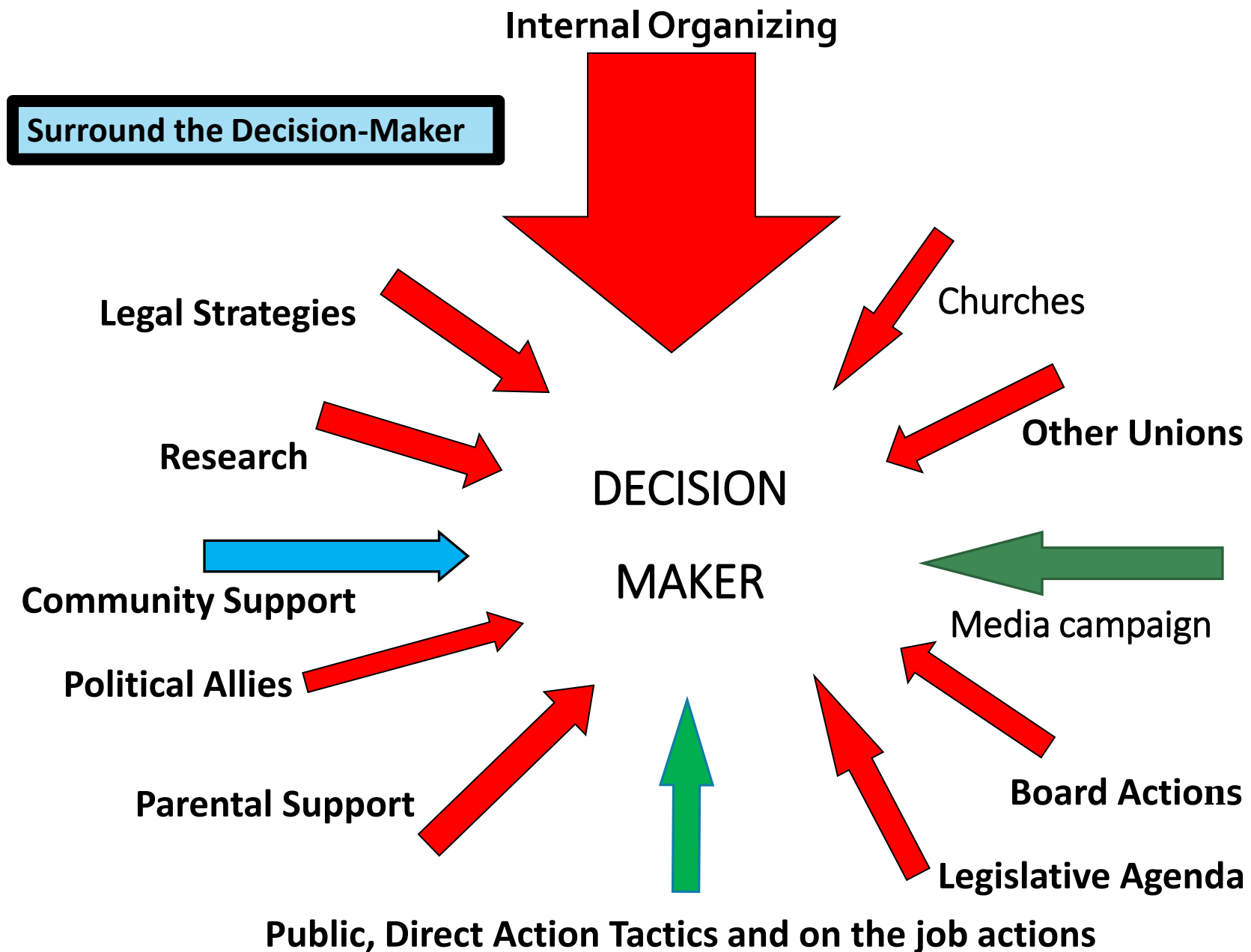


#9 Escalate

Know when to... **Turn Up the Heat!!**

- Apply **incremental pressure** on the employer.
- Approach **every** educator.
- Engage **every** member.
- Reach **every** likely supporter.
- **“Surround”** decision makers.





#10 Celebrate!

Don't wait for “the end”, celebrate small victories.

- You settled—the local is now “a force to be reckoned with.”
- Celebrate, plan for the future and keep organizing!

Identifying the 10 Steps



Group work

Ithica – p. 105

Somerville – p. 108



Key Points



A living wage can be done effectively in a bargaining or non-bargaining state because it is all about organizing.

Lunch



our time together

→ (RE)INTRODUCE EDUCATION SUPPORT PROFESSIONALS

demographics; wages; professional needs

→ GLIMPSE ESP-SPECIFIC PROGRAMS

mentoring; leadership

(Re)Introducing Education Support Professionals

NEA members



52

AVG. AGE

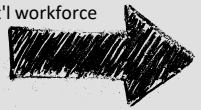
78%

FEMALE

45%

HEAD OF
HOUSEHOLD

nat'l workforce



45

69%

49%

21%

PEOPLE OF COLOR

67%

LIVE IN THE DISTRICT
THEY WORK

35%

4-YR DEGREE
OR HIGHER

57%

WHEN YOU
INCLUDE
ASSOCIATE DEGREE

41%

19%

TABLE TALK

WHAT DOES THIS TELL YOU ABOUT...

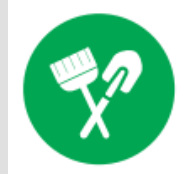
**...WHO WE'RE REACHING AND
WHO WE MIGHT BE MISSING?**

**...WHAT WE NEED TO
LEARN MORE ABOUT?**

Re(Introducing) Education Support Professionals



Re(Introducing) Education Support Professionals

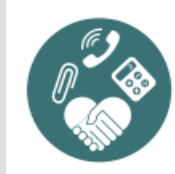


Custodial and
Maintenance

11%
15.3%
30%
47.9%

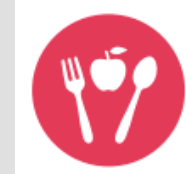
Nat'l workforce: % female

Nat'l workforce: ppl of color



Clerical

13%
16%
94%
35.1%



Food Services

7%
11.4%
94%
46.2%



Health & Student
Svcs

3%
1.5%
88%
44.1%



Paraeducators

49%
40.3%
87%
41.6%

Nat'l workforce: % female

Nat'l workforce: ppl of color



Security

1%
1.5%
32%
60.6%



Skilled Trades

1%
1.6%
6%
32.9%



Technical Svcs

1%
3.5%
35%
33.5%



Transportation

10%
9%
52%
35.3%

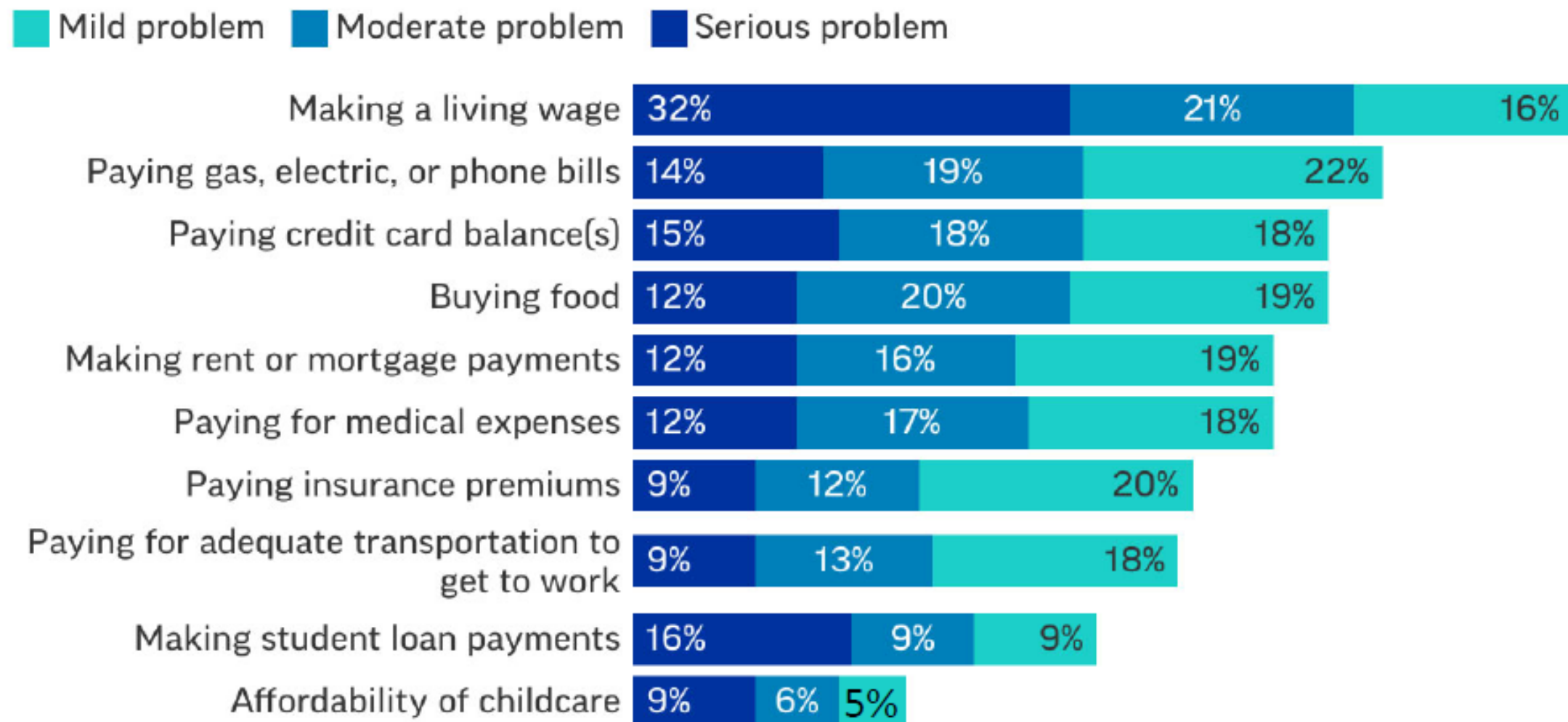
TABLE TALK

WHAT DOES THIS TELL YOU ABOUT...

**...WHO WE'RE REACHING AND
WHO WE MIGHT BE MISSING?**

**...WHAT WE NEED TO
LEARN MORE ABOUT?**

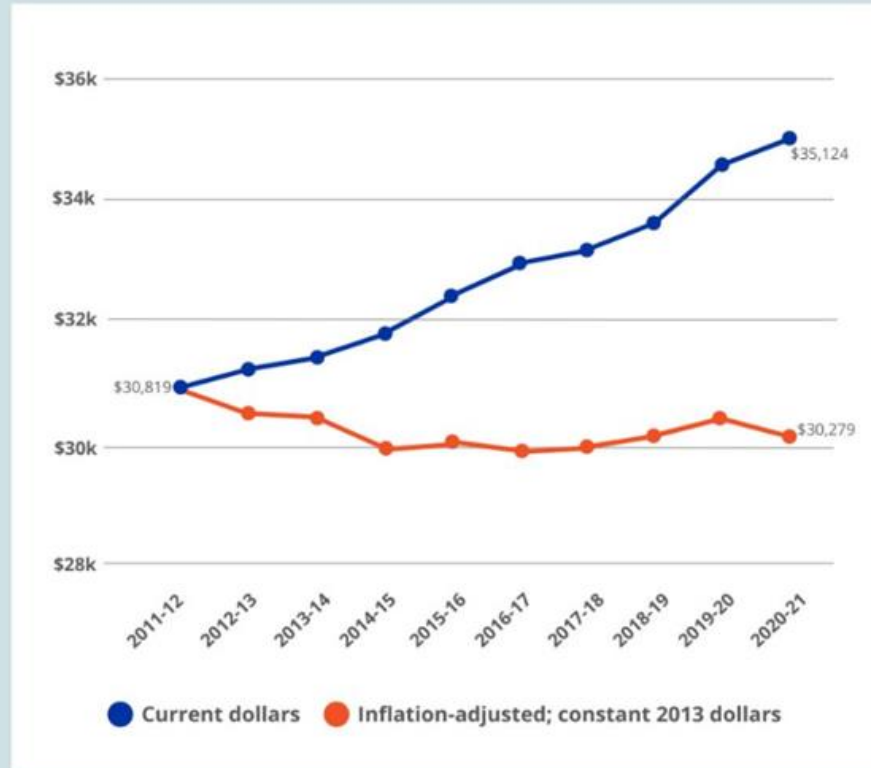
Over two-thirds (69%) of PK-12 ESP are currently having an issue earning a living wage.



The Decline in ESP Pay

Education support professionals are earning less than they did 10 years ago, when adjusted for inflation.

Source: ESP Earnings Report, April 2022, NEA Research.



**10
K**

ESPs earn an avg of at least \$10,000 below a basic living wage in every state but one

25K

More than 1/3 working full time earn less than \$25,000

(Re)Introducing NEA PK-12 ESPs

30%

RECEIVE
NO(!)
PRO DEV

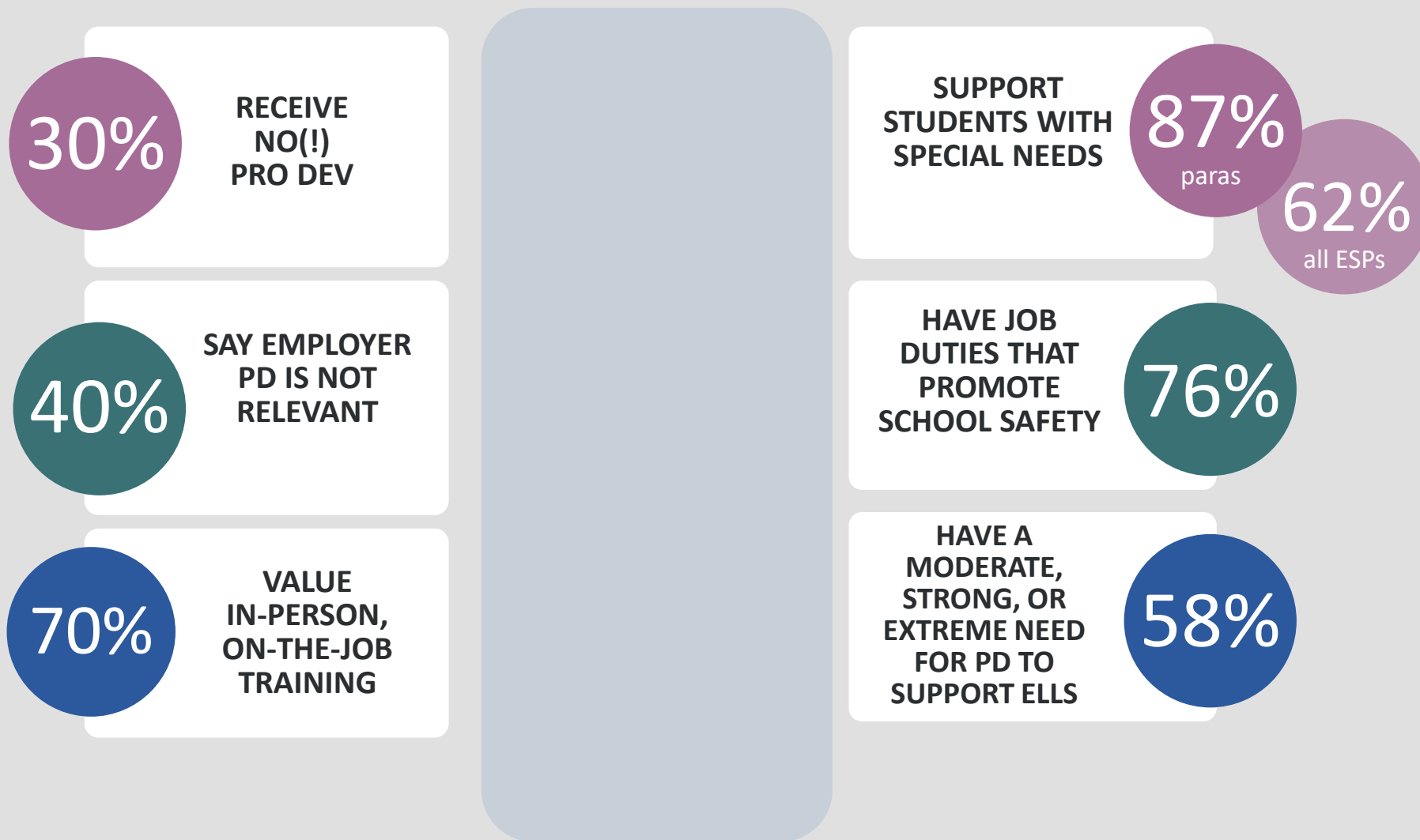
40%

SAY EMPLOYER
PD IS NOT
RELEVANT

70%

VALUE
IN-PERSON,
ON-THE-JOB
TRAINING

(Re)Introducing NEA PK-12 ESPs



(Re)Introducing NEA PK-12 ESPs



TABLE TALK

WHAT, IF ANYTHING, SURPRISES YOU?

HOW CAN YOU USE THIS DATA TO INFORM...

YOUR EFFORTS TO SUPPORT and MOBILIZE ESPs?

ESP MEMBERSHIP GROWTH?

ESP ENGAGEMENT AND CAPACITY BUILDING?

FEBRUARY 2023

421,002

K-12 ESP MEMBERS

19%

2021

2,184,000

TOTAL K-12 ESPS



ESPQ Programs Across an ESP's Career Continuum

Creating Whole School Cultures of Professional Excellence



member voice

"ATTENDING THE NEA ESP CONFERENCE IN 2019 GAVE ME MORE INSIGHT AS TO HOW I CAN ADVOCATE FOR ESPS IN MY DISTRICT. AS A RESULT OF MY TRAINING, I ENSURED THAT OUR DISTRICT CLASSIFIED PPC, WHICH WAS INACTIVE FOR MANY YEARS, WAS RE-ESTABLISHED AND WAS ELECTED CHAIR OF IT. AS CHAIR, I HAVE ACCOMPLISHED A SALARY INCREASE FOR ALL CLASSIFIED STAFF, BONUSES OF EQUAL VALUE TO CERTIFIED STAFF (A FIRST IN MY DISTRICT), AND A PAY INCENTIVE FOR BUS DRIVERS! IT IS EASY FOR ME TO PERSUADE NEW MEMBERS TO JOIN SHARING MY WINS WITH THEM!"

Additional Information

For you!

nea.org/esppd

nea.org/espmentoring

nea.org/espli

Lisa Connor: lconnor@nea.org

Amber Parker: aparker@nea.org

For us!



Amber, Ben, and Hedy

Coaching Basics

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.

Coaching

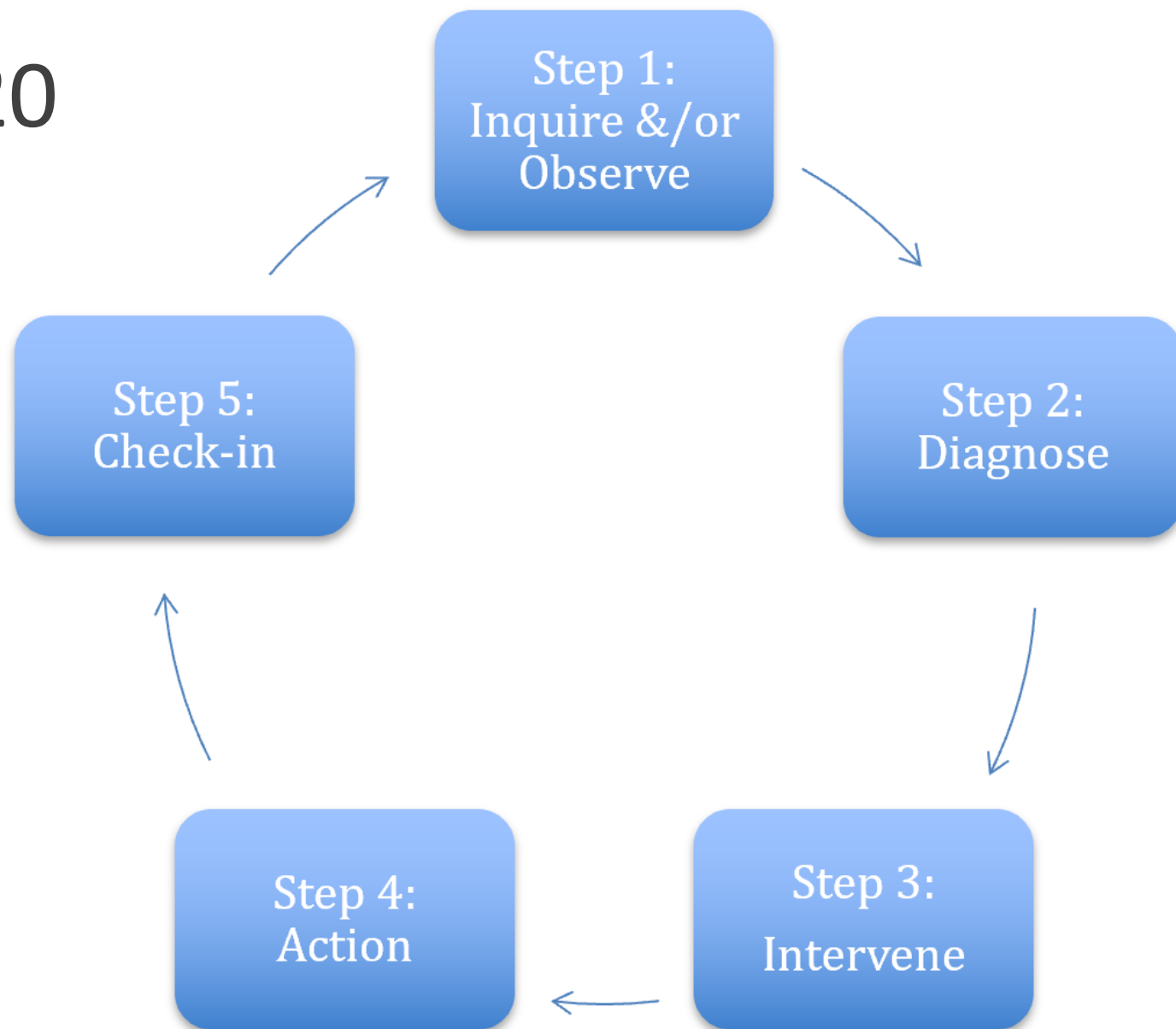


- Coaching is a direct intervention in an individual or team's work process to help them improve effectiveness.
- Coaching enables others to build their own capacity to act.
- Coaching moves leaders from a relationship where staff have an external control to one where they focus on how to grow.

Coaching Cycle – p.120

The reason to apply this cycle is to stop yourself from providing THE answer.

Leaders grow from productive struggle.



Effective Coaching Is	Effective Coaching Is Not
-Showing up and being present to another person's experience and listening, with both your head and heart	- Being so prepared that you figure out all the answers for the coachee before you even hear or observe their challenges
- Helping the coachee explore and make sense of their challenges and successes and what they learned from it all	- False praising of the coachee or only focusing on to hurt their feelings o not want not to hurt their feelings
- Helping the coachee to find solutions to challenges	- Solely criticizing the coachee for their weaknesses
- Asking questions that both support and challenge the person you are coaching.	- Telling the coachee what to do

3 Kinds of Coaching – p. 121

Motivational - Heart Coaching aimed at enhancing motivation

Strategic – Head Coaching aimed at helping plan, evaluate, strategize

Skills-based – Hands Coaching aimed at effective execution of a skill



Now it is your turn... p. 124



Get into Teams - 3...there may be 1 team of 4

Four Scenarios

Which “kind” of coaching “diagnoses” would you make

Coaching



Regroup!

You will need to get into groups of 3.

Note: there may be 1 group of 4

Problems of Practice

Triads

Find the “Consultancy Protocol”

The purpose for the listeners is to ask good questions – not provide answers.

The purpose for the presenter is to determine what about their work with this problem needs to change.





BREAK

Problems of Practice

Triads

Find the “Consultancy Protocol”

The purpose for the listeners is to ask good questions – not provide answers.

The purpose for the presenter is to determine what about their work with this problem needs to change.





Key Points

It's not our local.

Our own biases show up when we are directive and patronizing.

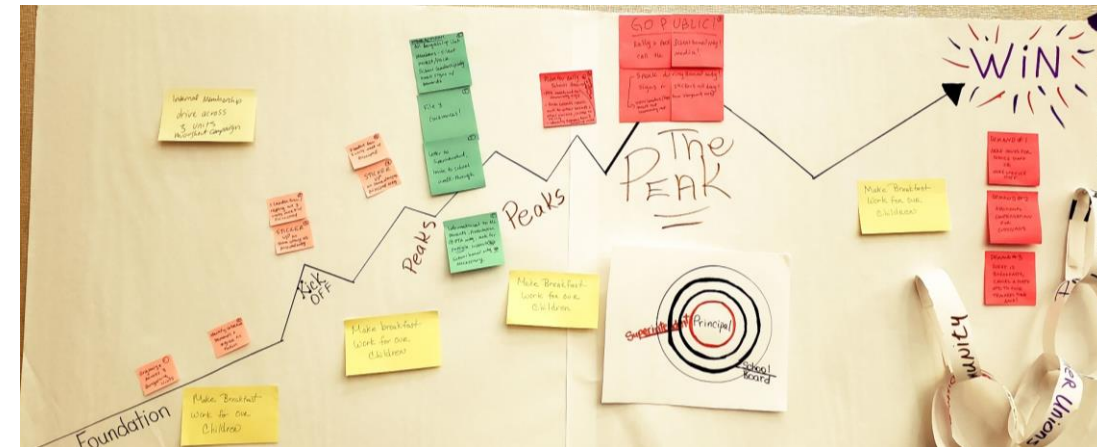
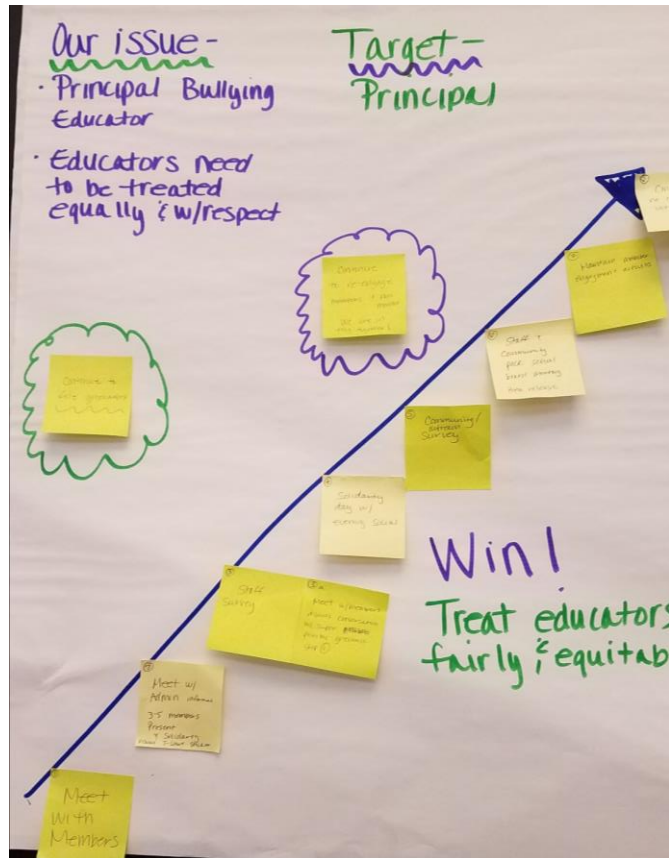
Coaching requires asking and listening and enables individual choices

Coaching is as much about you changing your behavior and growing your skill as it is about growing a leader.

We only get good at coaching by practicing it.

Seleste

p. 129



Team Work Time

Ellen



Your thoughts
so far...



**KEEP
CALM,
IT'S**

**JUST THE END
OF MY POWERPOINT**

KeepCalmAndPosters.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

End of Day 2 Slides

Reading Activity

Reading Jigsaw – Same Article Groups

Three Guiding Questions:

- What are the issues that these examples highlight?
- What are the narratives that these campaigns are working to put in place?
- What injustices are these campaigns fighting against?



Reading Jigsaw – One from Each Article Groups

Using your handout – each per shares answers from the guidir questions as it relates to their article.



Whole Group Debrief

What were some things that were similar across all articles?

What was surprising to you in these examples?

What are you left wondering?



Fighting Union



BREAK

Application Activity

ESPQ Continuum

