

Bargaining for the Common Good

Local Campaign Plan

Team Members:

Local:

Phase 1: Local Assessment

Background Local Information:

Size of Bargaining Unit?

How Many members, non-members (or service fee payers)?

of sites?

of sites with building reps?

of sites represented during building rep meetings (or rep council)?

of non-union charters in area?

How many Early Career educators (1-5 years of experience)?
How many new career educators in 2017-18?
Is there union representation during new hire orientations?
of year to year turnover? Who and why?

How are we currently engaged with parents and community partners? Who specifically?

How is our current list of members and non-members (or service fee payers) in bargaining unit updated?
Who manages list? How do we know list is accurate? What percentage of list includes personal email and cell?

Does our group have a website, facebook, twitter, or any other social media? Who maintains it?

SWOT Analysis

What are our strengths?
What are our weaknesses?
What are our opportunities?
What are our threats?

Phase 2: Foundational Organizing

Step 1: Write your narrative for public education

Narrative Development Process*

1. Identify a group of union leaders to shape your narrative, 20-40 participants is ideal
2. Schedule 2-3 sessions, 3-4 hours each, for the group to engage in the process
3. Plan for a smaller group to spend additional time synthesizing and drafting the narrative

Session 1: Relationship Building and Preparing to create a new narrative

You may want to split this session into two meetings, these steps will take a minimum of 3 hours

- Ground the group in the idea of narrative
- As a group, name the dominant narrative about public education, teachers, and teachers unions and exploring the impact
- Ask: Where did the dominant narrative come from?
- In small groups, brainstorm elements you want in a new narrative about public education, teachers, and teachers unions
- Debrief the brainstorm and form a “synthesis group” to draft a narrative out of this session

In Between Sessions:

- The “Synthesis group” meets 1-2 times to draft a narrative based on the brainstorm from session 1.

Session 2: Sharing and Finalizing your narrative

- “Synthesis group” shares draft narrative and gathers feedback
- Define next steps for fine-tuning the narrative
- Define next steps for sharing the narrative union wide and using it to build your union

***Let us know if SPFT ambassadors can help you with this process.**

Step 2: Develop layers of union leadership and activism

Doing a comprehensive contract campaign with a focus on bargaining for the common good requires solid leadership throughout your union. Determine how you will develop these multiple layers of union leadership and activism. All layers will be stronger when all layers are strong.

Layer 1: Union Wide Leaders

List your officers, executive board, and bargaining team (if selected). Assess your list: Do you have district wide reach? Are all of these leaders engaged in the work of the union? How can you strengthen this layer of leaders?

Layer 2: Building and Worksite Leaders

What building leadership roles do you have at your local? (steward, contract action team members, political, etc.)

Review your list or create a list of all schools, worksites, and other groups (counselors, social workers, etc.) and the different leaders for that site or workgroup? What holes do you need to fill? How will you identify new leaders to fill your holes?

Layer 3: Co-workers who work with and assist building/worksite leaders

How will you develop the skills of building/worksite leaders (Layer 2) so they can identify co-workers to work with and assist them in this work at their site? What training will you provide? What assistance can you give to develop this third layer?

Layer 4: Member Support

List all buildings and worksites and give each one an assessment on the level of union support.

Step 3: Identify community allies

HOW TO USE THIS TOOL: As you attempt to deepen relationships with the community, you need to be able to identify those areas where you have strong support and shared values, as well as those areas where support may be weak. This tool will help with planning which relationships to prioritize and deepen in order to effectively collaborate and build long-term relationships.

1. **Brainstorm: What other organizations in your community have values and beliefs that align with your narrative for public education?** Thinking of community organizations, non-profits, parents and other leaders who care about children in your district, list the following:
 - Who has direct influence on the decision-makers you might be targeting?
 - Whose opinion is taken into account?
 - Who can get attention from decision-maker?
 - Who is not taken seriously by decision-maker?

2. **Make a plan to build relationships with high priority groups/leaders** – both those who are influential, and those who share your values. Go to them to listen and learn more about what they value and want to protect for schools and children, and what they want to change. Go beyond the “usual suspects”! Member leaders will need to volunteer to make these connections and begin the conversation.

3. **Make an ask.** After you have established a strong relationship through one-on-one conversations, determine the appropriate ask to make of the organization and/or the organizational leader. Keep their priorities in mind when determining an appropriate action to ask them to take.

4. **Make an honest assessment of their current level of support for your local union and your priorities.** The goal will be to increase their level of support by building stronger relationships and working together to address shared issues of concern! Assign one of the following assessments:
 - Strong support
 - Moderate support
 - Neutral
 - Moderate opposition
 - Strong opposition

Phase 3: Your Game Plan

The Basics:

1. **Craft clear demands:**

- a. What exactly do you want?
- b. What are your bargaining proposals?
- c. Do your research: what research do you have to back up your bargaining proposals?

2. **Identify specific targets:**

- a. Who has the power to fix the issues you have identified? Be specific.
- b. Do your research: what can you find out about your targets? Are there any political connections you can leverage? Find out all you need to know to inform your strategies.

3. **Develop your strategies:**

- a. Organizing: what organizing tactics are you going to use to put pressure on your targets? How will they escalate? How can your organizing tactics highlight issues and move proposals at the bargaining table?
- b. Bargaining: what will your rhythm be? Set a regular day and time for negotiations, set agendas in advance, schedule bargaining team preparation sessions, and always be prepared.
- c. Communications: what is your overarching communications goal for this campaign? Who are your target audiences? What are the key outcomes for communication you want to achieve? Make a plan for communication upfront so it is proactive and not only reactive.
- d. Political: who can influence the decision makers? What is your school board strategy?
- e. Calendar your strategies: Create a calendar working back from your crisis point that highlights each of these areas of your campaign.

Step 1: Craft clear demands

After you have identified issues, it is important to craft clear demands that you can make at the bargaining table. Remember, you will be bargaining, so start bold and be prepared to negotiate over your initial set of demands.

Examples of contract language from other locals can be found at these links:

[Bargaining for the Common Good Language](#)

[Racial Justice Language](#)

[Community Schools Language](#)

Issue Statement	Bargaining Demand
What is an issue, challenge, or problem that you want to resolve as part of your bargaining for the common good campaign?	What is your ask to resolve the issue? It should be concrete and result in visible, significant change in the daily lives of members, students, and/or families in your community.

Step 2: Identify specific targets (and allies)

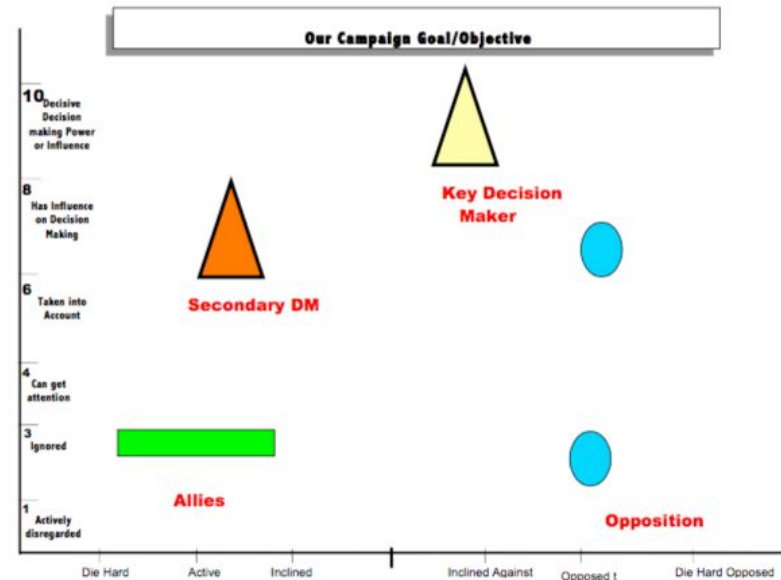
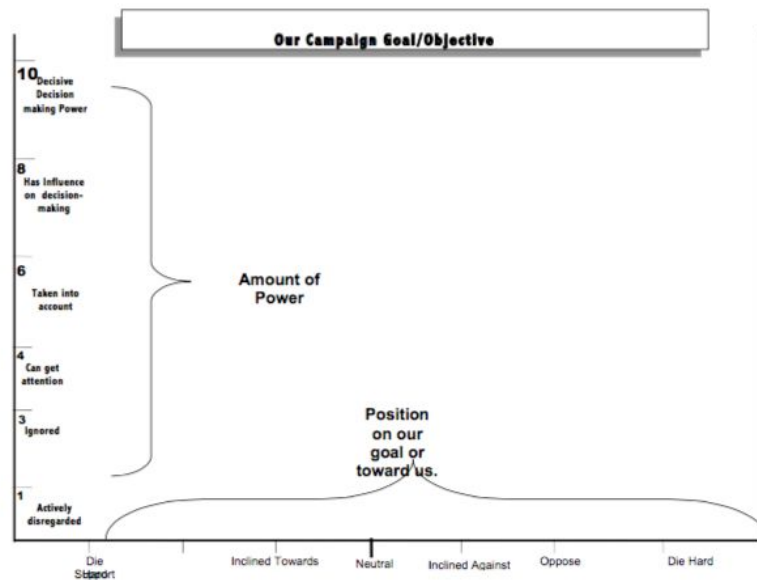
For each of your bargaining for the common good issues and demands, identify the following players and create a power map:

Primary Decision Makers (DM): The individuals/groups who can actually *make* the decisions to change or resolve the problem, *not* the people who can influence the process.

Secondary DMs: The individuals/groups who can influence decision-makers.

Allies: Groups or individuals who support our goals.

Opposition: Groups or individuals who oppose our goals.



Power Map

Issue and Demand:

Decision maker	
Major influence on decision making	
Taken into account	
Can get attention	
No influence	
	Strong Support for the Union Neutral Strong Opposition

Do your research

To inform your demands and your power analysis of targets, make sure you do your research. This may require working with your state association's research department or working with a community partner who can assist with research. At a minimum, you will want to create time for current staff or a member to be on release to do this work.

Research tools include:

- Data requests from your employer
- Asking community partners or other union organizers about research they may have already done
- Your local newspaper
- Google
- [LittleSis](#)
- [GuideStar](#)

Step 3: Develop your strategies

Develop a rhythm for bargaining

In order to run a transparent campaign that keeps members and your community engaged, you need to have a predictable rhythm to your bargaining. We recommend making all proposals in writing and exchanging written proposals throughout the entire process so you know exactly where you stand. To start developing your rhythm answer the following questions:

1. If we do open bargaining or want a large bargaining team, what is the best time of day and day of the week for us to bargaining? What is the best location? (A location you control is best) What other logistics do you need to think about?
2. What should the frequency of our bargaining be? Weekly? Bi-weekly?
3. What is the order of proposals we want to discuss? Are there organizing tactics we can plan in connection to the presentation of particular proposals? If we know the district will say no to a proposal, when should we present it to help mobilize our base?
4. How and when will we prepare the bargaining team? How will your team share responsibility? Who will make what proposals? Who will be prepared to answer questions?

Create a Communications Plan

Why are we crafting a message?

Situation: The Problem	Overall Goal: The Solution	Outcomes: The Wins
<p>What is happening?</p> <p>Include relevant information you already have about the target of your communications plan. Create a brief list of the main critiques you will counter through this communications plan.</p>	<p>What do you want? What is your grand vision?</p>	<p>What does a win look like?</p>
		<ol style="list-style-type: none">1.2.3.

What messages do we need to have to move us from the problem to the solution?

Target Audiences:	Messengers:
Be specific. Target audiences are people we need to educate or people we need to persuade.	Think about who would be able to clearly articulate your message and have the most impact when delivering it.
Narrative Frames	Messages
What is your story? Using your organization's narrative, identify which pieces of the story of the importance of public education you are going to highlight.	Develop your talking points. These are the messages that are going to be delivered by any of your key messengers and spokespeople. Make sure these messages are both media and user-friendly.

How do we get our message to the community?

- Strategies are the types of communications you will use to get to your win.
- Key activities are the steps you will take to make the strategy happen.

OVERALL GOAL		
[Insert here]		
Key Outcomes	Strategy	Key Activities
[Insert here]		
Key Outcomes	Strategy	Key Activities
[Insert here]		
Key Outcomes	Strategy	Key Activities
[Insert here]		

Calendar your strategies

What tactics are you going to use to put pressure on your targets? To run a tight campaign that builds momentum and keeps your members and community allies engaged, you need to calendar out your tactical strategy by starting with the end. Think about what type of escalation will be necessary to accomplish a win on your issues - A strike? The threat of a strike? Even though the hope is to avoid the use of an extreme tactic like a strike, you must plan for the most extreme and pick an ultimate tactic to bring your campaign to a crisis point.

What is the crisis point you want to create? Once you've determined the ultimate pressure tactic, think about timing and at what point you want to escalate to that tactic and create a crisis that the target will want to resolve, bringing you to a settlement. Carefully consider the timing and what would make sense for the campaign, but also the well being of your members and allies whose support will be critical.

Create a calendar working back from your crisis point. Once you've determined the ultimate organizing tactic and timing for creating a crisis, start working backwards on your calendar. Add your organizing, bargaining, communications, and political strategies to one calendar so you can determine how they will work together.

- Populate a calendar with all the dates you know, such as school breaks, holidays, and other important events for your union. As you work backwards, you'll want to keep those dates in mind.
- Make note of legal obligations you need to meet in your state, for example, in Minnesota teachers have to be in mediation for a length of time before they can strike.
- Organizing: Think backwards through each step required to reach your ultimate tactic and the different types of tactics you'll want to use up to that point. Remember, escalation is about increasing the the pressure on your target *and* getting your membership and community allies ready for the crisis point.
- Bargaining: Add your bargaining dates and specific dates you want to introduce specific proposals.
- Communications: Calendar the release of regular updates and also critical points when other communication outputs will be necessary.
- Political: Calendar school board meetings and other political tactics that may be part of your strategy.

Backwards Campaign Calendar

Month End (the month you plan to escalate to a crisis to bring an end to your campaign):		Previous Month:		Previous Month:	
Key Date	Action/Event	Key Date	Action/Event	Key Date	Action/Event
Previous Month:		Previous Month:		Previous Month:	
Key Date	Action/Event	Key Date	Action/Event	Key Date	Action/Event
Previous Month:		Previous Month:		Previous Month:	
Key Date	Action/Event	Key Date	Action/Event	Key Date	Action/Event

Additional Considerations

Data and lists

What type of lists does your local have or need to do this work? How will you build lists and what program will you use to keep lists organized and up-to-date. Make sure whatever you use it is simple and flexible for ease of use in the field and to keep your campaign moving quickly.

What type of information can you collect during the campaign and how will you collect it? Campaigns are also a good time to gather data that could be useful later on in a campaign or in a future campaign. If you are engaging parents, for example, be sure to gather contact information so you can stay in touch and build a parent list for future use.

Budget

Consider the resources you will need for your campaign and create a budget up front.

Sharing Plans and Next Steps

Presenting Plans:

Each group will have approximately 10 Minutes to present its plan and 5 minutes to answer questions about the plan.

Each Presentation may include the following:

- Background of local and local assessment
- Plans for foundational organizing work
- Potential issues and demands
- Campaign Tactics
- Campaign Calendar

When and who will be responsible to share typed version of Campaign Plan so that they can be shared within state and region?

Date of when plan will be shared: _____