



Organizing ESP

UniServ Focus Academy

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Feedback on Feedback

50 % Response Rate –
High of 4.8 (Overall Content)
Low of 4.5 (Materials)

Themes:

Movement and networking was great
Content was meaningful
Presenters were great

Moved too much
Content moved too fast at times

Your Words

I liked the openness and the material is relevant. I also liked that we need to organize for a purpose and not just chase membership forms

I enjoying my time today. I think it was beneficial and relevant to my work. I really liked the time spent with other colleagues from different states and getting their different perspectives on the work

Allocating more time for table discussions to process and thoroughly explore significant topics, such as classism and scenario work, would be beneficial.

Agenda Review - Today

One to One Conversations

Financialization

Living Wage

Coaching

Demand and Target

Tactics and Escalation

Organizing Plan Team Time





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

What else has been on your mind about this work?





Organizing Conversations

Beth and Vanessa

Why do you think we need to talk about doing member conversations in a training for affiliate staff who work with 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

- 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 probing 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

Their 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

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
 - 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

A blue rectangular sign with rounded corners and a white border. The sign is mounted on a post and features the words "TAKE A BREAK" in large, white, sans-serif capital letters. The background of the sign is a solid blue color. The sign is set against a blurred background of green foliage and a blue sky.

TAKE
A BREAK

BREAK



Financialization

Dawn

What is the purpose of public schools?





Timeline Tango

1. Quick! Get back-to-back with a partner!
2. Place your term cards on the wall in the era you believe each terms belongs.
3. As the content is provided, you and your partner can determine if any signs are incorrectly placed and move them to the right location.
4. NOTE: Changing the cards is FREE CHOICE so long as you and your partner agree—you can move ANY cards you feel need to be changed.

Key Ideas to Listen For:

- › Capitalism is CONSTRUCTED
- › Over time, Capitalism has been built around 3 Ideologies:



Key Ideas to Listen For:

- **Kenysian** (*Supply and Demand driven*)
- **Free Enterprise** (*Trickle Down – low regulation and open market*)
- **Neoliberalism** (*anti-tax, anti-union, anti-regulation, and anti-public-sector*)



Key Ideas to Listen For:

- › Financialization converts publicly provided goods into privately "financed goods."
- › 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 to train a working class (still mostly male and white).

Late 1800's-1900's

Into the 1940's

How are schools and the economy related?

1800's through late 20th Century

1930s and '40s

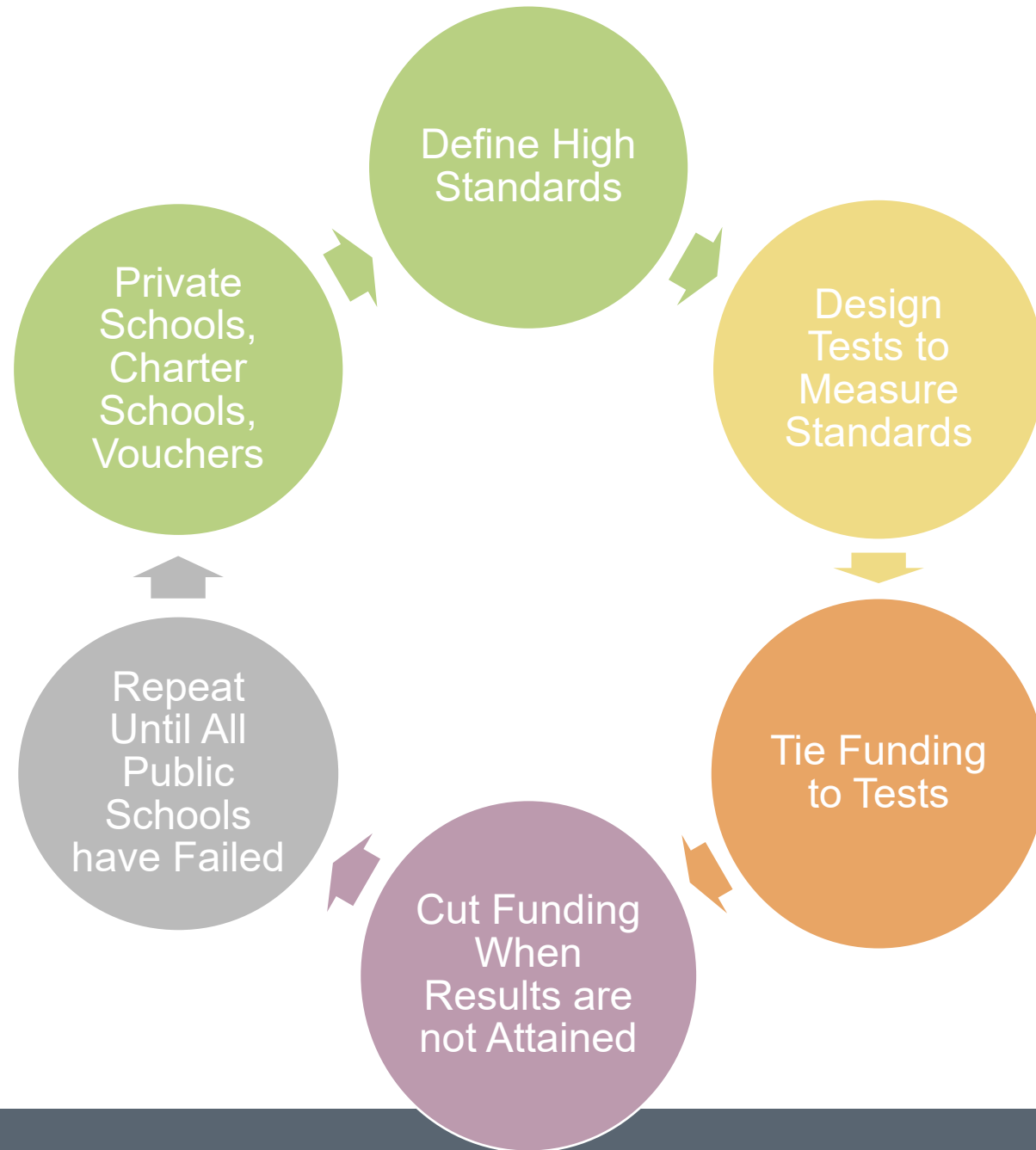
Keynesian period in the development of US capitalism.

› (Supply and Demand)

How are schools and the economy related?

- › **1970s**
- › **In response...1980s and 1990s**
- › **Trickle Down or Free Enterprise Capitalism**
- › **Neoliberalism**

How financialization of public schools works:



How are schools and the economy related?

- › 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

- › 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 have
recent events
affected the
financialization
of public
schools?

ACTIVITY:

Wealth Distribution--Divvying Up "the American Pie"

1. Return to your "home" table.
2. As a team, collaboratively determine the wealth distribution by placing the pie pieces onto the chart paper.
3. Be ready to share your reasoning.



How Big is YOUR Slice of the American Pie ?





AMERICA'S ECONOMIC PIE

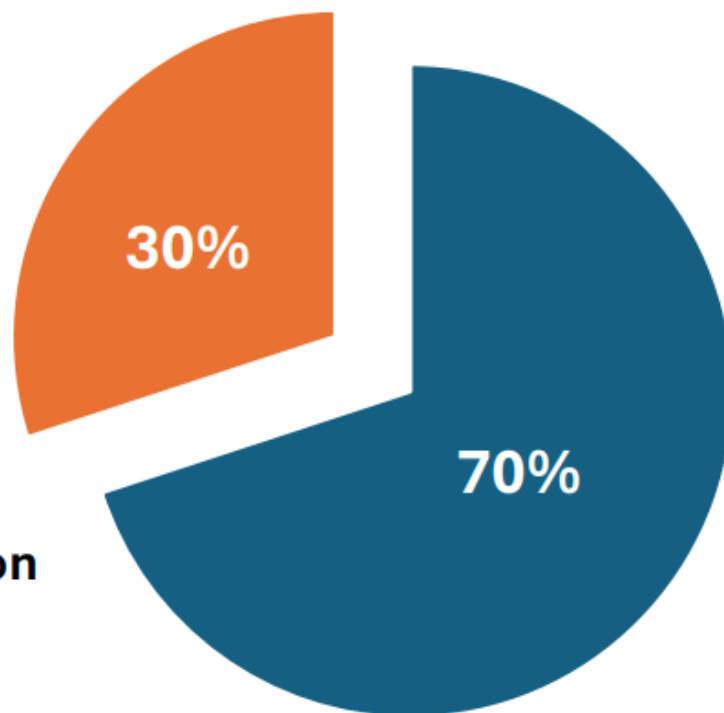
TALKING TO AMERICANS ABOUT WEALTH INEQUALITY



Ownership of Household Wealth in the US, 2023

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

**Total net worth of the
BOTTOM 90% = \$48 Trillion**



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



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, there's a we need folks in the system to create a tax system that is real
4. Comes from fight for a fair economy



Living Wage Campaign

Jeny & Michael

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

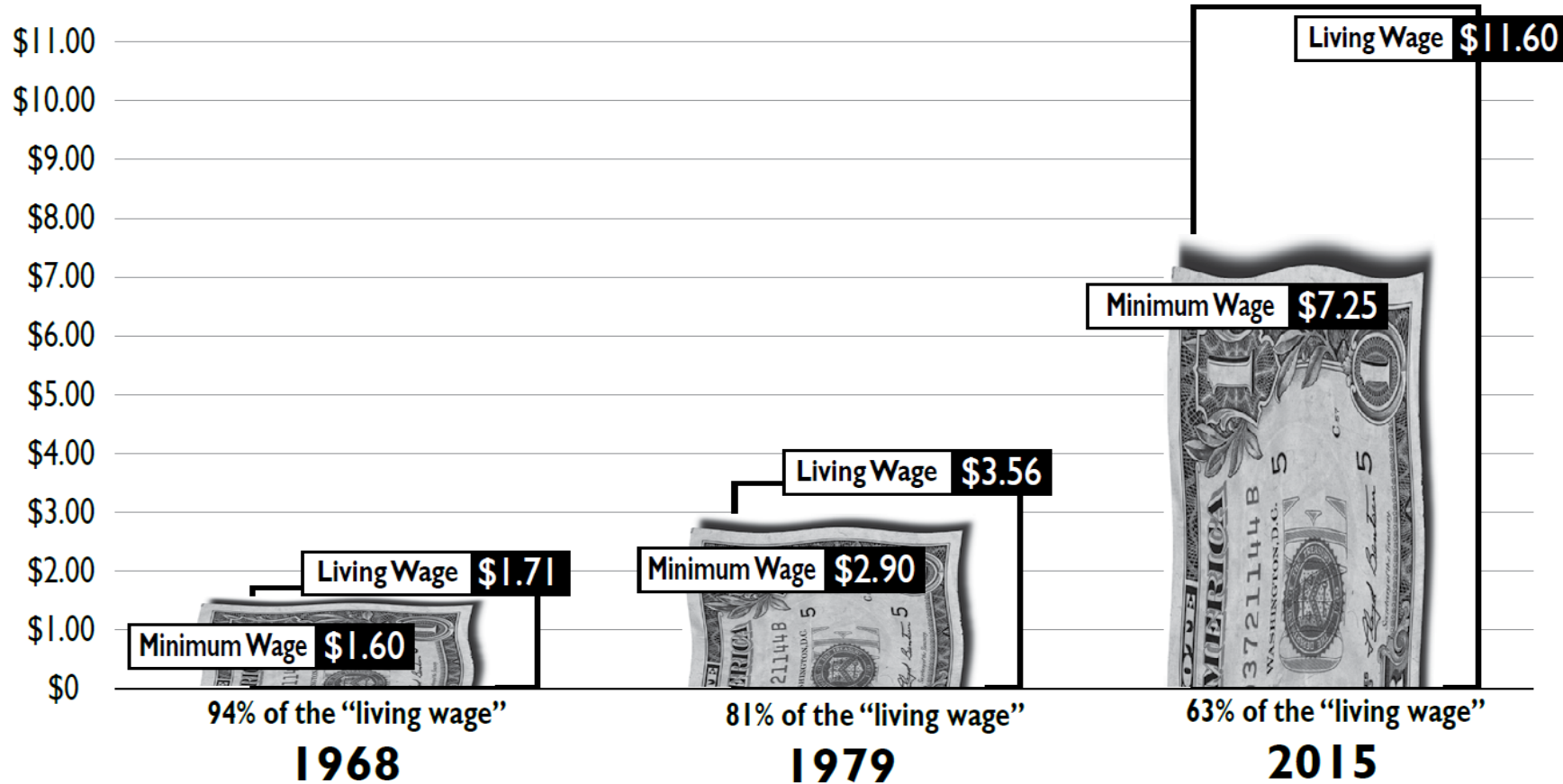
taxes

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. federal minimum (\$7.25) is less than half the “living wage” for a single adult (\$21.63 an hour, or roughly \$45,000 a year pretax)

Less than a third of what a family of four needs to live — around \$25 per hour per parent, or about \$102,000 a year combined.

Identifying the 10 Steps



10 Steps to a Living Wage Campaign



#1 Pick an Issue



- Privatization
- Benefits
- Working Conditions
- Job Security
- Lack of Professional Development
- Workload
- Differential Pay
- ✓ **Wages**

#2 Buy-In

It takes more than
just a “handful”
of members...



Group work

Seattle

Somerville

Minnesota



Report Out



- › Read through your groups case study.
- › Identify in your case study the first 2 steps, Pick an Issue and Buy-In, if shown in your case study.
- › Once identified, list on your chart paper.
- › You will have no more than 5 mins before we move on.

#3 Timeline



Is this a good time for a Living Wage Campaign?

#3 Timeline



- 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

#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.





Report Out

Identify in your case study the 3rd and 4th steps, Timeline and Action Plan, if shown in your case study.

Once identified, list on your chart paper.

You will have only a couple minutes before we move on.

#5 Gather DATA



Prepare, prepare, prepare!

- **Engage members** in research.
- 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 solidarity with other bargaining units.
- 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.



Report Out

Identify in your case study the 5th and 6th steps, Gather DATA and Internal Organizing, if shown in your case study.

Once identified, list on your chart paper.

You will have only a couple minutes before we move on.

#7 External Organizing

Building community coalitions

- **Assess** your standing in the community.
- **Survey** members to map 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



- **Provide communication training** for the local to provide rationale, 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 Communicate Your Case

- Develop a clear and simple salary message.
- Select member spokespeople.
- Create a theme, message and a media “buzz”.

#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.
- It's about breaking systems of oppression and countering narratives
- Help them understand and believe that “they are **WORTH** it!”



Report Out

Identify in your case study the 7th and 8th steps, External Organizing and Messaging/PR, if shown in your case study.

Once identified, list on your chart paper.

You will have only a couple minutes before we move on.

Lunch





Living Wage Campaigns

Michael and Jeny

#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!
- This is the beginning of organizing and power building!

Report Out



Identify in your case study the 9th and 10th steps, Escalate and Celebrate, if shown in your case study.

Once identified, list on your chart paper.

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

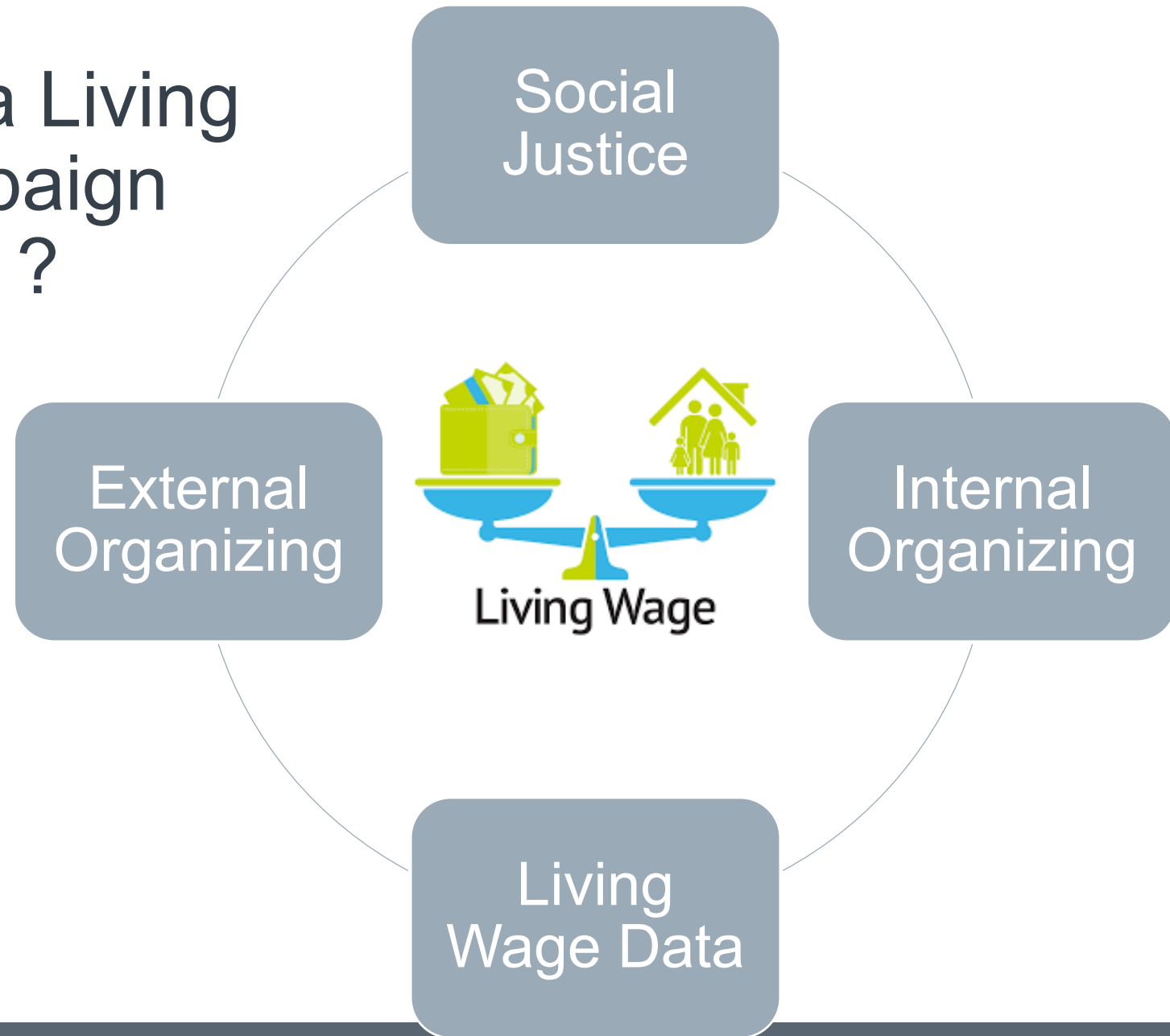


A Living Wage Campaign is...



- 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



Coaching Basics

Hedy

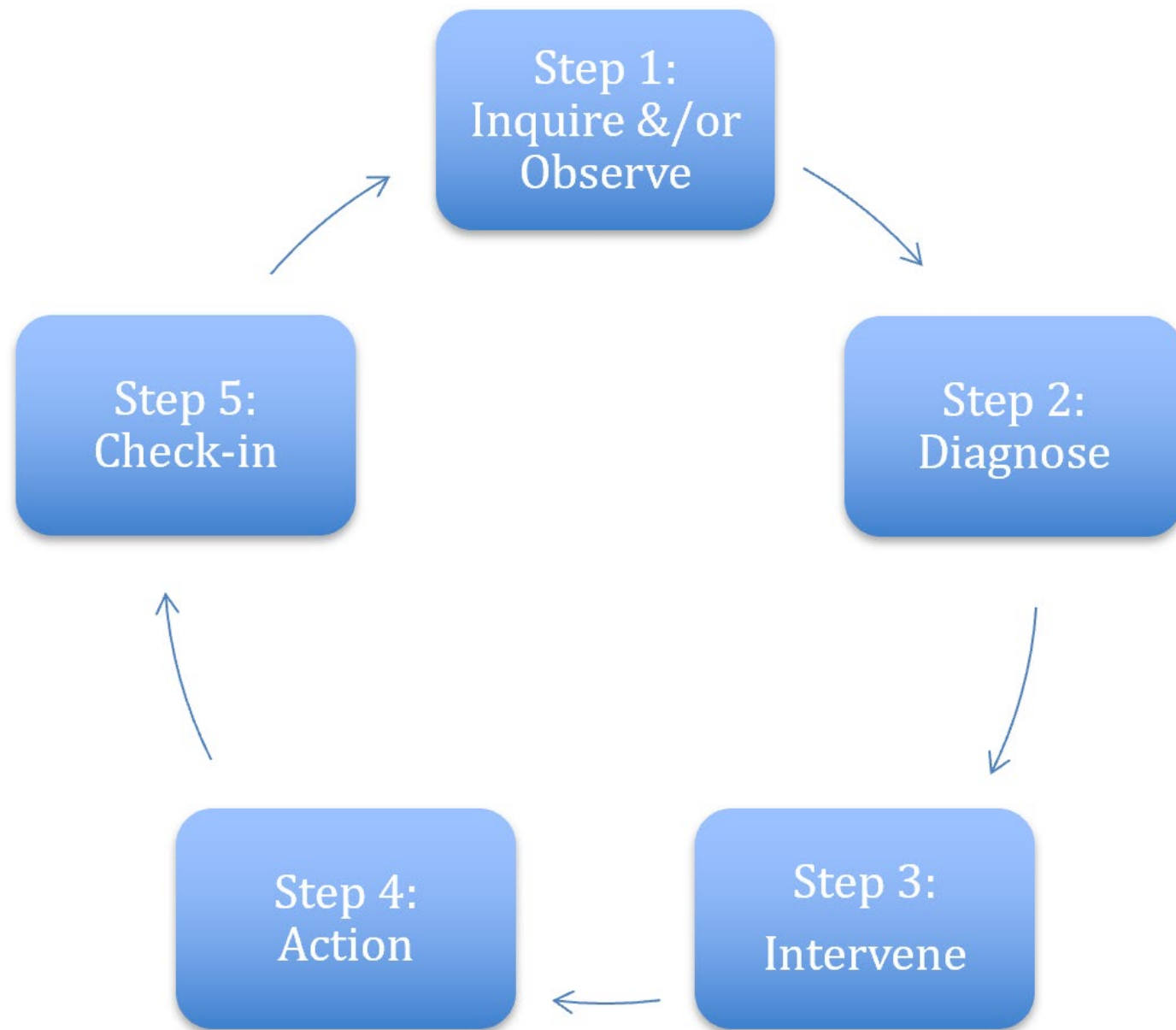
Coaching



- 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.68

- › 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 their strengths because you do not want 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. 69

- › Motivational - Heart Coaching aimed at enhancing motivation
- › Strategic – Head Coaching aimed at helping plan, evaluate, strategize
- › Skills-based – Hands Coaching aimed at effective execution



Now it is your turn... p. 72



- › 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

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.



BREAK



Centering Race, Class, and Gender

Jeny

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.**

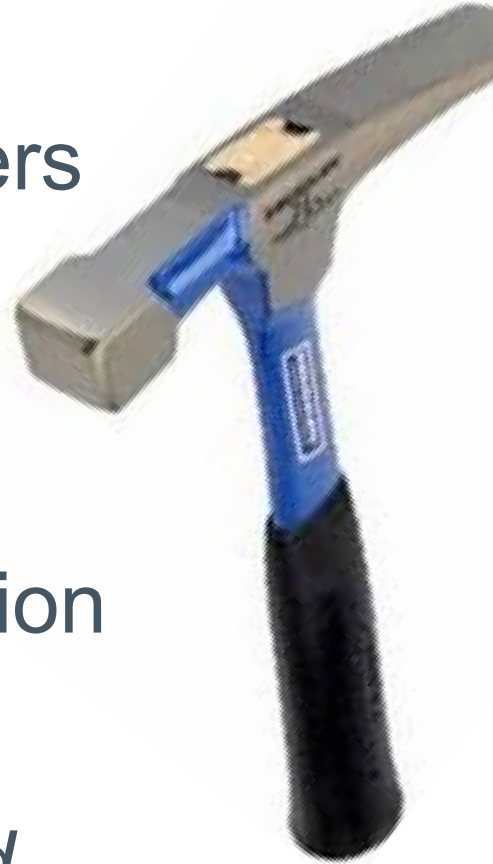
Race, Class, Gender Equity Tools in Additional Resource

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 RET
- › 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

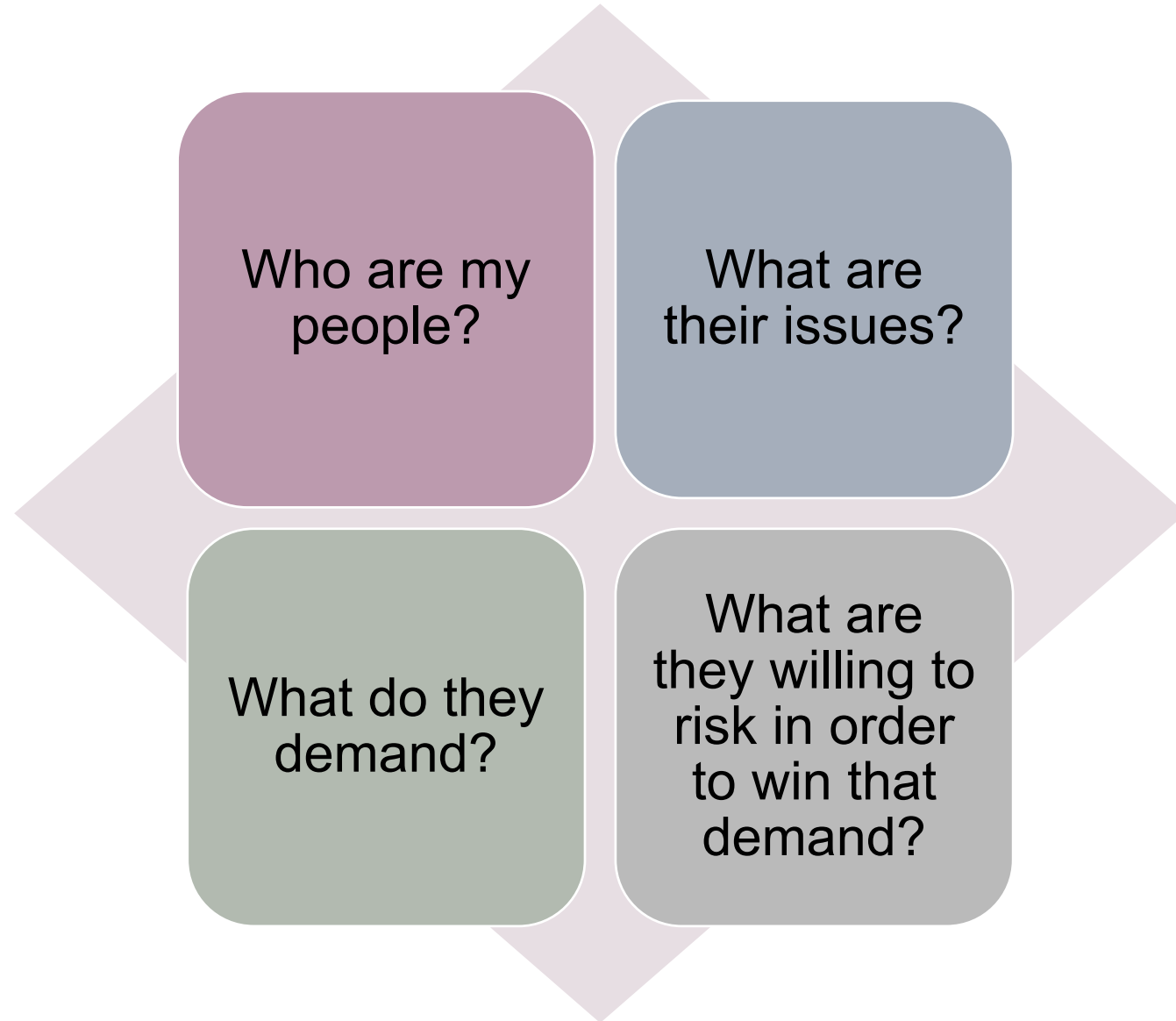
TEAM WORK

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.



Target and Demand



When making a demand ...

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

- Measurable
- Achievable



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 Issues, Demands, and Targets

Return to your day 1 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
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



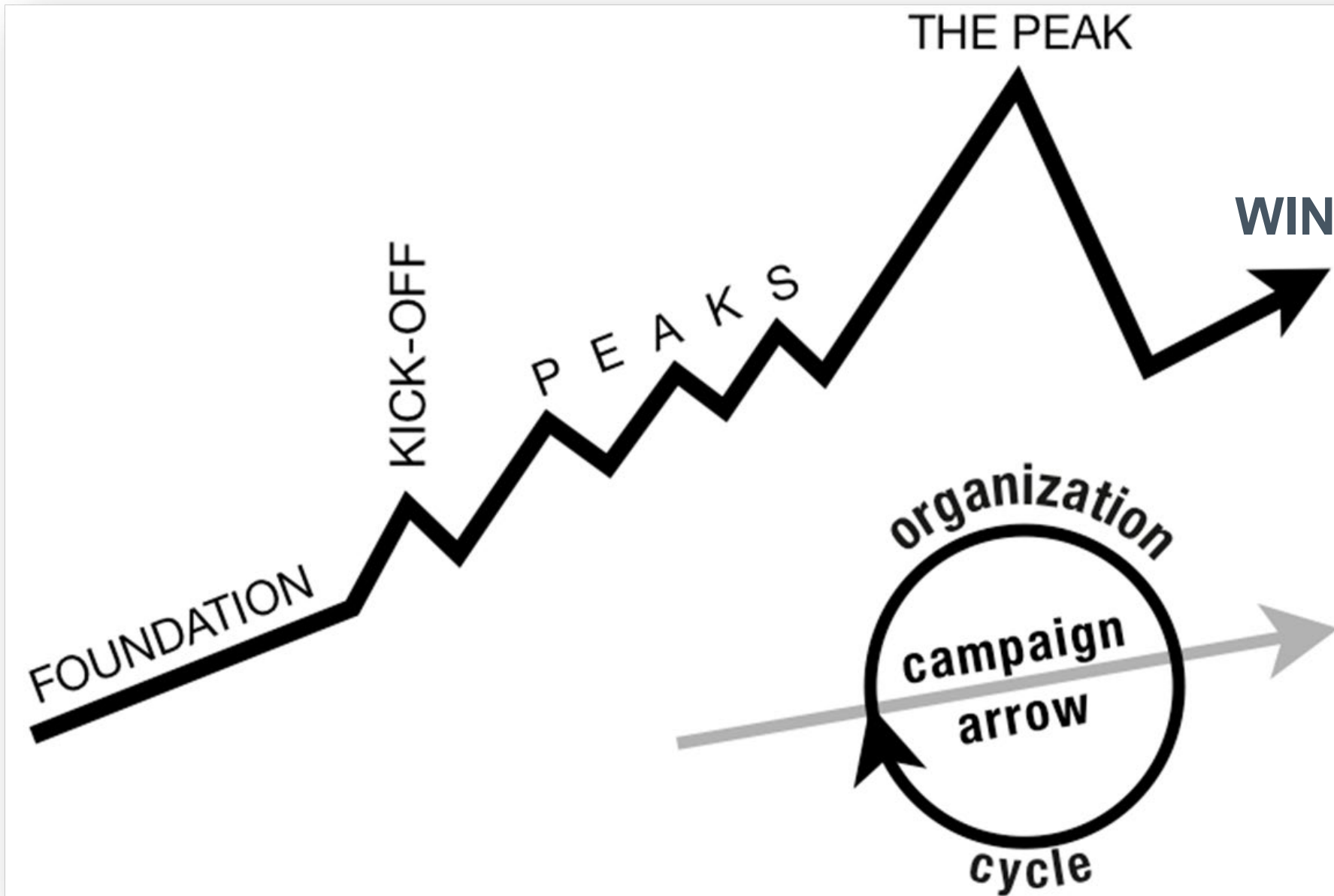
- A well thought out campaign has a strong issue, with an identifiable target and a strategic demand.
- A target is a specific person!
- We don't choose the issues! We identify the issues from talking to members!



Tactics and Escalation

Michael

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.

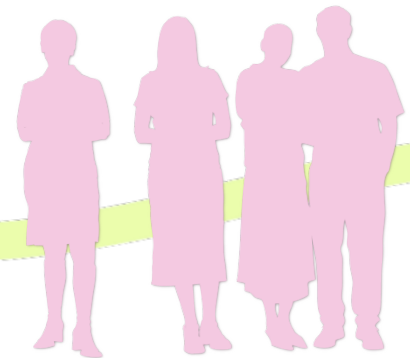
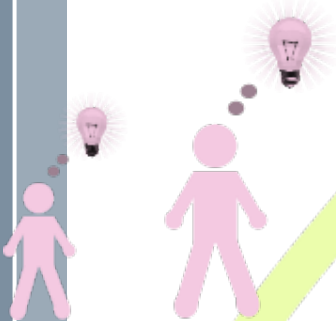
Builds your Power

(develops leaders, brings more people in, etc.)

3.

Is Strategic

Goal



Scenario Work!

Tactics Brainstorm

+++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

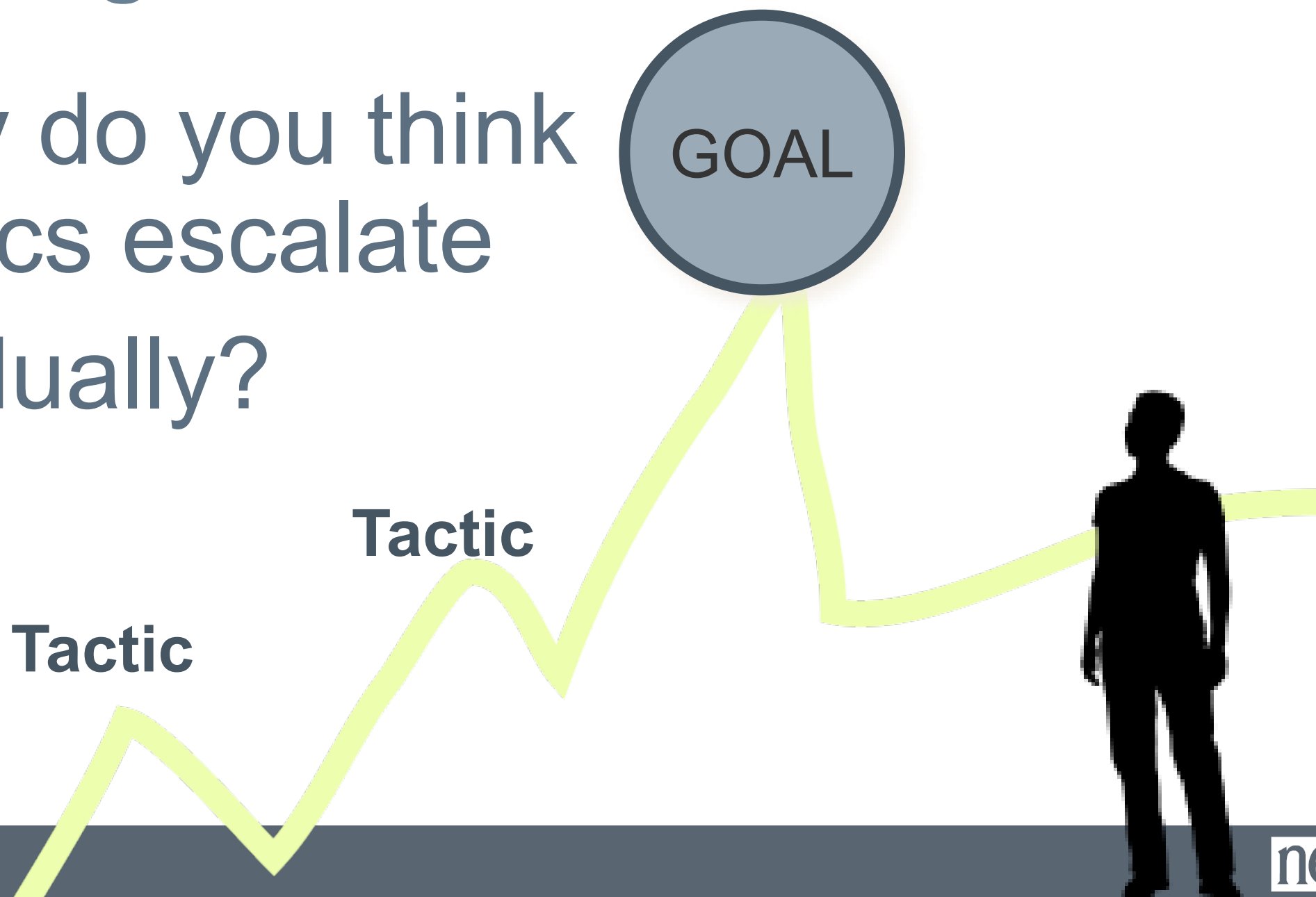
- Does the action relate to your issue?
- Will it increase the pressure on the decision-maker?
- Is it visible?
- Is it timed for effect?
- Is it new and different—or tried and true?
- Are enough people ready to do it?
- Will it unify people?
- How will management react?
- How will your target react?
- Does it violate the law? (If so, are we prepared for the consequences?)
- Will it be fun?

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

Hedy

Hedy

CAMPAIGN PLANNING WORKSHEET

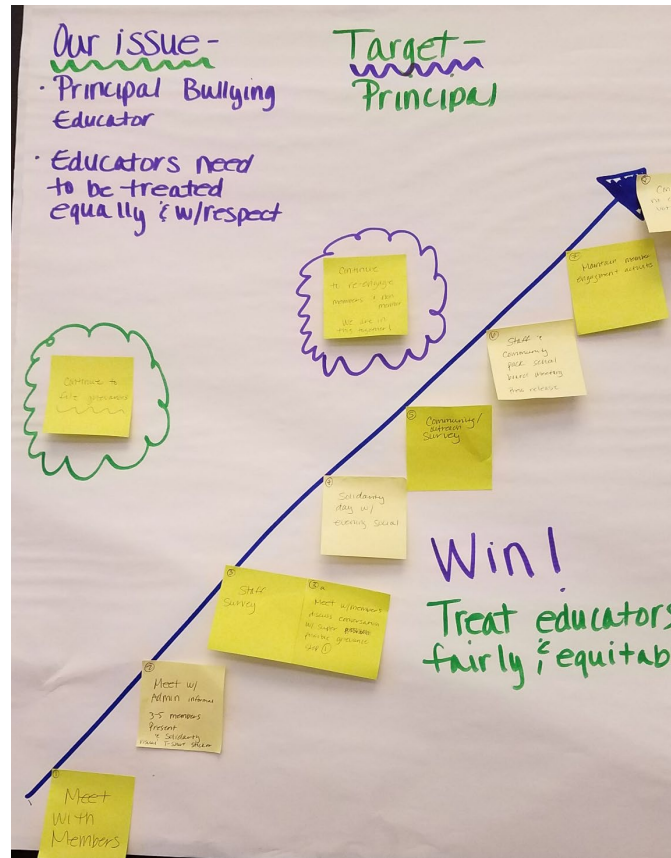
PROBLEM AND ISSUE

Who are my people (constituency)? What change do they need? Why is this important to my people (constituency)?

What is the problem we are trying to address?

What is a concrete solution to one part of this problem? This is our issue.

p. 129



Team Work Time



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.

Do you want to build the power of your local?

Apply and learn more about **THE CAMPAIGN LAB**



In Partnership with the Alliance to Reclaim Our Schools (AROS) <https://reclaimourschools.org/>
and the Midwest Academy <https://midwestacademy.com/>

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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

Closing our time together...

What will you take with
you into your future
work?

