



NEA New Hampshire

Building our Association, One Member at a Time

NEA-NEW HAMPSHIRE
SOUTHERN REGION COUNCIL MEETING
THURSDAY, JUNE 13, 2013 AT 4:30 PM (Light Dinner)
MEETING: 5:00 pm
Brady Sullivan Tower, 1750 Elm Street, Manchester, NH

Please attend the June Southern Region Council Meeting. It's important to have your local association represented. If you cannot attend, please send another member. Your association members deserve to benefit from the affiliation and have a voice in decision-making.

AGENDA:

- 4:30 PM Light Dinner
- Treasurers Report
- Minutes
- NEA NH Executive Board Report
- Uniserv Director Report
- Report on Your Local's LGC Reimbursement
- Southern Council Election of Officers
- 2013-14 Southern Region Budget/Southern Region Dues
- Dates for 13-14 meetings
- Southern Region NHFTL Golf Sponsorship
- Fall/Spring Trainings/Dates
- Short Local Survey

PLEASE!! Help us protect your dues dollars...RSVP either way (if you can or cannot attend) to Kris Fessenden at NEA-NH 224-7751, Ext. 346; or Email: kfessenden@nhnea.org by June 10, 2013.

***You may use the "visitors" parking for the meeting. Dinner will be served in the Tower Café (ground floor). After dinner, our meeting will begin at 5 PM in our office, suite #603.*

Minutes, Southern Regional Council, April 11, 2013

Scott McGilvary, guest, spoke to the Council:

- (1) Elections – SurveyMonkey isn't secure enough for voting. It could be made secure but would need to be modified. Two companies responded to bids for modification and came back with bids of \$5,000 minimum for modifications. Since there were only two offices up for election, no outside companies were used for modifications for this year's election. Ballot turnout was very low. Electronic balloting is going to be addressed and a course of action decided next fall.
- (2) Strategic plan – strategic intentions TBD; then actions. Member input will be solicited.
- (3) Size of membership base – will not be the same as it's been in the past with declining school enrollment. Maybe try to bring in an unaffiliated group from the seacoast but that is a long-term initiative.
- (4) HB142 – get a hold of your senators. Bill originally put in that school boards have the sole authority to put through a teacher evaluation plan. NEA-NH wrote an amendment that included teachers and administration too.
- (5) Vouchers still being debated. CA company administrated the NH voucher system and they advocate ending public education.

Treasurer's Report (full report tabled until next month as Penny A. is absent): \$4,435.55 is the current bank account balance.

Secretary's Report: amended with corrections. Motion to correct 3 errors on the March minutes made by Chuck; second by Brenda. Unanimous approval.

Executive Board: Chuck reported the following:

- (1) April meeting held at Frank Jones Center
- (2) Financial report from Janice; finances are o.k.
- (3) *America Votes* has a new Executive Director interested in working with us to get us prepared for upcoming elections.
- (4) Reformed ballot committee has five members
- (5) Dept. of Education: NEA-NH participated and endorsed a waiver to No Child Left Behind. Feds. notified the state that up to 20% of teachers' evaluations had to pertain to student performance to get Title I funds and NEA-NH refused to endorse. Consideration - teachers with ADD kids skew results; SMART goals with targets for three groups to pre-test and move to highest level is the goal. Scary thing – what if a teacher can't get her students to move according to the goal? However, only *schools* would have 20% to get Title I funding. Some schools might be encouraged to dumb down their *school's* test results to get Title I funding.
- (6) Membership is steady
- (7) Delegate Assembly had a pretty good turnout
- (8) Budget PowerPoint presentation was efficient
- (9) May 10th is an all day meeting. Includes SWOT rollout with staff.
- (10) Summer Leadership: August 5th – August 9th in NEA NH Concord offices
- (11) July 29th – August 2nd: Field Consultant Training – helps with membership, organizing, negotiating. Typically members who work for the organization. Complements the work of the Uniserv Director.

Larry's input:

- (1) Voucher Bill (HB 270): give it an extra push. Could stall in the Senate. We want it passed because it repeals the current voucher bill.
- (2) HB142: insures you get a say in the evaluation system. Heavily amended so now it's reasonable. We want it passed. (collaborative process)
- (3) Pension lawsuit is still in progress

We need to fill a spot to take the open spot for the delegate to the Representative Assembly. Motion made by Carolyn for Chuck to go; Second by Brenda. Unanimous approval (Chuck abstained).

Jill asked if any association has an evaluation plan for ESPs. No one has one at this time.

May 9th Annual Membership kick-off meeting at the Puritan Backroom function facility in Manchester—membership teams can come, but room capacity might be an issue at the Puritan. Great training for driving membership.

Uniserv Director Report: Lorri Hayes

- (1) Start bargaining now; do not wait until the fall. (see Lorri's email for more information)
- (2) NH Senate voucher repeal
- (3) Different grants are available for gym teachers
- (4) There are 17 open contracts to negotiate
- (5) 40 people attended the Spring Workshops. Are there too many workshops? Out of 1,800 South Central members, 11 came. Considerations: perhaps PD allowances are being restricted when members try to apply it to meeting their goals? Are members trained out? Are most members' professional funds spent by the spring? Perhaps it is fatigue and time constraints? NEA-NH could market themselves to district curriculum coordinators to encourage staff to attend. Perhaps there should be more subject specific workshops...
- (6) SWOT discussion ensued. Please fill out SWOT sheet by May 13th
- (7) Review of handouts/articles

Motion to adjourn by Carolyn; Chuck seconded

MAY 2013 RECONCILIATION

NEANHSouthern
6/1/2013

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			4,435.55
Checks and Payments	0	Items	0.00
Deposits and Other Credits	4	Items	434.12
Service Charge	0	Items	0.00
Interest Earned	0	Items	0.00
Ending Balance of Bank Statement:			4,869.67

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			4,869.67
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Balance as of 6/1/2013:			4,869.67
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Ending Balance:			4,869.67

MAY 2013 RECONCILIATION

NEANHSouthern
6/1/2013

Cleared Transaction Detail

Date	Num	Payee	Memo	Category	Clr	Amount
Cleared Checks and Payments						
Total Cleared Checks and Payments				0 Items		0.00
Cleared Deposits and Other Credits						
3/30/2013	DEP	Interest	Interest	Interest Inc	R	0.04
4/2/2013	DEP	Deposit	Bedessa, Bedpa, Milta	Regional Dues	R	434.00
4/30/2013	DEP	Interest	Interest	Interest Inc	R	0.04
5/31/2013	DEP	Interest	Interest	Interest Inc	R	0.04
Total Cleared Deposits and Other Credits				4 Items		434.12
Total Cleared Transactions				4 Items		434.12

MAY 2013 RECONCILIATION

NEANHSouthern
6/1/2013

Uncleared Transaction Detail up to 6/1/2013

<u>Date</u>	<u>Num</u>	<u>Payee</u>	<u>Memo</u>	<u>Category</u>	<u>Clr</u>	<u>Amount</u>
Uncleared Checks and Payments						
Total Uncleared Checks and Payments				0	Items	0.00
Uncleared Deposits and Other Credits						
Total Uncleared Deposits and Other Credits				0	Items	0.00
Total Uncleared Transactions				0	Items	0.00

MAY 2013 RECONCILIATION

NEANHSouthern
6/1/2013

Uncleared Transaction Detail after 6/1/2013

<u>Date</u>	<u>Num</u>	<u>Payee</u>	<u>Memo</u>	<u>Category</u>	<u>Clr</u>	<u>Amount</u>
Uncleared Checks and Payments						
Total Uncleared Checks and Payments				0 Items		0.00
Uncleared Deposits and Other Credits						
Total Uncleared Deposits and Other Credits				0 Items		0.00
Total Uncleared Transactions				0 Items		0.00

UNISERV Director's Report

June, 2013

Lorri Hayes, Southern Region

UNISERV DIRECTOR'S REPORT

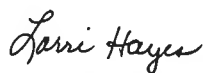
Welcome Everyone, to the Southern Regional Council Meeting .

Thank you for joining us this evening.

I am hopeful that if your local will be engaged in bargaining next year that you are beginning to prepare. NEA NH may assist you in this endeavor as well. Not only do we have sample bargaining surveys that you may share with your members, but we can also make available the Survey Monkey service for faster and easier surveying. I am available to join your bargaining team in preparation for negotiations. I can provide training to new bargaining teams and assist in drafting bargaining proposals. There are 17 open contracts next fall. I am available to assist you with negotiations in any way you prefer. Please do contact me as soon as possible to schedule my time for your unit. If your bargaining team would like to begin negotiations in the summer, just let me know.

I hope that by now you have met with your school district to discuss the upcoming health and dental insurance premium holiday. I will attempt to better explain the intent regarding the premium holiday so that everyone is aware. The intent was to reduce your health insurance premium for the upcoming school year. It was not intended to reimburse employees that have paid previously into the system. In the past, each health insurance company has held health insurance funds in reserves so as to better prepare against losses. This year, the Secretary of States office informed all health insurance companies that they could have a smaller amount in reserves only and that they had to return all other funds to their premium holders. In the past, when the health insurance companies reserves were too high, they used their reserves to reduce the overall cost of your health insurance premium for the year, no matter who paid. That is what is occurring now. Instead of the health insurance company just reducing the reserves from your overall premium themselves, they are giving the money back to the districts so that they can distribute it to employees and reduce the current premiums. The super majority of school districts are using the money to reduce the overall health insurance premium for the year. For example, if the health insurance premium for the year is \$1 million and the school district received \$500,000 from LGC, then they reduced the overall premium to \$500,000 and charged employees their percentage of the \$500,000. There are very few districts that are reimbursing employees with a payroll check for their premium holiday. Either method works as it returns the funds to you. The best method, I would argue, would be the premium reduction as the premium reduction is paid pre-tax. **Please do meet and discuss this matter with your school district. Again, I am available to assist in any way you prefer.**

Happy Summer Everyone,



Salem ESP Hours Remain Intact

The Salem School Board and Superintendent notified the 180 paraprofessionals in Salem earlier this month that their hours would be cut next year in order to avoid having to provide health insurance coverage to those same employees. The Paras resisted and reminded the District that the working hours and benefits of employees covered in a collective bargaining agreement can only be changed through negotiations. NEA-NH and the Salem Paraprofessionals filed a grievance with the District and Unfair Labor Practice (ULP) complaint with the State.

The Salem' School District attorney contacted NEA-NH on Thursday to ask that we withdraw the grievance and the ULP complaint we filed, and in exchange they will return to status quo regarding Salem ESP employee hours. No hours would be cut unless an employee's student left the school district or a student's IEP required a reduction in hours. NEA-NH and the Salem Paraprofessionals agreed to withdraw both the grievance and ULP without prejudice and to negotiate the matter at our upcoming negotiations in the fall.

NEA-NH reminds our members, superintendents and school boards that any changes to the hours worked and benefits received by ESPs must be negotiated.

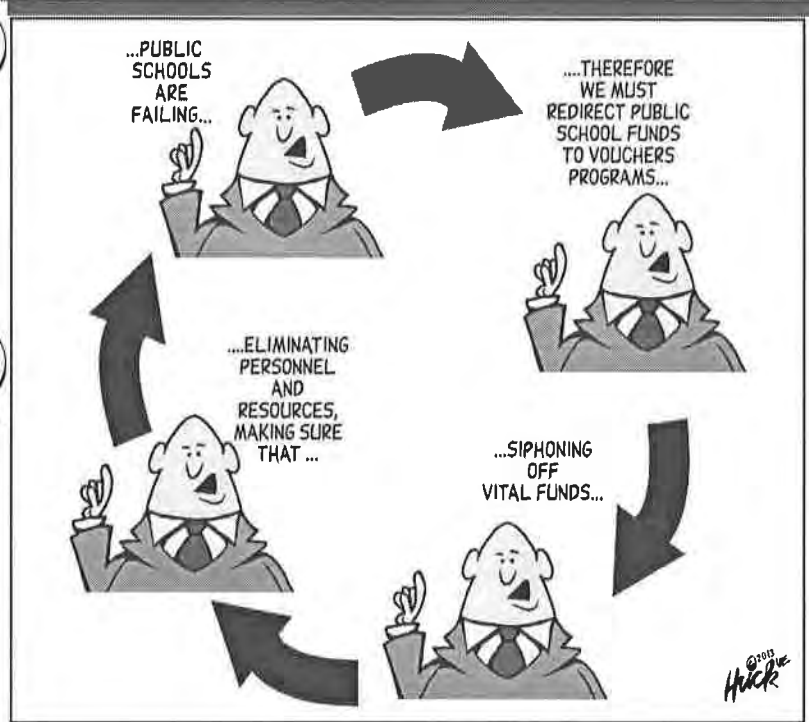
Given the vital role ESP's play in the lives of our most vulnerable and at-risk students, we must ask how reducing their hours and contact time with students can possibly be beneficial for these students or their education?

ESPs are an essential part of the public education workforce. NEA-NH recognizes and celebrates the contributions of the dedicated ESP members across the state.

The next Southern Regional Council Meeting will take place on **September 12, 2013**. We hope to see you all there.

Sample Bargaining Surveys

NEA NH has many sample bargaining surveys that we would enjoy sharing with our locals. If you would like assistance drafting or preparing a bargaining survey, or want to share your own, please contact me. We would love to receive as many bargaining surveys as possible to share with our members.



Salem High School Receives Grant From California Casualty

San Mateo, CA, April 12, 2013 ... California Casualty awarded a \$1,000 Athletic Grant to Sean Cox, Head Athletic Trainer & Teacher at Salem High School on Thursday, May 16th. Sean was one of 457 applicants for the 2013 Thomas R. Brown Athletic Grant provided by California Casualty. The funds will be used to support the Salem High School Football program with new helmets.

California Casualty awarded \$101,500 in grants to 85 public high schools in 38 states this year. This is the third year the company is helping ensure youth can participate in athletics programs, which are often first on the chopping block of education budgets. The company's financial support this year more than quadruples what was donated when the program launched in 2011.

Shrinking state education budgets and pressure to improve academic performance have forced many schools to trim and in some cases even eliminate athletics. Oftentimes coaches subsidize programs out of their own pockets, and many student athletes risk injury practicing with old and insufficient equipment. To a greater and greater extent, families are being asked to foot the athletics bill – and some students from economically disadvantaged homes end up not being able to participate.

This state of affairs disheartened Chairman Emeritus Thomas R. Brown, a retired third generation leader in the California Casualty family business. Brown said his own athletic participation as a youth impacted his self-esteem and leadership development.

"Youth sports teach teamwork, discipline and that hard work pays off," Brown stated. "They're a valuable complement to lessons learned in school."

The California Casualty Thomas R. Brown Athletics Grant program began two years ago, with \$25,000 in grants across four states. In 2012, the program awarded a total of \$75,000 to 59 high schools across the country. There were 457 grant applications this year, a 70 percent increase.

California Casualty has a 62-year relationship with education and school administration associations. "We understand the struggles they face every day," said Doug Goldberg, Senior Vice President. "This is our way of giving back."

For more information about the Thomas R. Brown Athletics Grant program, visit www.CalCasAthleticsGrant.com.

Characteristics of an Effective Local Association

What are the characteristics of an effective local association?

The listing below represents some of the more important responsibilities of an effective local association.

Rate each category based on your opinion from “1” (Poor), “2” (Fair), “3” (Good), to “4” (Excellent)

Groups to consider asking to complete this survey:

- Local Leadership
- Local Membership
- Local Potential Members

Compare the results from the three different groups and assess your local association’s strengths and challenges.

Afterwards:

Develop a plan to address organizational challenges. Your UniServ Director can assist you in planning and carrying out this assessment (with modification as needed based on local situations). They can also guide you through the analysis and provide suggestions for local planning.

Encourage members and potential members to complete and return the survey by holding a drawing from those returned by the established deadline.

Score 1 – 4

Governance

Local has current, comprehensive constitution and bylaws.
 Local has adequate financial resources through local dues.
 Is broad based and visible (members and administration know who member reps are in every building).
 Is democratically selected and all positions are filled.
 Governance members represent all constituencies (i.e., elementary, secondary, men, women, various job classifications, etc.)
 Programs reflect needs of all members, not personal agendas of leaders.
 Leaders and members are active participants in UniServ Regions, state and national association.
 Gets input from members before attending such meetings and gives report after returning.

Please total your ratings for this section _____
 Divide the total by 8 to reach an average _____

Score 1 – 4

Negotiations

Local bargains a contract that expands the economic, professional and personal rights of members; and the influence of the union and its members.
 Establishes its program on basis of member needs expressed in surveys it has conducted and shared with members.
 Keeps members appropriately informed during the negotiations process.
 Has in place a process for contract ratification that allows every member the opportunity to vote.
 Allows members the opportunity to review details of all contract changes before the vote on such changes.
 Has a plan for public relations during negotiations (organizing for settlement).
 Makes sure each member has a copy of the printed agreement before the start of the next school year.
 Local has a succession plan in order to get new voices on bargaining team (Ex. Change out 1 -1 2 members each bargaining cycle, no one person stays on more than 6 years.)
 Local has a system in place to make sure all member classifications have their needs/issues addressed
 Local has a functioning bargaining support committee

Please total your ratings for this section _____
 Divide the total by 10 to reach an average _____

Score 1 – 4

Grievances

- _____ Local has a functioning grievance committee.
- _____ Local enforces member rights effectively.
- _____ Local engages members in the process of advocating for and enforcing rights.
- _____ Holds regular (at least yearly) “Know Your Contract” meetings to inform all employees about contract provisions, grievance procedure and benefits.
- _____ Has an ongoing program to keep members informed about the grievance process and grievance resolutions that impact members.

Please total your ratings for this section _____
Divide the total by 5 to reach an average _____

Score 1 – 4

Communications

- _____ Local has an effective communication system- internal and external.
- _____ Local has begun to establish the use of social media.
- _____ Has a regular newsletter for distribution to staff.
- _____ Uses multiple methods of communication (i.e., printed newsletters, bulletin boards, e-mail, etc.).
- _____ Local engages in relationships with local media to promote understanding of the local association.

Please total your ratings for this section _____
Divide the total by 5 to reach an average _____

Score 1 – 4

Public Relations

- _____ Has a regular program to impact positively on the community (i.e., American Education Week, Read Across America, etc.).
- _____ Has ongoing public relations (at times other than negotiations) and is visible in the community as an organization.
- _____ Local engages leaders and members in coalition activities and community organizations.

Please total your ratings for this section _____
Divide the total by 3 to reach an average _____

Score 1 – 4 Governmental Relations

- _____ Local engages leaders and members in local, state, federal elections and issue campaigns.
- _____ Local has a plan for members to lobby legislators in person, phone, email, etc.
- _____ Follows and assesses performance of all public officials as their decisions impact on schools.
- _____ Local participates in NEA NH political events like phone banking, etc.
- _____ Regularly takes official positions based on member concerns at school board or legislative level.
- _____ Local establishes a plan that includes funding for local elections and issue campaigns when necessary.

Please total your ratings for this section _____
Divide the total by 6 to reach an average _____

Score 1 – 4 Membership Development

- _____ Local has a role in the District's new hire/employee orientation process.
- _____ Local has an engaging and inviting system/materials to introduce the local to new hires.
- _____ Local has a new hire event/dinner to welcome them.
- _____ Local has regular events to bring members together to discuss issues important to them as professionals.
- _____ Local has a plan to actively engage with all current and potential members throughout the year.
- _____ Local utilizes techniques advocated by NEA NH to increase and strengthen membership.
- _____ Local sends a contingent to the annual NEA NH Membership training.

Please total your ratings for this section _____
Divide the total by 7 to reach an average _____

THE MARKS OF A HEALTHY LOCAL

The various members, programs and services interact, much like the cells and organs of the human body with the ongoing interplay of blood circulation nerve endings, chemical messages, and energy sources. The mark of organic life is the continuing struggle of balance and imbalance. If balance fails, there is sickness. Gross imbalance itself, how it responds to challenges in its integrity, and how it adapts to changes. The same is true for the local. Its health is its response.

What responses create health in locals? What kind of interactions and relationships happen in healthy locals? What type of functioning advances, rather than impedes, the mission of the union in the local? Health is a multidimensional phenomenon. The following statements describe some of the most important health-promoting responses (those checked form the basis of this workshop):

- Healthy locals accept differences (rather than deny)
- Healthy locals focus on their strengths (rather than on weaknesses)
- Healthy locals focus on mission (rather than “getting along” the past, survival, “the president,” or some other thing or issue)
- Healthy locals respond to anxiety and change instead of reacting
- Healthy locals manage conflict instead of denying it
- Healthy locals act flexibly and creatively (instead of rigidly)
- In healthy locals, leaders promote health through their presence and functioning (instead of techniques or skills)
- In healthy locals, leaders or challenge people (instead of comforting)
- In healthy locals, experienced members can provide immune capacities (instead of enabling disease processes)
- In healthy locals people respond graciously and truthfully (rather than judgmentally or secretly)
- In healthy locals, people develop caring relationships (rather than willful transactions)
- In healthy locals, people empower others (rather than dominated them or cure them)

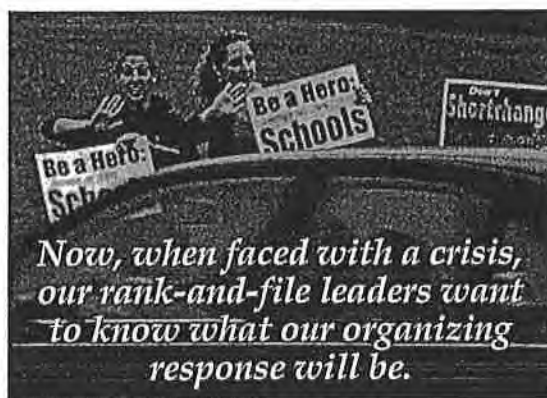
Maryland: Organizing in the Land of the Frenemies

by Dan Chambers

UniServ Director, Maryland State Education Association

In Maryland, we have more problems with ‘frenemies’ than the outright hostility to our existence that many state affiliates face. We have yet to face dues-deduction fights, but our agenda to advance a bill enabling fair share negotiations throughout the state remains stalled. We have a governor who has protected school funding at the state level but local fights with counties (who fund schools, rather than elected Boards of Education) over school budgets have kept pay for members fairly stagnant.

I was assigned to the Carroll County Education Association over three years ago. Its membership was described in various turns as apathetic and ambivalent toward the union’s program. The local exists in the reddest county of a bright blue state. It is not uncommon to see blatantly racist depictions of the president on the sides of country mailboxes. Some of these residents were Tea Party before it was cool. Not that it’s cool now, mind you.



KEN KOONS/CARROLL COUNTY TIMES

Step 1: Constant Issue Organizing

Luckily, we have had no shortage of good issues to organize around:

- One of the first issues we were handed was when management imposed cuts of 10 days of pay to a class of counselors in our bargaining unit. The tactic we developed was to grieve the cuts, but turn the grievance into a petition. All counselors (members and non-members) were encouraged to sign, even though a smaller subset of counselors were the ones whose pay was cut.
- For the better part of two years, the Association has engaged special educators on workload issues. We have organized on the issue, conducting multiple surveys, holding many informal strategy sessions, expanded the bargaining committee one year to deal specifically with special education, and mobilized supporters at a superintendents’ town hall. That work continues still.
- We put a bargaining proposal on a petition and gathered 1,100 signatures prior to going to the table. The proposal sought to limit the role of standardized testing in a teacher’s evaluation. We not only got language in the contract that year, but also were one of several counties to submit an evaluation to the state for approval with only 10 percent of the overall evaluation being driven by standardized tests.
- Our constantly shrinking budgets have given us fertile

ground to hold constant small group meetings with our members (and non-members). Our mobilization efforts have yielded good results as well: last year, we had two separate days of action with a 100-person march on the county government building. Separately, 165 members demonstrated at three different spots in the county for a state bill limiting local cuts to school budgets. The prior year we organized a “grade-in” where 75 black-clad members graded papers during the middle of an ongoing Board of Education meeting to protest low pay.

The similarities among these issues are that we took our case to everyone impacted by each problem and encouraging their participation. Even when we didn’t win our efforts were obvious. None of the fights happened in isolation, either. The budget organizing happened at the same time as the special education issue organizing, which was tied in with bargaining. We have been able to tell a consistent

story to our members about what is happening to them and what we’re doing about it.

Step 2: Changing a local culture

One of the first pieces of “training” I put to the local’s executive board and building representatives is the “3 alternative organizing cultures” chart from NSO’s Organizing for Power program. It clearly lays out the different kinds of union cultures in terms any leader can relate to. When I started with our local we were clearly rooted in the service model (like a lot of places). For good reason – that was what our members demanded.

As we began to get a few modest successes on some of the issues we organized around, our rank-and-file leaders began to expect that our top leadership and staff would continue to push organizing angles for collective issues. Now, when faced with a crisis our rank-and-file leaders want to know what our organizing response will be.

One of the keys to changing that culture is to document for our leaders the level of participation that our members are actually putting out. It may sound obvious, but beyond the level of the staff and the president of the local, many rank-and-file leaders don’t know the context for what counts for success. We have been able to put a lot of these successes in context: mapping the number of members using the NEA Capwiz system to send e-mails to local legislators, mapping the number of members committed to our actions

in NEA's VAN system, or tracking the numbers who show at events are critical pieces to gauging our success in the long-term. We have begun to use a free e-mail delivery system (mailchimp.com, in our case) that clearly documents how many of our e-mails are being read by the membership (the range is from 12–36 percent or so). Being able to do that tells our rank-and-file leaders that their work is worthwhile and producing results. They were among the loudest people telling me how little our members were capable of doing. Using hard evidence to upend that belief is critical to getting the locals' culture changed. When they feel effective, the members in their buildings feed off of that feeling.

Step 3: Community Outreach

All the pieces of this picture took years of effort until we really started to see benefits. That's especially true of our efforts to educate and reach out to the public about protecting our quality local public school system. Our primary vehicle for community outreach was two public websites we built for two consecutive budget years. The audience for those websites was not our internal membership – it is any member of the public who cares about quality public education. Our first attempt was a solid effort that yielded some good experience and hundreds of e-mails sent to our County Commissioners. The second attempt was a lot more sophisticated in what the message was able to convey. It also included a YouTube video that has garnered over 2,000 views – a significant feat in a small county that has made a big difference in the local public debate over school funding. Our local Facebook page has attracted not only teachers, but supportive members of the public as well. Some really funny moments have erupted online where both our members and members of the public – much to their chagrin, have engaged unfriendly commissioners, .

We have endorsed every sitting Board of Education member – although they clearly have their own minds on several issues near and dear to us (like fair share). We worked with the local Board of Education when possible to amplify a common message to the community about the threat of underfunding a quality school system (again, our BOE doesn't tax, the county government does, so they're the ones who actually fund half of the school's operations). Last year, we began to purposely target teacher liaisons to the local PTAs and PTOs to keep them informed of the local's organizing efforts – and so they could fill in local parent leaders. Our local has a large and successful *Read Across America* event each year – and this year we included a fact sheet about the local budget battle, among the NEA's materials promoting literacy for all the participating families.

Finally, we developed some relationships with key parents to encourage them to form a non-profit pushing school funding. That group (which is totally independent of us) got off the ground this year and is having some amazing success at generating a presence in social media and delivering parents to key community meetings with County Commissioners.

Step 4: Use free technology, please

There are several low or no-cost technology tools you can use to up your organizing game:

- A service like www.mailchimp.com allows you to gauge how many of your members are actually reading the messages you spend all that time putting together. Unless you exceed 12,000 e-mails per month, or have more than 2,000 e-mails on your list, it's free;
- The NEA's VAN system has allowed us to train members to phone bank other members, to track member interests, to track membership commitments to our actions, and to track non-members who may be interested in joining;
- A web hosting company like weebly.com allows you to build a website for free and track its page views and which sites get you the most referrals. We found that (not surprisingly) Facebook by far and away sent us the most page views – union members and the general public were using it to promote our site;
- NEA's Capwiz system lets you tailor a message to low-level elected officials. Our state affiliate's communications shop helped us develop the messages and build a function into our budget website (www.keepcarrollopen.org) that let anyone send a message to our local commissioners with one click. During the height of our mobilizing we sent over 2,000 e-mails to five elected officials in the span of 48 hours.

None of this replaces old-fashioned face-to-face discussion. It is a complement to a campaign narrative that the local has worked very hard to get across to its membership and the general public. Each tool is just one tactic that is tied to our strategy of maximizing support for public schools in our county.

It ain't all roses, baby

There are some clear shortcomings to the work we've been able to do. We have not been able to institute self-supporting leadership development and training. We rely way too heavily on our executive board and building representatives to do most of the heavy lifting. We haven't been able to reach far enough into the greater body of the membership for leadership recruitment. And most basically, we have not been able to secure competitive pay for our members. Our membership numbers are among the lowest of any local affiliate in the state. For every member we recruit, we lose others through retirement or resignation or people just desperate to raise their take-home pay somehow. Learning the rhythm of the local budgeting process took years and there were a lot of missed opportunities along the way.

In summary

Picking good issues that affect people and organizing around them is the basis to whatever success we've been able to achieve. Positioning the local as the champion for a highly-regarded school system has been critical to maintaining public credibility in an anti-union county. Using technology to track the effectiveness of our internal messaging and membership participation has been central to changing our perception of what our members are capable of. Finally, we have been able to pull off some good membership mobilization by picking winnable fights on issues that matter to our people. If these kinds of successes are possible in Carroll County, they are possible in your local. There is nothing magical about our members or our strategy. Organizing works. ☺

2013 Summer Leadership Workshops at a Glance

Time Slot	Monday August 5	Tuesday August 6	Wednesday August 7	Thursday August 8	Friday August 9
AM	A-1 Treasurer's Training	C-1 Building a Website for Your Local Association	E-1 Common Core Leadership Training		I-1 Cultivating Sustainable Leadership in Your Local Association
PM	B-1 Agency Fee Training				J-2 Solving Employment Issues Before Having to Call the Legal Department
AM	A-2 Jim Sweeney Leadership Academy		E-2 Training in Negotiating and Bargaining		I-2 The Nuts and Bolts of New Hampshire's Teacher Support and Evaluation Model
PM					
AM	A-3 Imagine a World Without Your Local Association	C-3 Grievance Processing Part I	E-3 Engaging and Creating Community Partners	G-3 M.O.M. Training	I-3 Using Student Learning Objectives (SLOs) to assess student growth
PM	B-3 Building Representative Training	D-3 Grievance Processing Part II			



Did you know?... According to a 2009 survey by Scholastic and the Bill and Melinda Gates foundation, teachers on average are working 10 hours and 40 minutes a day which is a 53 hour work week! This includes all the hours teachers spend working on school ground before or after required school hours, time spent working outside of school, and on extracurricular activities like coaching or clubs.

Workshop Descriptions for Monday and Tuesday