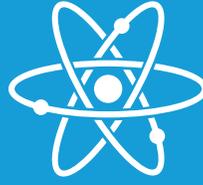


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2019

EARLY ENROLLMENT CAMPAIGN ACTION GUIDE

PURPOSE

This Action Guide is for local leaders, including worksite leaders, and affiliate staff. The guide provides users with a model for launching their Early Enrollment campaign. While the guide is focused on organizing and recruiting potential members identified in the New Educator campaign, any local or affiliate – regardless of New Educator campaign participation – can use the materials and resources contained in this guide to grow and strengthen their membership.



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The **National Education Association (NEA)**, the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education — from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

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Introduction to Early Enrollment



What is the Early Enrollment campaign?

Any State Association may participate in the **Early Enrollment campaign**, which is designed to support Local Association membership recruitment. The Early Enrollment program permits potential members to join the Association beginning April 1st through August 31st without paying dues until the new school year starts. (Note: Local Associations cannot participate in the Early Enrollment campaign if their State Association is not participating).

Please contact Kavita Rangarajan at KRangarajan@nea.org and Aaron Muhammad at AMuhammad@nea.org for Early Enrollment policy questions.

Vision for the Early Enrollment Campaign

The **Early Enrollment campaign** is designed to support the growth of affiliate membership by maximizing local organizing efforts and inviting potential members to experience the transformative impact of being part of the Association. In addition to gaining access to the professional learning resources and everyday benefits offered by the Association, potential members will recognize the power of their Association to create positive change for their students, communities, and profession.

Please contact Michelle Foisy at MFoisy@nea.org if you have questions about the Early Enrollment campaign.



Five Potential Membership Universes

Local and State Associations' deep engagement in the 2018 New Educator campaign resulted in the following successes:

- 6% increase in new member recruitment compared to the previous year
- Local Associations identified issues important to new educators through one-on-one conversations facilitated by the New Educators interest cards
- Increased and improved member and potential member data and contact information

The **Early Enrollment campaign** provides us with an important organizing opportunity to re-engage those educators that filled out New Educator interest cards and provided important information to the Association on the issues most important to them, but who did not join.

In addition to potential members identified through the New Educator campaign, we can also engage four other universes of potential members:

- Former agency fee-payers
- New hires to the district
- Former Aspiring Educator Program members that have not become active Association members
- Former active members that cancelled their membership*

NEA can assist those interested in obtaining these potential membership lists. This Action Guide includes one-on-one conversation scripts for each potential membership universe. It's important to note that there are some educators and education support professionals that may belong to more than one universe. For instance, a potential member may have filled out a New Educator interest card and be a former agency fee-payer. The potential membership lists NEA's Center for Organizing provides may contain duplicate names. Be mindful to review all data available as you tailor your organizing approach to engage the potential members according to their individual situation and issues.

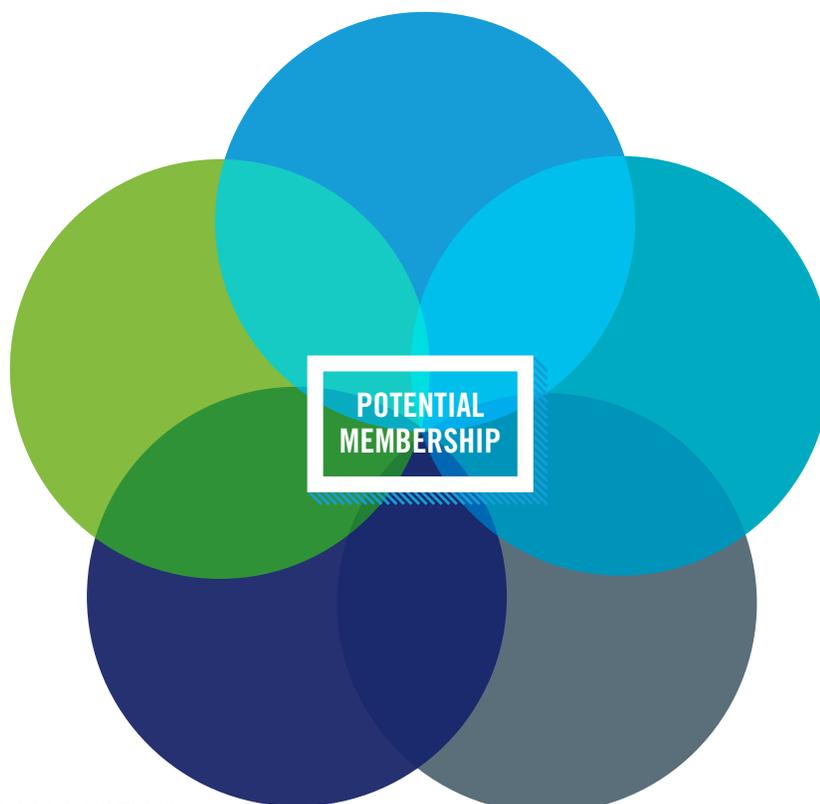
**Note: Although former active members do not qualify for the Early Enrollment incentive plan and will have to pay full dues from the time they sign up, they are an important constituency to engage as we strengthen our Association's organizing efforts on behalf of students and the school community.*

Early Enrollment Campaign Potential Members

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FIVE POTENTIAL MEMBERSHIP UNIVERSES

- New Educator campaign identified potential members
- Former agency fee-paying potential members
- New hire potential members
- Former NEA Aspiring Educator (student program) potential members
- Cancelled membership professionals



Preparing for Launch Checklist

Steps to Launch Your Early Enrollment Campaign

□ OBTAIN potential membership lists

- › NEA's data team will provide interested Local Associations with these potential membership lists. To obtain these lists, contact datahelp@nea.org

□ ASSESS potential members' interests and issues

- This can include the interests identified during the New Educator campaign or issues that have been identified recently during worksite visits, membership meetings, or surveys.

□ DETERMINE whether your Local is engaging in campaigns tied to the issues identified by educators and education support professionals

- Define the decision-maker(s) that have authority over the issue
- Brainstorm and plan events that would influence the decision-makers while raising awareness of the issue
- Engage Early Enrollment potential members with an invitation to get involved and contribute
 - › Highlight that not getting involved weakens the Association's leverage to reach a solution on the issue at hand. Everyone's contribution matters!

- › Types of events include professional development workshops, membership socials, community events, school board actions and testimonies, membership rallies, or press conferences. Your imagination is the limit!

□ IDENTIFY member leaders and Local and State staff who will lead and drive your Early Enrollment campaign forward.

- Roles include:
 - › Campaign Lead: Support the organizing committee by establishing a strategic plan, coordinating trainings and events, gathering and compiling organizing data, and supporting stakeholders throughout the campaign.
 - › Organizing Committee Members: Execute recruiting visits in coordination with worksite leaders, build a calendar of scheduled worksite visits and events, compile data gathered from each worksite visit and Association event, help coordinate trainings necessary to successfully execute the campaign plan.
 - › Worksite Leaders: Work with members of the organizing committee to schedule visits, flyer mailboxes and get the word out ahead of worksite visits, and recruit potential members. During a worksite visit, worksite leaders should introduce their coworkers to the organizing committee members present and encourage meaningful one-on-one conversations.

Preparing for Launch Checklist

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□ IDENTIFY whether your Local has the capacity to engage your potential members

- At the State level, determine which locals have the potential to lead on enrollment and growth. At the Local level, utilize potential membership lists to identify and target worksites with the potential to increase membership.
- Assess if you have existing leaders at your targeted locals and worksites.

□ DETERMINE whether your Local's Early Enrollment team is prepared to have one-on-one conversations with the various potential member universes. NEA can provide organizing trainings for Local and State affiliates to prepare for your Early Enrollment campaign.

□ ONCE the campaign team is ready to have one-on-one conversations, develop a strategic plan and establish goals. Your goals and plans should be SMART: Specific, Measurable, Attainable, Relevant, and Time-bound. A strong plan might include:

- A calendar that includes trainings, worksite visits, and membership events to engage potential members
- Deadlines to develop materials like flyers, commitment cards, and other resources

- Campaign goals broken down by Local and worksite:
 - › Recruitment goals by worksite, UniServ Director, Local and State Association
 - › Goals for young member recruitment
 - › Goals by job family [Certified, Education Support Professional, Aspiring Educator (Student Member)]



Preparing for Launch Checklist

Examples of Goal Setting

Local Association	Current Membership Total	Current Market Share	Number of Potential Members	Goal for Growth	Goals Met: New Market Share	Goals Met: New Membership Total
Rose EA	874	78%	247	22 New Members	80%	896
Dunkin EA	1,465	65%	789	112 New Members	70%	1,577
Friendly ESP	456	49%	475	19 New Members	51%	475

Worksite	Current Membership Total	Current Market Share	Number of Potential Members	Goal for Growth	Goals Met: New Market Share	Goals Met: New Membership Total
Rose High School	76	66%	18	11 New Members	75%	87
Pine Magnet Academy	28	46%	10	5 New Members	52%	33
Benito Juarez Elementary	40	80%	10	5 New Members	90%	45



One-on-One Conversations

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ONE-ON-ONE CONVERSATIONS BY POTENTIAL MEMBERSHIP UNIVERSE

- ❑ New Educator campaign-identified potential members
- ❑ Former agency fee-paying potential members
- ❑ New hire potential members
- ❑ Former NEA Aspiring Educator (student program) potential members
- ❑ Cancelled membership professionals

Universal Assessment Form

It's important to assess educators and ESPs during our one-on-one conversations. Assessments provide a measured "snapshot" of an individual's union engagement. Recording assessments in the Voter Activation Network (VAN) allows organizers to work smarter and more effectively. For instance, if an organizer assesses a potential member as a four (4) - defined as an anti-union educator - on the assessment scale and we record this information, we know that it is likely not worth the Association's time to return to have follow up conversations with that particular individual. Conversely, if a potential member is assessed as a three (3) and highlighted their interest in classroom management resources and learning more about the contract, an organizer or worksite leader can have a follow up with that potential member to explain what their Local Association is doing regarding those issues and invite them to a professional learning workshop or contract negotiation team meeting, respectively.

Mapping. One-on-one conversations allow organizers to map their worksites. Mapping includes identifying worksite leaders, as well as learning potential members' feelings towards their LEA and SEA, and which issues are important to them. We may identify an individual as not anti-union and movable to join the union eventually based on their issues. It is important to have follow up one-on-one conversations beyond your initial discussion to engage them and bring them into the efforts of the Association.

Identify worksite leaders. We are always looking to identify additional worksite leaders that have followers and want to be involved in our organizing efforts. A worksite leader will always be a member that others respect and trust. It could be an experienced certified or ESP member that has been at the worksite for many years, or a younger educator with a passionate and moving personal story. These worksite leaders will help your LEA and SEA move your campaigns and programs within their respective buildings.

Limited time and resources. If we identify an educator that is actively anti-union, we want to document their position within VAN so as to not expend time and resources attempting to convert the educator to a member. We also want to be mindful of focusing on the Locals and worksites that have the biggest potential for growth based on the existing worksite leaders and the number of

potential members before moving to other sites that may be harder to reach.

Below is the NEA Organizer Assessment Scale (1-5) with descriptions:

- **ONE:** A one is a leader with followers. A one will have moved others to pay union dues and engage in the union. It's unlikely that an educator that has never had a one-on-one conversation will be a one, but it's not impossible. A one will be a dues-paying member.
- **TWO:** A two is a dues-paying member, card-signer, and an activist. They do not have followers, and thus cannot be considered a worksite leader. They are willing to sign union petitions and attend union events.
- **THREE:** A three has not decided whether to join the union and pay dues. An organizer can typically consider a potential member a three based upon the following:
 - Potential member is receptive to joining at some point
 - Organizer has a follow-up plan to engage that potential member to become a member — a second one-on-one conversation with the organizer or a worksite leader, and ideally an invitation to a union event based on the potential member's identified issues
 - Organizer has "called the question," or asked the potential member to join the Association.
- **FOUR:** A four is someone who is anti-union. This individual has made it clear that they are anti-union, but more importantly, that they are unwilling to join.

Some educators and ESPs decide to become members despite their organized labor philosophy when they are educated on how their LEA bargains on their behalf for wages, benefits, and working conditions and engages on issues important to them.
- **FIVE:** A five is someone who is a member of another union or representational organization. A five may or may not be hostile to our union; in some cases, a five may decide to join our union. A five remains a five if they maintain their membership in a competing organization.

The Importance of Following Up

"98 percent of organizing is following up"

- Ancient Organizing Proverb

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You may not be able to persuade an educator to join after an initial one-on-one conversation, despite your best organizing efforts. During the one-on-one conversation, you should be assessing the potential member using the assessment scale (1-5) summarized on the previous page.

Is this potential member undecided about the union? Or are they anti-union? What issues are important to them?

It's important to remember that some individuals are ideologically opposed to unions but may be willing to join because of the issues that your Local Education Association and State Education Association support.

Always make it clear that the Association is fighting on their behalf to improve learning and working conditions, including wages and benefits! By not joining, they are weakening the LEA's leverage to achieve more when it comes to these issues.

Follow up? Determine whether you should follow up with the potential member based on your organizing assessment.

Identify the best individual to follow-up with the potential member. Based on your knowledge of a particular worksite, the worksite leaders, and your members, you can identify others that may have more success with a particular potential member. This may be due to their relationship with the individual or worksite influence. Let the potential member know that you'll be asking this leader to follow up with them.

Set a follow-up date & time. Setting a date and time to follow-up with a potential member to learn more about their situation and issues is an important organizing step as it **establishes commitment** for both parties. If you have identified someone else at their worksite to speak with the potential member, let them know that this member leader will be speaking with them at the mutually agreed date and time.

Follow up! It's important to follow-up with the potential member, particularly after committing to having a second conversation. This builds trust, rapport, and credibility for our LEAs with the potential member. Conversely, if we fail to fulfill our commitment, we can be perceived as being transactional and uninterested in deeply engaging and moving the individual. If you asked a member leader to follow up with a potential member, make sure you touch base with your leader after they had that conversation. You should document your leader's assessment of the potential member and discuss how the conversation went, how they felt, and what should be the next steps!

Make Follow Ups Easy!

As we prepare to have a follow-up conversation with a potential member, we can rely on our assessment and the issues we identified in the previous conversation(s). To be successful, we must be well-versed in the possible solutions to the issues important to the potential members and how our Association is working towards that goal.

Some creative options to do a potential member follow up include:

- ❑ Inviting the potential member to an informational worksite meeting before or after school
- ❑ Scheduling a one-on-one conversation to show them information on the contract, the LEA's workshops and events, and NEA Member Benefits
- ❑ Inviting them to a LEA rally or membership social
- ❑ Bringing them to a school board meeting in which the LEA is advocating on behalf of students and school employees

As we execute our follow up conversations, it's critical to communicate and record the results with the Local and/or State Association, including a second assessment and additional issues identified. This is especially important if the potential member did not join during the follow up conversation.

Potential Member Educator Scripts

New Educator Campaign Identified Potential Member Script

Hi, my name is [insert name], I am a [role: teacher, reading specialist, bus driver, etc.] at [School Name]. I'm also a member of the [Local Education Association / State Education Association]. It's nice to meet you!

Earlier this year, you told us on a form that you are interested in [insert New Educator Interest Card interest]. We wanted to follow up and touch base on how the Association can best support you.

1. How is your school year going? (LISTEN AND RESPOND TO THEIR CONCERNS/ISSUES)

- You can also ask the following questions to help shape a meaningful conversation:
 - › What subject/grade are you teaching? What is your role in the school?
 - › What has been your favorite part of your job so far? The biggest challenge?
 - › What do you think are some things that could improve in our school/school district?

2. Are you still interested in [insert potential member's stated New Educator interest card interest]?

- When approaching people with this question, it's important to have something to offer them related to the topic, or an opportunity to get involved in a connected issue or event.
- Make sure to ask the potential member about any other concerns or issues they may have at their worksite

If yes, use script immediately below.

That's great! Our Association is actively engaged in [insert educator's stated New Educator interest card interest].

Tell the educator/ESP more about how your Association's work aligns with their New Ed interest card interest(s). Examples:

- If your LEA/SEA is offering professional learning trainings or opportunities, ask them to attend the next one.
- If your LEA/SEA has professional support materials or content, share that with them or show them how to access it.
- If your LEA/SEA is scheduling student debt workshops (Degrees Not Debt), let them know and invite them to attend.
- If your LEA/SEA is engaged in social & economic justice work, provide them with the information on how to get involved and invite them to participate.

Ask the potential member to join the Association. Tell them about the value of membership.

Our Association provides a wide range of support for educators and ESPs. We have professional support and development opportunities, and we collaborate with educators and parents to support our students' and community's needs. We work to make sure every employee in our school community has everything they need to help our students succeed, and to be successful in their career. Becoming part of the Association means you're joining a community of three million members who all have your back. Will you join us today?

If yes, provide LEA/SEA membership form for educator/ESP to fill out. No need to keep talking, let the potential member fill out the membership form, and answer any further questions that they ask.

If no, see script below.

Affirm what the potential member says. Connect their concerns or questions back to the work your LEA/SEA is doing and the value of membership. Redirect the conversation to the interest indicators that they selected or other issues they raised in the conversation, and how your LEA/SEA can meet their needs.

I hear what you're saying about [issue they raised]. Our Association is fighting to ensure that every student has access to a great public school, regardless of their ZIP code, and that every educator and school employee is respected and valued as a member of the school community. [Insert LEA/SEA examples to remind the potential member of how your LEA/SEA is doing this.] We know that having a strong union with individuals like you who have joined is the best way to take action for public schools, students and the school community. It's important to have everyone working together!

Right now is our Early Enrollment period, where you can try out membership, and you won't need to pay any dues until the next school year. There's really no risk to you, but it's an opportunity to see what it's like to be part of our Association. Will you join us today?

Repeat the above script from another angle if they bring up a new reason for not joining yet. If you determine that the potential member is not ready to join at this time, use script below.

Thank you for your time. If you ever have any questions, please reach out to me. We'll be in touch with you again soon!

(Provide contact information and other Association flyers/materials)

Potential Member Educator Scripts

Former NEA Aspiring Educator (Student Program) Potential Member Script

Hi, my name is [insert name], I am a [role: teacher, reading specialist, bus driver, etc.] at [School Name]. I'm also a member of the [Local Education Association / State Education Association]. It's nice to meet you!

We're reaching out to you because you're a former member of the Aspiring Educator Program. How is your school year is going? **(LISTEN AND RESPOND TO THEIR CONCERNS/ISSUES)**

I'm interested in learning more about why you joined the NEA student chapter at your college. Why did you decide to join? **(LISTEN AND AFFIRM THEIR RESPONSE)**

We're also interested in learning more about you and your role here at (insert worksite name).

(The following are example questions to engage the potential member in a meaningful conversation)

- What is your current role as an educator?
- What is your favorite part of your job? The biggest challenge?
- What do you think are some things that could improve in our school/school district?
- As a young educator, what types of support would help you become a better teacher?
- What are some example of things we could do as educators to help our students be successful in the classroom?

It's wonderful to learn more about you. I'd also like to tell you about what we're doing as the [insert your LEA/SEA].

Tell the educator more about how your LEA/SEA's work aligns with this educator's interest(s). Examples:

- If your LEA/SEA is offering professional learning trainings or opportunities, ask them to attend the next one.
- If your LEA/SEA has professional support materials or content, share that with them or show them how to access it.
- If your LEA/SEA is scheduling student debt workshops (*Degrees Not Debt*), let them know and invite them to attend.
- If your LEA/SEA is engaged in social & economic justice work, provide them with the information on how to get involved and invite them to participate.

Ask the potential member to join the Association. Tell them about the value of membership.

Our Association provides a wide range of support for educators. We have professional support and development opportunities, and we work with educators and parents to support our students' and community's needs. We work to make sure every employee in our school community has everything they need to help their students succeed, and to be successful in their career. Becoming part of the Association means you're joining a community of three million educators who all have your back. Will you join us today?

If yes, provide LEA/SEA membership form for the educator to fill out. No need to keep talking, let the educator fill out the membership form, and answer any further questions that they ask.

If no, see script below.

Affirm what the potential member says. Connect their concerns or questions back to the work your LEA/SEA is doing and the value of membership. Redirect the conversation to the educator's reasons for joining their Aspiring Educator Program chapter or other issues they raised in the conversation, and how your LEA/SEA can meet their needs.

I hear what you're saying about *[issue they raised]*. You joined the NEA student chapter to *[insert reason why educator joined their student chapter]*. Our Association is fighting to ensure that every student has access to a great public school, regardless of their ZIP code, and that every educator and school employee is respected and valued as a member of the school community. *[Insert LEA/SEA examples to remind the educator of how your LEA/SEA is doing this.]* We know that having a strong union with educators like you who have joined is the best way to accomplish *[insert reason/interest the potential member has given in the conversation]*. It's important to have everyone working together!

Right now is our Early Enrollment period, where you can try out membership, and you won't need to pay any dues until the next school year. There's really no risk to you, but it's an opportunity to see what it's like to be part of our Association once more. Will you join us again?

Repeat the above script from another angle if they bring up a new reason for not joining yet. If you determine that the potential member is not ready to join at this time, use script below.

Thank you for your time. If you ever have any questions, please reach out to me. We'll be in touch with you again soon!

(Provide contact information and other Association flyers/materials)

Potential Member Educator Scripts

New Hire Potential Member Script

Hi, my name is [insert name], I am a [role: teacher, reading specialist, bus driver, etc.] at [School Name]. I'm also a member of the [Local Education Association / State Education Association]. It's nice to meet you!

We wanted to touch base on how the Association can best support you.

1. How is your school year going? (LISTEN AND RESPOND TO THEIR CONCERNS/ISSUES)

- *You can also ask the following questions to help shape a meaningful conversation:*
 - › *What is your current role as an educator/education support professional?*
 - › *What is your favorite part of your job? The biggest challenge?*
 - › *What do you think are some things that could improve in our school/school district as it relates to your role?*

Discuss what your Local Education Association is doing to support students, educators and ESPs that aligns with this potential member's concerns and interests.

Ask the new hire why they aren't a member of your Local Education Association.

We noticed that you aren't a [Local Education Association] member. What's holding you back from joining?

Keep in mind that some new hires have not joined because no one has asked them! Others have made a conscious decision to not join and need to be moved in. It's critical to engage all new hires in a one-on-one organizing conversation as close to their start date as possible to show them the value of the Association and to assess them as part of the LEA's campaign.

Once you have addressed the potential member's stated obstacles, ask them to join the Association. Tell them about the value of membership.

Our Association provides a wide range of support for educators and ESPs. We have professional support and development opportunities, and we work with educators and parents to support our students' and community's needs. We work to make sure every employee in our school community has what they need to help our students succeed, and to be successful in their jobs. Becoming part of the Association means you're joining a community of three million members who all have your back. Will you join us today?

If yes, provide LEA/SEA membership form for educator/ESP to fill out. No need to keep talking, let the potential member fill out the membership form, and answer any further questions that they ask.

If no, see script below.

Affirm what the potential member says. Connect their concerns or questions back to the work your LEA/SEA is doing and the value of membership. Redirect the conversation to the interest indicators that they selected or other issues they raised in the conversation, and how your LEA/SEA can meet their needs.

I hear what you're saying about [issue they raised]. Our Association is fighting to ensure that every student has access to a great public school, regardless of their ZIP code, and that every school employee is respected and valued as a member of the school community. [Insert LEA/SEA examples to remind the potential member of how your LEA/SEA is doing this.] We also want to be a resource for you as you continue your career here in [insert name of school district]. We know that having a strong union with individuals like you who have joined is the best way to take action for public schools, students and the school community. It's important to have everyone working together!

Right now is our Early Enrollment period, where you can try out membership, and you won't need to pay any dues until the next school year. There's really no risk to you, but it's an opportunity to see what it's like to be part of our Association. Will you join us today?

Repeat the above script from another angle if they bring up a new reason for not joining yet. If you determine that the potential member is not ready to join at this time, use script below.

Thank you for your time. If you ever have any questions, please reach out to me. We'll be in touch with you again soon!

(Provide contact information and other Association flyers/materials)

Potential Member Educator Scripts

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Cancelled Membership Professionals Script

Hi, my name is [insert name], I am a [role: teacher, reading specialist, bus driver, etc.] at [School Name]. I'm also a member of the [Local Education Association / State Education Association]. It's nice to meet you!

We wanted to connect with you today because you used to be a member of [insert LEA/SEA]. We'd like to learn more about how the Association can better meet your needs.

Have a candid conversation with this educator/ESP. Try to gain an understanding of why they decided to cancel their membership and what is going on in their role, classroom, and school. Be mindful of not allowing the conversation to take a negative turn if certain challenges are still outstanding. Make sure that you actively listen and affirm what they say. Focus on what the educator/ESP needs to properly support our students and the school community. If your LEA/SEA provides resources or supports around their identified needs, let them know.

Tell the potential member more about your LEA/SEA's work. Remind them of the work and resources that your LEA/SEA offers.

Our [insert LEA/SEA] offers the following resources and support.

- If your LEA/SEA is offering professional learning trainings or opportunities, ask them to attend the next one.
- If your LEA/SEA has professional support materials or content, share that with them or show them how to access it.
- If your LEA/SEA is scheduling student debt workshops (Degrees Not Debt), let them know and invite them to attend.
- If your LEA/SEA is engaged in social & economic justice work, provide them with the information on how to get involved and invite them to participate.

Ask the potential member to join the Association. Remind them of the value of membership.

You joined the [insert LEA/SEA] because [insert reason why educator originally joined, from your conversation]. But we can only do this when we have a strong union. When educators and ESPs in our district aren't part of the union, our Association's ability to negotiate for the schools our students deserve, and the wages, benefits, and working conditions educators and ESPs need is weakened. This also includes our ability to reach a solution for [insert the potential member's issue]. We know that having a strong union with individuals like you who have joined is the best way to take action for public schools, students, and the school community. It's important to have everyone working together! Will you join us again today?

If yes, provide educator/ESP with membership form. No need to keep talking, let the educator fill out the membership form, and answer any further questions that they ask. Repeat the above script from another angle if they bring up a new reason for not rejoining.

If you determine that the potential member is not ready to join at this time, use script below.

Thank you for your time. If you ever have any questions, please reach out to me. We'll be in touch with you again soon!

(Provide contact information and other Association flyers/materials)



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Mapping

Basic Mapping: Learning the System

Mapping is done by assigning each person a color depending on what you know about them. The colors will help you see where to prioritize your conversations and relationship building.

Blue

- ✓ **Current Members**

Green

- ✓ **Have said they'll join but never followed through.**
- ✓ **May take one or two 1 on 1s.**
- ✓ **Should be fairly easy to sign.**
- ✓ **Very few of your potential members are likely to fall in this category.**

Yellow

- ✓ **New hires, unknowns, people who say dues are too high.**
- ✓ **May take several 1 on 1s.**
- ✓ **You will spend most of your time with this group building relationships.**
- ✓ **Majority of your potential members.**

Red

- ✓ **These are those who have been vocal about not being a member and like to engage people in debates about the Association.**
- ✓ **Should be very few people.**

Mapping

Basic Mapping: On the Mapping Roster

Steps:

1. Obtain a copy of your mapping roster by worksite.
2. Check over the roster for your worksite and add any staff not listed. You should alert the membership chair or president of any changes.
3. For each potential member, you should write down their job title under grade level/department.
4. Then for each potential member, write down everything you know about them including:
 - a. How many years they've been in the district
 - b. Issues they have with the district
 - c. Why they won't join, who has asked them to join, your relationship with them
 - d. Who they're close to at the worksite
 - e. What you know about their life outside of school (i.e. husband's job, number of children, stresses outside the school)
 - f. Any other tidbits that you know about them
5. Once you have written notes for each potential member, use color coding (refer to previous page) to highlight each potential member.
6. For each potential member, assign a current member who has a relationship with him/her so that they can be the point of contact for the potential member.

Local Name	Member ID	Name	Member Type	Grade Level /Department	Estimated Generation	Athletic Coach Generation	What We Know About Them	Org. /Contact
Sioux Falls Education Association	1565665	David Brown		Potential Member		Baby Boomer Generation X Generation Y Millennial	Yes / No	
	1226598	Jane Jones		Potential Member		Baby Boomer Generation X Generation Y Millennial		

Mapping

Advanced Mapping: Connections & Trends

Mapping is done by assigning each person a color depending on what you know about them. The colors will help you see where to prioritize your conversations and relationship building.

Steps:

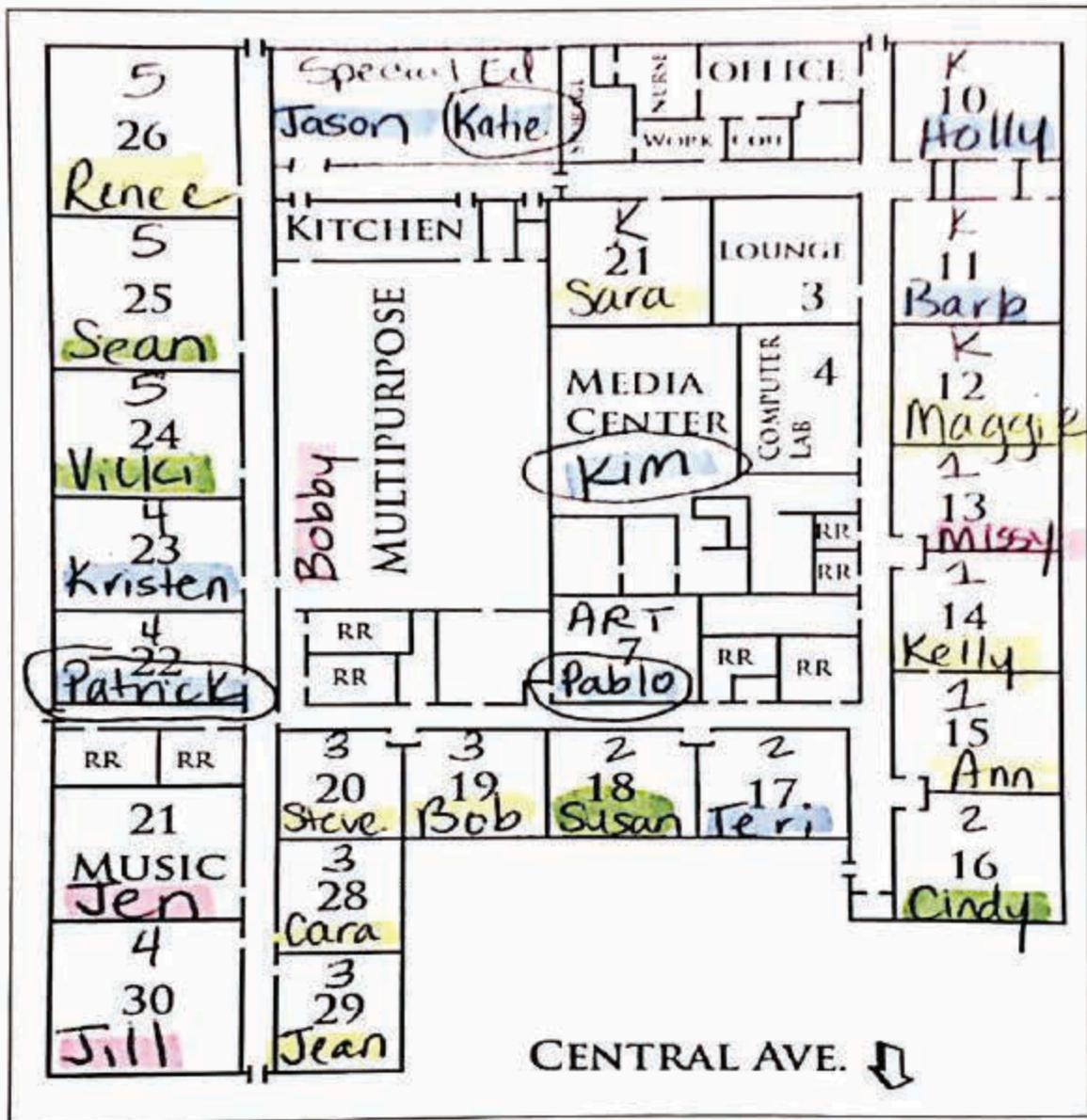
1. You're going to need a map of your worksite. If your worksite isn't just one place (i.e. bus drivers), use a chart.
2. On your map, write down each member's name, and highlight his/her name with the same color you used on your roster.
3. Current members should be highlighted in blue, and those members who are strong leaders should be circled.
4. Once you have your map and chart highlighted, look for trends:
 - a. Is one area full of yellow potential members?
 - b. Is one department strong in membership and another low?
 - c. Are any of your members people who get to see most of the workforce (i.e. special education teachers, specials teachers, librarians, district maintenance workers)? Think about how to get these members to be leaders.
5. On your roster, look for trends. Mark the columns for "Estimated Generation" and "Athletic Coach".
 - a. Are all your coaches yellow? Why do you think this is? Have you developed a plan to work on coaches?
 - b. Are all your baby boomers blue and your millennials yellow? How are you reaching out to millennials?
6. Next, look at the notes you wrote down. Do you see any trends there?
7. For units that include shift work or many non-classroom ESP positions, the next step to advance mapping can be charting based on schedules.

Mapping Reminders:

- ✓ Rosters, maps, and charts should not be shared outside of those actively building the plan for membership (i.e. officers, UDs, membership chair, ARs).
- ✓ Mapping is only useful as long as it is accurate. Set aside 10-15 minutes each AR meeting to check the mapping data and update as needed. Talk about challenges and see if there are connections elsewhere that can assist.
- ✓ Celebrate your successes!

Examples of Charting

Basic Mapping:
On the Mapping Roster



Education Support Professional (ESP)

Bright Ideas and Resources

ESP Bright Ideas and Resources

Our Education Support Professionals (ESPs) and our Certified Educators share many similarities in supporting our students and making our public schools welcoming learning environments. However, we must be mindful of understanding some of the unique dynamics inherent in the ESP positions.

Within the ESP families we find:

- Clerical Services
- Custodial and Maintenance
- Food Services
- Health and Student Services
- Higher Education
- Paraeducators
- Security Services
- Skilled Trades
- Technical Services
- Transportation Services



Although a significant amount of staff turnover and hiring occurs prior to the new school year, ESP hiring and onboarding is a **year-round** process. This dynamic provides us a good opportunity to welcome and assess new hires on a regular basis to ensure that they know their Local Association and what we are doing for public schools, students and the school community.

To ensure that we can be successful in targeting new ESP hires, it is important to maintain up-to-date employee lists. ESP lists should be updated on a monthly basis.

The NEA data team can help by providing Local Associations guidance on obtaining these membership lists. For support in list acquisition please contact datahelp@nea.org

A significant number of Education Support Professionals are hired on a part-time basis and work slightly different schedules than the rest of the school community. Be mindful about adjusting your worksite visits and activities accordingly to engage these professionals, too!

Within this Action Guide we provide sample scripts that can be adapted for your Local Association. In addition to those scripts, worksite leaders and affiliate staff can utilize the following set of questions adapted from SEAs to engage ESPs with a more tailored approach.

- Have you previously worked in another school district? If so, where?
- What training did you receive for your job?
- Which professional learning opportunities interest you?
 - › Ex: Bullying Prevention/Conflict Resolution, Emergency Response Training, Mentoring
- Which school issues are most important to you?
 - › Ex: Working Conditions, Collaboration with Certified and Administrative Teams, Professional Development for ESPs, Equitable Compensation and Benefits, Employee Due Process/Protections
- Which non-school issues are most important to you?
 - › Ex: Poverty/Child Hunger, Homelessness, Child Health and Well-Being, Parenting Education

Additional ESP specific resources are available at the following links:

ESP Organizing Toolkit

http://www.nea.org/assets/docs/NEA_ESP_ORG_Toolkit_Update%205_June%202018.pdf

ESP Professional Growth Continuum

http://www.nea.org/assets/docs/ESP_PGC_digital.pdf

If you are interested in learning more about ESP organizing please contact Lynn Malarz (lmalarz@nea.org)



As an NEA Early Enrollee, you get access to most NEA Member Benefits programs, including:

IDEAS TO TAKE CARE OF YOUR HEALTH

- 7 Habits of a Healthy Educator: Keep your mind and body strong by adopting these helpful habits.
neamb.com/healthy-habits
- NEA® Dental & Vision Insurance Plans: Affordable dental and vision care, hassle-free benefits and choice of providers.
neamb.com/dentalvision
- Be Your Own Personal Trainer: Use these features of your gym membership to save money while you shed pounds.
neamb.com/gym-goals
- Health Food Habits: Ditch the junk food and stick to healthy snacks with these simple tips.
neamb.com/no-more-junk

TOOLS TO IMPROVE YOUR FINANCES

- 5 Minute Retirement Checkup: Find out quickly if you're on track and, if not, what you need to do.
neamb.com/retirement-checkup
- NEA® Retirement Program: It's never too early to secure your financial future.
neamb.com/financial-future
- Retirement Income Calculator: Use this online tool to see how your state pension benefits affect your retirement planning.
neamb.com/retirement-calculator
- Invest Smartly and Safely: Get more for your money, and drive higher returns by following this simple strategy.
neamb.com/cd

SAVINGS TO STRETCH YOUR BUDGET

- NEA® Auto Buying Program: On average, members save \$3,279 off MSRP on new cars. Save on used cars too.
neamb.com/autobuying
- Expect More From Your Wallet: Get a cash rewards bonus offer and earn cash rewards automatically with the NEA® Cash Rewards Credit Card.
- Finance Large Expenses: Use the NEA Personal Loan® to pay for medical bills, home improvements, weddings and more.
neamb.com/our-personal-loan
- Educator Exclusives: From classroom supplies to home goods, special offers are available just for teachers like you.

IDEAS FOR YOUR CAREER & LIFE

- Breath-by-Breath, Step-by-Step: Manage stress at school with our easy-to-use guide.
- Works4Me: Teaching techniques and tips by teachers, for teachers.
www.nea.org/tools/Works4Me.html
- Save Big on Your Favorite Brands: Get deals from hundreds of top retailers, even local movie theaters and restaurants, through our exclusive NEA® Click & Save portal.
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