Ask an Educator
WINTER LISTENING AND ENGAGEMENT TOUR

2017 TOOLKIT
Ask an Educator: The NEA Winter Listening & Engagement Tour

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Educators Know What Work Best for Students. When Organized, Engaged Educators Elevate Their Voices, We Can Achieve the Schools America’s Students Deserve.

That’s why NEA and our affiliates are leading the 2017 Listening & Engagement Tour. The Listening & Engagement Tour will give members an opportunity to elevate their voices on the issues impacting student learning and instruction and the educators working in our schools.

The Listening & Engagement Tour model is an innovative educator-led approach that can take three different tracks.

Track 1: My affiliate would like to join one of the NEA’s national strategic campaigns: ESSA Implementation, New Educator Engagement, ESP Organizing, HE Organizing, Social & Economic Justice, Testing (Time to Learn), Community Schools, Degrees, Not Debt, Aspiring Educators (Students), and School Board Elections.

Track 2: My affiliate would like to design their own campaign with the help of a National Organizer based on a local or state issue.

Track 3: My affiliate would like to launch a general listening tour to learn what issues educators want their local to organize around.

What Does It Mean To Engage In a Listening & Engagement Tour?

A Listening & Engagement Tour can be understood as a guided organizing conversation, either individually or in a group setting. Based upon the track you choose to organize around, local activists will engage in 1:1 organizing conversations with members and potential members in order to understand the interests and values of each individual. While in Tracks 1 & 2, much of the 1:1 organizing work will be educating and engaging members, Track 3 will involve deep listening in order to grow membership and begin to identify the issues that will define your organizing campaign. Under the Listening & Engagement Tour model, local associations need to identify tour leaders who help coordinate how the conversations will happen and where. This honest exchange of information enables tour leaders to be transparent about the purpose of the conversation and lays the groundwork for an open and organic organizing conversation. These conversations with members and potential members can lead to further engagement and to new members.

Why Use a Listening & Engagement Tour Model?

Participating in a one-on-one or group conversation allow associations to better understand the individual needs of educators and helps them gather information that can better inform their organizing campaign going forward. By your association participating in a Listening & Engagement Tour model, you can begin to use the inquiry process to increase local educators’ ownership into your association activities, and empower educators to become local activists for change and collective power.

It also can create space to ask members and potential members to take action and advocate on the issues they care about.

The Listening & Engagement Tour model can be adapted for any type of issues-based organizing campaign and allow the association opportunities to power map worksites, collect data (including updating member information), and gauge the impact of current association activities.
What Is The Value Of a Listening & Engagement Tour Model?

In addition to being participatory and empowering to both members and potential members, the Listening & Engagement Tour model also allows local affiliates to build value into their association work that shows educators that their voice is being heard, thus increasing retention and member buy-in. The Listening & Engagement Tour allows for educators to have honest and thoughtful conversations that allow associations to capture and review information that would otherwise be missed by traditional association led meetings. It provides associations with insights into the feelings and emotions of educators, and the issues that they care about most.

Ensuring an Educator-Led Process

For the Listening & Engagement Tour model to be legitimate, it is critical that affiliates engage educators at all levels and ensure the educators have ownership of the process. Therefore, we recommend that UniServ Directors partner with leaders throughout the tour, from design to implementation and management to debrief and future planning.

In addition, the model works best with distributive leadership. A worksite-based campaign of 1:1 conversations builds sustainable, long-term relationships that will allow your local to communicate back and forth with your members more regularly.

TOUR TEAM WORKFLOW

- Listen to members & potential members to identify organizing issues.
- Design campaign plan for maximum participation and membership growth.
- Liaise with NEA Organizers and State Affiliate Coordinators.
- Connect locals with state resources, liaise with NEA Organizers.
- Assist locals with capacity for member conversations and campaign objectives.
- Assist with writing of local campaign plan or state regional campaign plan.
- Participate in 1:1 conversations and forums to build power for their colleagues and the united education profession.
- Liaise with Local Leaders and State Affiliate Coordinators to connect them with NEA resources.
- Assist in designing local and state affiliate organizing campaigns for maximum growth and engagement.
Selecting Your Issue-Based Listening & Engagement Tour Campaign

As you begin to develop your Listening & Engagement Tour Campaign, your affiliate will need to collectively decide which issue(s) that you’d like to engage educators around. Currently, the NEA Center for Organizing Department has 10 national organizing campaigns underway with project leads working all across the country. Therefore, we would encourage affiliates to consider joining one of the following campaigns:

- Testing: Ben Ward
- ESSA Implementation: Regional assignments, contact your NEA Regional Organizer
- New Educator Engagement: Nathan Allen
- Community Schools: Emily Heath
- Degrees, not Debt: Michael Schoettle
- Higher Education Organizing: Lynn Malarz
- ESP Organizing: Lynn Malarz
- Aspiring Educator (Student) Organizing: Michelle Foisy
- School Board Organizing: Phil Zanders
- Racial & Economic Justice: Nilka Julio
- Email your Regional Organizer for NEA National Campaign Leads contact information (Names on Page 13)

Each of these campaigns above has a dedicated C4O Organizational Specialist team that can partner and/or mentor with you and your team during the duration of your Listening & Engagement Tour campaign.

You can join and register your affiliate’s Listening & Engagement Tour by visiting www.nea.org/listeningtour. Fill out the form at the bottom of the webpage and select which issue your local wants to act on and make 2017 the year your association organizes like never before.

Setting Your Goals and Objectives

Now that you’ve registered your Listening & Engagement Tour campaign, it’s critical for your organizing team to have a clear idea of what it hopes to gain from the Listening & Engagement Tour in order to effectively engage educators and grow capacity and membership. Before launching the Listening & Engagement Tour, your organizing team should identify a core set of goals and objectives. However, since the Listening & Engagement Tour methodology is designed for one-on-one conversations and/or larger group conversations (worksite meetings, townhall forums, etc.), there needs to be a balance between keeping these broad and flexible. Therefore, the Center recommends that you focus on the total number of conversations that you’d expect to have during the duration of your campaign and the total number of new members you hope to recruit.

Listening & Engagement Tour Leaders

Listening & Engagement Tour Leaders are quite simply the glue that holds your campaign together. The leader should be chosen for their experience in moving an issue-based organizing campaign and their dedication to engaging members and potential members. The Listening & Engagement Tour Leader’s main responsibilities are to:

- Coordinate the Listening & Engagement Tour’s day-to-day activities in partnership with their local, state and/or national staff.
- Mentor Building Reps in hosting a Listening & Engagement Tour activity at their worksite.
- Hold a training on one-on-ones or engagement organizing conversations.
- Join a monthly check-in with the UD and Center for Organizing Lead.
- Track and report your association’s goals and outcomes to ensure success.
Collect New Hire Employee Lists

Right-to-work affiliates should obtain comprehensive potential membership lists to make sure they are available in VAN. While this will vary from affiliate to affiliate (and from local to local), we encourage participating affiliates that do not have this information to promptly contact their district administration to determine proper procedures for acquiring the list. If affiliates are unable to acquire the lists through this tactic, affiliates can submit a request under FOIA. The National Listening & Engagement campaign team can assist affiliates needing assistance with FOIA requests. Should your affiliate acquire a school districtwide employee list, please contact your State VAN Administrator or NEA Regional Organizer. State VAN administrators have access to national assistance. Should you have any national data questions, please email the Center for Organizing Data Team at c4odata@nea.org.

Finalize Data Collection Materials

To run a successful campaign, your affiliate will need to think about the materials you’ll use to collect new educator data. The data collection materials provide support for affiliates engaged in one-on-one conversations with each new educator. These cards are designed to collect uniform contact information across the NEA family and to ensure that we have enough information to inform our work in engaging our educators in campaigns around their concerns. In addition to understanding these educators’ priorities, we want to collect data on what they need from their affiliates to be successful.

Determine Process for Data Collection and Reporting

NEA offers a comprehensive data support system for affiliates and worksite representatives. It is essential for affiliates to develop a process for returning campaign data to NEA for input into the VAN. Once the data has been entered, NEA will provide additional information as appended through other databases and via surveys that will enhance your ongoing organizing conversations. Your state affiliate will determine the data entry and output process to ensure collection.
This phase of the Listening & Engagement Tour is critical. It is where an understanding of the methodology and idea behind the Listening & Engagement Tour really matters. In order to conduct a Listening & Engagement Tour conversation in a meaningful way, those conducting the 1:1 conversations should adhere to the guiding principles below:

1:1 Conversation Formula (“ISAHUEY” model)

Introduction
Place the conversation in a clear context, let the person know why you’re interested in having the conversation (“I’m helping our union lead an effort to...”/“We’re eager to hear people’s perspectives on...”)

- Explain your role in the union/campaign/movement
- Establish a time frame for the conversation, if necessary (even a vague one)
- Make sure the person is comfortable enough to begin the conversation (if not, find a different space)

Story (Elicit theirs and purposefully share your own)

- (Share, ask questions and prompt reflection 20% of the time, LISTEN 80% of the time)

“Why do you do this work? What do you love about this work? How did you come to be here?”

“When you have a particularly good/bad day, what tends to be the cause of that?”

“If you could improve one thing about our school(s), what would it be?”

Agitate

“How does that make you feel? Is that frustrating?”

“What is the impact on you? Your students? Your family?”

“Who do you think has the power or authority to change this? Is this the way it should be?”

Hope

- Explain what’s being done (or what can be done) to address or work on this/these issue(s)

Urgency

“Clearly, these issues aren’t going to change on their own... it’s time for people like you who really care to start leading a change. The longer we wait, the worse it gets. What’s the impact of doing nothing?”

Educate

- Educate them on the union and what it’s doing (mission, vision, purpose, dues, victories, benefits, etc.)

You (and your call to action!)

“With your help, we can make a change...but we can’t do it without you.”

“Are you ready to take action to move a positive change forward?” (e.g. – meet again to continue discussion, join the union, sign a pledge card committing to further action, etc.)

“Who else do you know that also cares about these issues? Can you put me in touch with them? Or would you be willing to talk to them and get back to me?”
This phase of the Listening & Engagement Tour is critical. It is where an understanding of the methodology and idea behind the Listening & Engagement Tour really matters. In order to conduct a Listening & Engagement Tour conversation in a meaningful way, those conducting the conversations should adhere to the guiding principles below:

**Guiding Principles**

- Approach the interaction as a conversation and not a formal interview. Show genuine interest in your colleague’s issues. Identify the values your colleague espouses—these are what will move them to action and engagement.
- Listen 80% of the time, speak 20% of the time.
- Guiding questions may be used but avoid probing or leading statements.
- Let the participant responses guide the conversations just like a normal every day conversation.
- Don’t use the conversation to answer your own theory. Use it to gain an insight into what is important to the community or the individual.
- Don’t let these conversations become an opportunity for people to say what they think you want to hear.
- Find ways to build off previous conversations.
- Be comfortable with asking for further engagement in the association.

By having conversations with people from all different job categories, you’ll gain a comprehensive understanding of the issues taking place within your affiliate. With the Listening & Engagement Tour approach, you’ll get at the local’s reality, how educators perceive your organizing issue, what their role is, recommendations they may have, and whether they can identify ways to help move your campaign.

**Who Should You Talk To? Everyone!**

The goal is to speak to as many people as possible: key worksite leaders, rank-and-file members, non-members, etc.

Once your tour has started, a good approach is to map out each worksite and have your first conversation take place with your Building Representative in an effort to build off their conversation.

When approaching an individual or group of individuals for a conversation, you can follow this procedure loosely:

- Introduce yourself, the team and the Listening & Engagement Tour campaign (What, Where, Why, How).
- Ask permission to take notes and pictures.
- Begin the conversation with guiding questions.
- Focus on the conversation—engage sincerely.
- Let the responses guide the flow of the conversation.
- Share your views and opinions and build on the knowledge you gain from other conversations.

When you start talking, do your best to introduce yourself and the Listening & Engagement Tour campaign without creating a biased conversation. Be flexible during the conversation but be mindful of time, if the conversation goes significantly off-track then it’s time to shift it to a new direction.

**What Does A Good Listening & Engagement Tour Team Look Like?**

The ideal approach for a one-on-one is just that—a conversation between two people. The leader initiating the conversation should focus on the discussion and take notes afterwards. Taking notes is important so that you can review the data as a team and identify any emerging themes. As you may note, these conversations should take place in an open and safe environment for the educator. Location is critical aspect in a conversation. It is recommended that Listening & Engagement Tour leads should engage educators in their work location or at an association sponsored activity.

**Collecting Information**

For reviewing your conversations, it is recommended having all your teams use the same form to record their one-on-ones based upon job type. (see Reporting Form, page 14). These forms should be completed by the member on an individual basis at a forum or in a personal setting and sent to each state coordinator who will ensure it gets into VAN.
This section describes two sets of analysis that builds from one to the next. The first level of analysis is the regular debriefs that are done at the end of each week or after a larger association sponsored activity. The second is the national level debrief and analysis that is done in partnership with your State Coordinator and NEA Regional Organizing Lead.

Regular Debriefs
A regular debrief session is necessary during the duration of your Listening & Engagement Tour campaign. These debrief sessions provide a space for learning and a time to strengthen the practice of an engagement conversation as a group. These sessions should be divided into three components:

1. **Sharing overall experience**: Talk about good and bad experiences of the day, ways to address the negative experiences, and any logistical issues that may have occurred.

2. **Data entry and analysis**: Utilize the Voter Activation Network (VAN) to track your completed one-on-ones and/or engagement conversation by using the field notes and survey questions.

3. **Providing guidance to enhance future conversations (Sample Guiding Questions)**:
   - Compared to previous visits, what changed today?
   - What did we learn? How can we apply this learning tomorrow?
   - Did anything surprise you from the conversations (what you thought you know versus what people said)?
   - What themes and issues do you see emerging from the conversations?
   - If there are specific issues that are coming up during the conversations, what can we do to address them as an association?

It is recommended that the tour leader facilitate a positive debriefing session and should guide the conversation but also empower your team members to identify the themes and make their own determinations.

Data Analysis by Worksite and/or Locals
Before leaving each worksite and/or local association, you should review and analyze the information collected. While reviewing the data and summarizing the findings, you should consider the following questions to help guide your work:

- What are most common recurring themes and issues?
- What are some of the commonly proposed solutions, both by team members and by the educators?
- Which worksite and issues did you consider to be outliers? Why?

The summary of key findings per worksite and/or local will assist your team to identify strategies for an organizing campaign.
Phase 4

WRAPPING UP

Once your affiliate Listening & Engagement Tour campaign has concluded, your team should go through a process of reviewing all the information collected and think through the issues and come up with ideas on how to develop a campaign to address them in the near future.

It is important for the team leaders to set a date and time to share their findings at the local and/or state level, it is recommended that all educators, for the purpose of sharing the results from the Listening & Engagement Tour, share conversation highlights, confirm with attendees the accuracy of their themes, and ask what they may have missed.

Attribution: Search for Common Ground Listening & Engagement Tour Guidelines,
If you are a local or state affiliate who wants to continue building upon your New Educator/Back-to-School campaign successes, engage and grow your membership, or begin to win on the issues affecting your students and educators, the 3 million strong NEA is ready to work with you!

The Winter Listening & Engagement Tours (January 2017 – March 2017) will give educators an opportunity to elevate their voices on issues impacting America’s public school system. Each participating Affiliate’s Listening & Engagement Tours can be designed to:

1. **WIN** on issues affecting public education or prepare for upcoming threats
2. **COMBAT** stagnant recruitment during the winter months
3. **ENGAGE** members in leadership development opportunities and other association activities

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**Select one of the following:**

**TRACK 1**

Our Affiliate seeks to join one of the following National Strategic Campaigns (check all that apply):

- ESSA Implementation
- ESP Organizing
- Social and Economic Justice
- Community Schools
- Aspiring Educators (Student Program)
- Higher Ed Organizing
- New Educator Engagement
- Testing (Time to Learn)
- Degrees Not Debt (Student Debt)
- School Board Elections

**TRACK 2**

Our Affiliate wants to design our own campaign with the help of a Regional Organizer based on a local or state issue:

The NEA’s Center for Organizing (C4O) Staff can assist with designing the above programs to engage, organize, mobilize, and educate your members and potential members in order to achieve the schools our students deserve.

**TRACK 3**

Our Affiliates wants to listen to educators to learn what issues they want our Affiliate to act on:

The C4O staff will assist local and state association leadership in designing and facilitating campaigns tailored to the specific issues and needs animating your educators that drive membership growth and engagement. Our team is prepared to assist in developing strategic campaign content and plans, including thoughtful data analytics and collection mechanisms, and trainings including but not limited to conducting one-on-one conversations.

To learn more visit: [www.nea.org/listeningtour](http://www.nea.org/listeningtour) or email Glueteam@nea.org.
Each of the Winter Listening & Engagement Tour Regional Organizers can offer materials, training, and campaign support to state and local affiliate coordinators and facilitate communication and collaborations among affiliates. Below is a list of the Listening & Engagement Tour Campaign contact information for each Region.
REPORTING FORM

Name: __________________________________________

Chapter: _________________________________________

Major & Graduation Date: _____________________________

Personal Email Address: _______________________________

Key Point(s) Made:__________________________________
Important Issues Raised: ______________________________

Issues That Triggered Strong Feelings
And Emotions (indicate whether it was positive or negative):
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Action Willing To Take:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Leadership Potential:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

What Did You Learn?
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Key Themes/Issues Identified:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Conversation Date:____________________________________

Team Leader Name:____________________________________

Who Am I Talking With: ________________________________

Conversation Notes:
____________________________________________________
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Your Advocate. Your Partner. Your NEA: PreK-12 Teacher

First Name: ________________________________

Last Name: ________________________________

Address: ____________________________________________________________

City: __________________________ State: ______ Zip Code: ___________

E-mail Address: ______________________________________________________

Cell Phone: __________________________ Employer: _______________________

Job Title: ________________________________

____________________________________________________________________________________________

Is this your first year as a teacher?  
☐ Yes  ☐ No

Where did you graduate/ get trained/ get certified?  
________________________________________

What would you find most useful to help students succeed?  
☐ Classroom management  
☐ Access to mentors and/or coaches  
☐ Access to professional development and/or professional support  
☐ Other _______________________

Which of the following activities and tools are most valuable to you?  
☐ Degrees not Debt - reducing your student loan payments and pursuing loan forgiveness  
☐ Political Advocacy - opportunities to advocate for laws and elect candidates that ensure the schools our students deserve  
☐ Social and Economic Justice - opportunities to improve the conditions our students face inside and outside of the classroom  
☐ Professional Development - trainings, conferences, and webinars designed to help you improve your practice

Which of the following areas and issues are most important to you?  
☐ Conditions in the classroom  
☐ Social Justice  
☐ Parental and Community engagement  
☐ Education Policy (over testing, funding, etc.)  
☐ Other ________

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Name: ________________________________

Email: ________________________________

School Code: ________________________________
Your Partner. Your Advocate. Your NEA: *Education Support Professionals*

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**Which of the following best describes your work?**

- [ ] Clerical Services
- [ ] Food Services
- [ ] Health & Student Services
- [ ] Transportation Services
- [ ] Security Services
- [ ] Skilled Trades
- [ ] Technical Services
- [ ] Paraeducators
- [ ] Custodial & Maintenance Services

**Is this your first year working here?**

- [ ] Yes
- [ ] No

**What would you find most useful to help students succeed?**

- [ ] Access to mentors and/or coaches
- [ ] Access to professional development
- [ ] Student engagement information
- [ ] Classroom management
- [ ] Other _______________________

**Which of the following areas and issues are most important to you?**

- [ ] Conditions in the workplace
- [ ] Respect and Recognition
- [ ] Conditions in the classroom
- [ ] Social Justice
- [ ] Meeting the needs of students in poverty
- [ ] Parent and community engagement
- [ ] Wages and benefits
- [ ] Education Policy (overtesting, funding, etc.)
- [ ] Other _______________________

**Which of the following tools are most valuable to you?**

- [ ] Student Bullying and Suicide Prevention
- [ ] Degrees not Debt
- [ ] Child Nutrition
- [ ] Whole Student Education Tools
- [ ] Special Education
- [ ] Privatization/ Outsourcing
- [ ] Communications and advocacy training

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For Organizer Use Only

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Your Advocate. Your Partner. Your NEA: Higher Education

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What best describes your job here:
- [ ] Faculty PT
- [ ] Faculty FT
- [ ] Academic Professional Staff
- [ ] Other Support Staff
- [ ] Graduate Teaching / Research Assistant

Which of the following activities and tools are most valuable to you?
- [ ] Degrees, Not Debt – reducing student loan payments and pursuing loan forgiveness
- [ ] Political Advocacy – opportunities to advocate for laws and policies on issues facing higher education
- [ ] Professional Development – trainings, conferences, and webinars designed to enhance your career skills
- [ ] Social and Economic Justice – opportunities to improve the conditions on and off campus

If applicable, where else do you teach or work?
_________________________________

How many years have you worked here?
_____________________________________

What issues are most important to you:
- [ ] Campus safety
- [ ] Job security
- [ ] Respect
- [ ] Office hours
- [ ] Promotion and tenure
- [ ] Wages and benefits
- [ ] Workload
- [ ] Work spaces
- [ ] Other _________________________

This box for Organizer Use Only

| Name: ________________________________ |
| Email: ______________________________ |
| School Code: _________________________ |
ASK AN EDUCATOR: THE NEA WINTER LISTENING & ENGAGEMENT TOUR