Unite, Inspire, Lead
Our Students, Our Union, Our Future

Community Organizing, Engaging Beyond the Classroom

Hugo Arreola Tinoco & Nidia Lias
NEA Strategic Goal and NEA Organizational Priorities

NEA Strategic Goal
- Empowered Educators for Successful Students

NEA Organizational Priority
- Human and Civil Rights
- Minority Community Outreach
- Leadership Development Resources
COMPETENCY: Advocacy

NEA Leadership Competency progression levels

• Level 1: Foundational
• Level 2: Mobilizing & Power Building
• Level 3: Agenda Driving

NEA Leadership Competency themes

- Engages community around issues supporting student learning
- Interprets and acts on social justice initiatives
Learning Outcomes

• To identify individual strengths as advocates
• To identify issues in your community, local association, or site, in order to create an action plan
• To identify opportunities for building meaningful relationships using the principals of advocacy and organizing to strengthen community resources
Advocacy

Advances the cause of public education through social justice and how it benefits our students and members’ professional needs and rights.
Who am I as an Advocate?

Before we can encourage others to stand with us, we must first know:

• What we stand for
• Where we stand
• Why we stand for it
Write down 3 subjects/issues that matter to you

Example:

• Stand for immigration reform for students/educators,
• Equal and affordable access to education, healthcare, and resources
• Better working conditions and pay for Public education professionals.
Why is this relevant?

- We are often unaware of how we are all connected
- Connections through relationships equal empowerment
- We all have the same vision:

“Great Public Schools for Every Student”
Why is Advocacy critical to our communities?

Negativity in most cities due to

• Changing Shifts in demographics

• Politics

• Politicians

• Policies
Many forms of Advocacy

NEA’s Advocacy

• Leverage Advocacy Practice
• Engages Community around issues Supporting student learning
• Interprets and acts on social justice initiatives
• Leads public education policy reform
• Act as a Political Advocate
Many forms of Advocacy (Continued)

• **Leverage Advocacy**
  – Networking, Power-mapping, or Surveying to create better relationships with community

• **Engages Community around issues**
  – Serve as a resource to assist with meeting education challenges that impact the entire school community

• **Act on social justice initiatives**
  – Understanding of oppression at the individual, group and systems level

• **Act as a Political Advocate**
  – Participates in basic campaign actions, including canvassing, petition signing and e-mail.
How I started

In 2012 I participated in
- 3 Legislative Campaigns
- 2 Community College Governing Board Campaigns

In 2014 I participated in
- 2 Senate Campaigns

As a:
- Graphic Designer
- Coordinator of the Voter Action Network (VAN system)
- Canvassing Organizer
Act as a Political Advocate

• Work with leaders who advocate for the issues that you care for
• Push for a Policy, Bill, Proposition, etc
• Make your voice heard at city council meetings
• Engage through your associations PAC
2014

I founded **Un Pueblo Unido**

Nonprofit organization that focuses on creating a network of resources for low income, minority communities

- Helping students get the necessary documents to successfully apply and qualify for DACA *(Deferred Action for Childhood Arrivals)*
- Increase the low Hispanic parent involvement in student academics
- Organize/host information forums for communities
Act on social justice initiatives

Listen to the issues impacting your students, coworkers, or community in order to find the best way to create an impact:

• **Community Forums**
  – Town Hall
  – DACA/DAPA Clinics

• **Local Membership Engagement**
  – Meetings
  – Professional Development
  – Community Organizing
  – Student Involvement
2015

In partnership with my Local, PUHSD Classified Employees Association, and my State Local, Arizona Education Association:

• We held 5 DACA clinics (Deferred Action for Childhood Arrivals)

• 3 Presentations, through my organization, AEA, and my Local, to train educators on DACA/Supporting Undocumented Students
Engages Community around issues

• Creates and implements an advocacy engagement plan that supports student learning and leading the professions
  – We saw the need for many undocumented students who needed resources and created a Cadre of educators who helped organize forums and advocate for our students
  – We began training teachers on how to support their undocumented students and create a welcoming environment
### Next Steps

- Think about your past roles in your Local Association, Site, or in the community.
  - What kind of role or responsibilities have you had that align with the NEA Advocacy Competency Themes?

<table>
<thead>
<tr>
<th>Leverage Advocacy Practice</th>
<th>Engages Community around issues Supporting student learning</th>
<th>Interprets and acts on social justice initiatives</th>
<th>Leads public education policy reform</th>
<th>Act as a Political Advocate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in power mapping and implements high impact and culturally competent advocacy plans and strategies</td>
<td>Creates and implements an advocacy engagement plan that supports student learning and leading the professions</td>
<td>Designs advocacy plans and strategies formulated from social justice research that impacts educational practices, policies, and profession</td>
<td>Develops credentials and experience in advocacy and collaborates to draft national, state and local public education policy and reforms</td>
<td>Equips members to become more effective advocates by getting them involved in the political process</td>
</tr>
</tbody>
</table>
Different Opportunities for Advocacy

• Media
  – TV
  – Radio
  – Social

• Community Forums
  – Town Hall
  – DACA/DAPA Clinics

• Membership Engagement
  – Cadre Meetings
  – Professional Development
  – Community Organizing
  – Student Involvement
Questions

• Contact Info:
  – Hugo Arreola Tinoco
    arreola.hugo93@gmail.com
  – Nidia Lias
    Nidia.Lias@arizonaea.org
Please complete the evaluation for this breakout session!

Thank you!
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:

  – Example 1 Building Capacity
    • To share with new members how the association is supporting the local community is a great topic to share during 1:1’s

  – Example 2 Member Engagement
    • Starting a group that addresses a need in your local community engages your membership

  – Example 3 Creating Public Relationships
    • The community will recognize your presence and seek you out to support others.
• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at
  www.nea.org/leadershipdevelopment