



THE MOVEMENT PLAYBOOK

An action guide to defend public education



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INTRODUCTION

≡ **Before Elections**

≡ **During Elections**

≡ **Post Elections**

Before Elections

Key Questions:

- 1 Who are your people and what skills and experience do they have?
- 2 What skills do your supporters and leaders need to grow their power and the power of the group?
- 3 How does power work in your school district and community?
- 4 What level of accountability exists in your school district that protects equity?
- 5 What will it take for an equity aligned candidate to be elected to your school district?

LEADERS, BY DEFINITION, HAVE FOLLOWERS

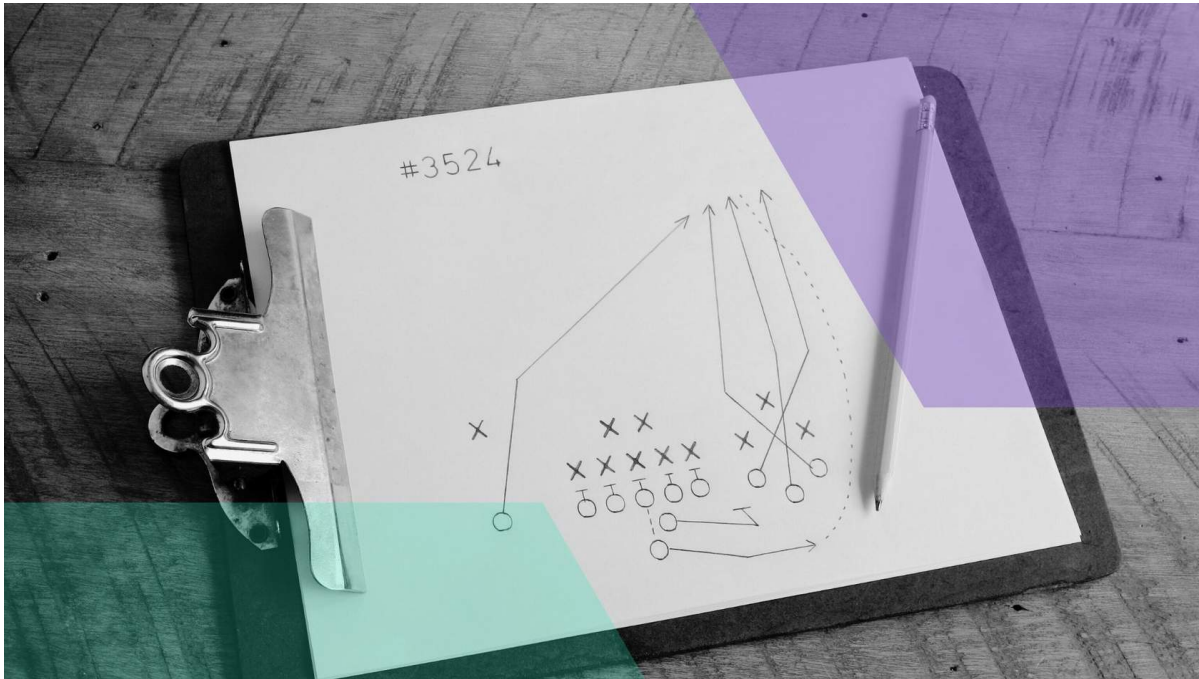
As groups prepare for elections, it is important to begin by developing a base of leaders.



Leaders, by definition, have followers. As groups prepare for elections, it is important to begin by developing a base of leaders. Who are your people? A great start in finding “your people” is identifying the people closest to the problem who share the same values in equity. In the fight to protect our school boards, assessing your organizational skills and capacity for electoral organizing is a necessary early step in preparing for the election.

Even if your next school board election may be a long way out, it is important to consistently build and clean your contact list. Building a list in the field is a way for an organization to identify its supporters, activists, and non-supporters. If you are a new organization, planning activities and events in the field will help you meet new supporters and grow your list. Organizations can begin cleaning their lists by making phone calls with a call-to-action. This process allows organizers to update contact information and strike any contacts who aren't real supporters, giving an organization an accurate list to activate and engage. As you build and clean your list, here are some ideas for events and potential calls-to-action to test your list:

Get Knowledgeable



Click Start below to begin viewing the process of identifying power players

Step 1

Identifying the power players



As the fight to protect our school boards from the culture wars is constantly evolving, it is crucial for organizations to commit to understanding the fight at the local level and identifying the power players. One way we do this is by power mapping.

Step 2

Power Mapping



Power mapping helps organizations understand the degrees of power in your local school district and identify who currently holds significant power on either side of the fight. As you're gearing up for an election, your organization should make a list of parent, student, and teacher-led groups, as well as school board members and other power players that influence decision-making in your school district.

Step 3

Who has significant power?



Once your group has created the foundation for a comprehensive power map, identify the organizations that are ranked with significant power. Are they an opponent or an ally? If they are an ally, do you have a relationship with them? If there are multiple organizations on this map that your organization may identify as an ally, is there a coalition where all groups can work together and leverage their collective power?

Step 4

School Board Members



When it comes to the School Board Members, your group should have an understanding where those members stand on the issues your group cares about. If there is a school board member that may show up neutral or you're not sure where they stand, it is important to find ways to test their stance.

Step 5

Re-election Time



Lastly, knowing when each school board member will be up for re-election next will help your organization identify target districts to start building your supporter base.

Summary

In the ongoing battle to safeguard school boards from cultural conflicts, understanding the evolving dynamics and key influencers at the local level is paramount. Utilizing power mapping techniques is vital for organizations to grasp the power dynamics within their school district and identify significant players on both sides of the conflict. In preparation for elections, organizations should compile a roster of parent, student, and teacher-led groups, along with school board members and other influential figures shaping decisions in the district.

After constructing a comprehensive power map, pinpoint the entities holding substantial sway. Determine whether they are allies or adversaries, and establish relationships with potential allies. If multiple groups align with your goals, explore the potential for collaborations to amplify collective influence. Regarding school board members, it's crucial to gauge their stances on pertinent issues. For uncertain or apparently neutral members, efforts should be made to clarify their positions.

Lastly, awareness of impending reelection cycles for school board members aids in identifying strategic districts to cultivate a supportive base.

[CONTINUE](#)

Make a campaign plan

Targeting and Determining Win Number (6 months out)

TARGETING

This means figuring out how many people you need to turn out to vote in order to win, and then determining who those potential voters are that support your cause.



If you are a nonprofit registered as a 501(c)(3), it's important to strictly focus on the issues in order to remain compliant with election law. It is important to listen to what is being said, proposed, or enacted by your school board. Your strategy and goals must focus on the issues at stake, not the candidates. Voicing direct support or opposition toward a candidate for public office is illegal for a c3 organization.

Of course, different candidates are likely to have different thoughts on your key issues. But as a c3 campaign, your job is to educate voters on the issues and let them decide for themselves how that information will factor into their vote.

In c3 programs, you get to define what your goals are and what winning means to you based on your issues, resources, and campaign strategy.

Whichever strategy makes sense for your campaign, you will have to determine how many people you need to educate about your issues and turn out to vote.

CONTINUE



Expected Turnout

To start, you need to figure out how many people voted in your district's school board elections in recent years. You should be able to find most of that data on your town or city's election website, but occasionally, in very small towns, you have to request the information from the board of elections. It's best to seek out this information sooner rather than later.

Next multiply that expected turnout percentage by the total number of registered voters in your district for your current election. That is the likely number of voters who will turn out to vote in your district this election. **(See image below)**



Add the vote totals for your district seat for the last three elections and divide that number by 3. That is the likely number of people who will turn out to vote for school board in your district this election. **(See image below)**



CONTINUE

SET YOUR GOALS

If most people in your area are already supportive of educational equity and just need to be informed about the issues and reminded to vote, you may want to set your goals primarily on voter outreach and education.



Win Number

Once you have your expected turnout number, your next step is to figure out how many voters you as an organization will work to turn out in order to reach your goals.

This number is your **“Win Number”**. Because c3 campaigns are about issues—not candidates—there isn’t a one-fits-all strategy to win, and winning can mean more than one thing. This is where math meets art in your campaign plan.

If most people in your area are already supportive of educational equity and just need to be informed about the issues and reminded to vote, you may want to set your goals primarily on voter outreach and education. Your goal is to get the word out so people understand the issues they’re voting on and know when and how to vote. In cases like this, base your win number on your resources. Ask yourself: How many volunteers do I have? How much money can I spend or raise for a GOTV program? Plan backwards from election day and plan around what resources you have or expect to have.

Alternatively or additionally, you can set your goals on increasing the number/percentage of people who turn out to vote in the election. A community united in preserving and advancing educational equity has

great opportunity to mobilize their resources in service of their goals, but unfortunately many of us live in communities that are quite divided on what educational equity means, so we have to determine our win number a different way.

If you are in a community divided on educational equity issues, you should work to identify the members of your community who are supportive of your issues through broad voter education. Then, only follow up to remind folks to vote once they've been identified as educational equity supporters. This is the position most of us are in these days.

In these more divided communities, it is best practice to figure out how many pro-equity voters you need to turn out.

You can do this by setting your goal one of two ways:

- 1** Simply identify and turn out a certain number pro-equity voters relative to the overall expected turnout
- 2** ID and turn out pro-equity voters and turn out an increase in the overall percentage/number of people who turnout to vote

Start by asking a few questions about the past three elections and the current election to guide your work:



1. How many people turn out to vote for that seat in each past election?
2. How many votes did 1st and 2nd place each get?
3. What was the vote difference between them?

Put this information in a chart to see it all laid out clearly in front of you. It helps to be looking at the numbers when you think about the next set of questions.

	A	B	C	D	E	F	G	H	
1		District Comparative Historic Election Data							
2									
3		Year 1 Total	Year 1 Winner		Year 1 2nd Place		Year 1 Last Place		
4		#	#	%	#	%	#	%	
5	Place/Seat 1			#DIV/0!		#DIV/0!		#DIV/0!	
6									
7									
8		Year 2 Total	Year 2 Winner		Year 2 2nd Place		Year 2 Last Place		
9		#	#	%	#	%	#	%	
10	Place/Seat 1			#DIV/0!		#DIV/0!		#DIV/0!	
11									
12									
13		Year 3 Total	Year 3 Winner		Year 3 2nd Place		Year 3 Last Place		
14		#	#	%	#	%	#	%	
15	Place/Seat 1			#DIV/0!		#DIV/0!		#DIV/0!	
16									

For single member or one seat districts

	A	B	C	D	E	F	G	H	
1		District Comparative Historic Election Data							
2									
3		Year 1 Total	Year 1 Winner		Year 1 2nd Place		Year 1 Last Place		
4		#	#	%	#	%	#	%	
5	Place/Seat 1			#DIV/0!		#DIV/0!		#DIV/0!	
6	Place/Seat 2			#DIV/0!		#DIV/0!		#DIV/0!	
7	Place/Seat 3			#DIV/0!		#DIV/0!		#DIV/0!	
8									
9									
10		Year 2 Total	Year 2 Winner		Year 2 2nd Place		Year 2 Last Place		
11		#	#	%	#	%	#	%	
12	Place/Seat 1			#DIV/0!		#DIV/0!		#DIV/0!	
13	Place/Seat 2			#DIV/0!		#DIV/0!		#DIV/0!	
14	Place/Seat 3			#DIV/0!		#DIV/0!		#DIV/0!	
25									
26									
27		Year 3 Total	Year 3 Winner		Year 3 2nd Place		Year 3 Last Place		
28		#	#	%	#	%	#	%	
29	Place/Seat 1			#DIV/0!		#DIV/0!		#DIV/0!	
30	Place/Seat 2			#DIV/0!		#DIV/0!		#DIV/0!	
31	Place/Seat 3			#DIV/0!		#DIV/0!		#DIV/0!	
32									

For at-large or multi-seat districts

Finally, the third way to calculate a c3 win number is to determine how many votes it would take for any single candidate to win and turn out at least that number of equity-minded voters. While you cannot take a position on any one particular candidate, this is a good estimate of how many people you will need to educate on your key issues to know you've brought the issues into the election conversation.

These are all equally "right" ways to determine your win number. Which way you do it depends on your overall goals for your community and campaign.

Now that you know your expected turnout for this election and have a sense of what the past few elections look like, you can ask several more questions:

- 1 Was there anything unusual about any of the elections that you should take into account when you determine your win number?
- 2 Did something circumstantial increase or decrease turnout? For example, was there another election happening at the same time that caused turnout to be higher than usual? Was there a contentious bond or state constitutional amendment that increased turnout?
- 3 What about the current election? Is there a hot issue, amendment, contested race, or something else on the ballot that is likely to increase turnout this year? Has the issue been relevant during the last few election cycles or is it something new?
- 4 Are there other c3 groups doing work around school boards? What work are they doing? How much work are they doing? How much of that work does it make sense for your group to take on? Do you have the resources to support that level of work?

Look at the numbers you've put together and, considering the questions you just answered, make your best determination about how many pro-equity voters you as an organization need to turn out to reach your goals.

CONTINUE

SUPPORTERS

Now that you have your win number, let's figure out how many people you need to ID as supporters to turn out for the election.



IDs Needed

Now that you have your win number, let's figure out how many people you need to ID as supporters to turn out for the election. Even if you run a solid GOTV program, you should still expect about 25 out of every 100 voters you've identified to stay home on election day. It's not you, it's them. That means you need to ID more supporters than just your win number to actually hit your win number on election day and win. You need to take into account for those IDed supporters you know will stay home.

That's what this formula does:

WIN NUMBER
= 150

= .75 ×

200 IDs NEEDED

So you need 200 IDs to turn out 150 voters.

You know your win number, you know the number of supporters you need to ID, but how many people do you need to reach out to to hit your ID goal?

CONTINUE

YOUR GUIDING NUMBER

That outreach number is your guiding number for your field plan. That is the number of people you and your volunteers should plan to call, knock, or text.

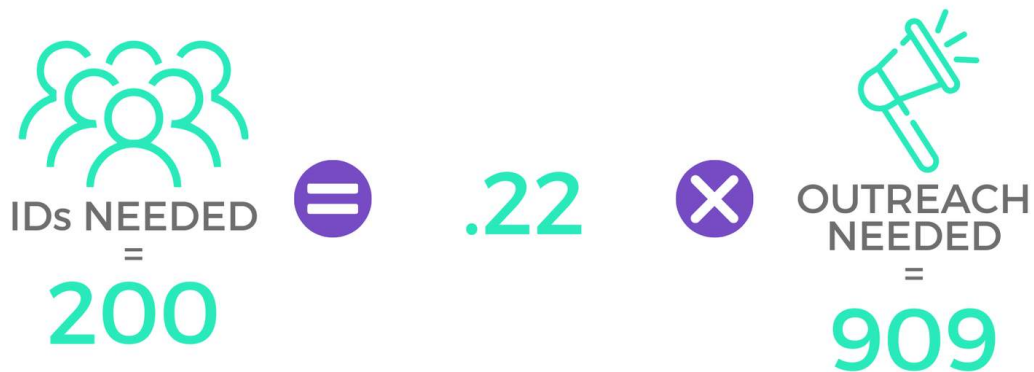


Outreach Needed

To calculate your total outreach number, simply use the formula above. On average, you will only actually speak to approximately 22 out of every 100 voters you attempt to contact. It may be slightly higher in small communities where everyone knows everyone who is calling, knocking, or texting them, but 22 out of 100 is about typical.

The formula below accounts for the extra voters you need to reach out to to reach your needed IDs and hit your win number.

That outreach number, 909 in this example, is your guiding number for your field plan. That is the number of people you and your volunteers should plan to call, knock, or text. Texting is your best bang for your buck in doing your first round of outreach. It's a quick and easy way to break your group down into supporters, people who need more information on the issues, and anti-equity folks you should take off of your list.



So you need to reach out to 909 people to ID 200 to turn out your win number of 150 voters.

You've figured out what winning looks like for your program. Now let's figure out who you need to engage to get that win. Based on your knowledge of your community, will you be most impactful by just turning out people who already agree with you? Is there value in persuading people to agree with you? If so, who? Will you need a different initial message for each group of voters (persuasion vs. turnout only)? What other demographics are helpful for you to think about when you're deciding who to talk with: age, marital status, number of children, religion, race, ethnicity, gender identity, etc.?

As you make your field plan, you'll break these groups down more exactly to design your voter outreach methods.

Making a Campaign Plan & Deciding Your Software (4 months out)

CONTINUE



Field Plan

Once you know your outreach number and you've decided the types of voters you're engaging, you can move on to the how and when.

That's all a field plan is — just the breakdown of how and when you're going to talk with your voters.

Based on your outreach number, plan backwards from your goals and determine how many phone bank, canvassing, or text bank volunteer shifts you need to fill to hit your win number.

Below is a breakdown of the average time it takes to do each voter contact activity. This is going to vary slightly by how well your volunteers understand technology, how well they understand the script, and the accuracy of the voter lists you're using. Once you've trained your folks on the tech and the script, their times should roughly match these averages. If they aren't, dig into why they aren't. Chances are it's something you can fix with training.

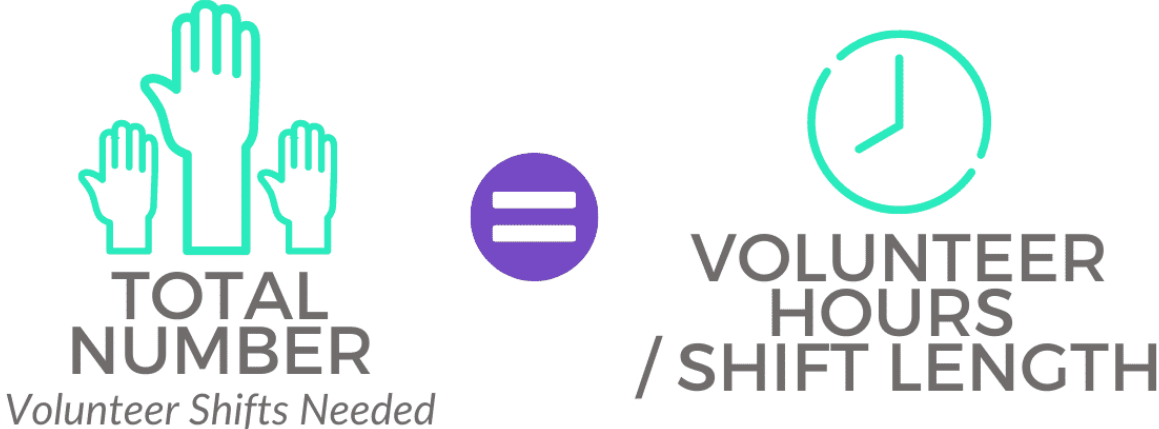
Use the math below to calculate your metrics:

- 4 hours = **125** phone calls made
- 4 hours = **60** doors knocked in an urban area
- 4 hours = **50** doors knocked in a suburban area
- 4 hours = **30–40** doors knocked in a rural area depending on the distance between homes and the lengths of driveways
- 4 hours = **3,200** texts sent (*assumes one press to send each text and pre-loaded one press answers to texts with some time for occasional individualized answers*)

Based on your calculations, how many volunteer hours will you need to meet your goals? How long should volunteer shifts be?

You and your volunteer leaders should decide how long your shifts are. For paid programs, 4-hour shifts are common always use a 4hr shift. For volunteer programs, I use either a 2-hour or 4-hour shifts are common depending on the capacity and interest of your volunteers. You know your volunteers and leaders, so check in with your leaders and together, use your best judgment.

Divide your total volunteer hours by the number of hours in your volunteer shifts to figure out how many volunteer shifts you need to fill.



The diagram illustrates a mathematical formula for determining the number of volunteer shifts required. On the left, three teal hand icons of varying sizes are arranged with the largest in the center and two smaller ones on either side. Below them, the text "TOTAL NUMBER" is written in bold, uppercase letters, followed by "Volunteer Shifts Needed" in a smaller, italicized font. In the center is a purple circle containing a white equals sign. To the right, a teal clock icon is positioned above the text "VOLUNTEER HOURS / SHIFT LENGTH", where "VOLUNTEER HOURS" and "SHIFT LENGTH" are in bold, uppercase letters, and a forward slash is placed between them.

$$\text{TOTAL NUMBER} \\ \text{Volunteer Shifts Needed} = \frac{\text{VOLUNTEER HOURS}}{\text{SHIFT LENGTH}}$$

Now just grab a calendar and plan backwards from election day to schedule the phone bank, door knocking, and text bank shifts you need to hit your goals. That's your field plan.

During Elections

Key Questions

- 1 Who are the leaders on your GOTV team?
- 2 What are the ways to get in front of voters?
- 3 How do you reflect on your data to accomplish your win numbers?

**OPPORTUNITIES
TO TALK**

These are opportunities to talk directly with people in our communities and to hear from them about what matters to them.



Outreach in Practice

There are three main ways that we do direct person-to-person contact in organizing: phone banks, text banks, and canvassing or door knocking.

These are opportunities to talk directly with people in our communities and to hear from them about what matters to them. Which outreach method or methods you use will depend on your budget, your volunteer base, the size of your target list, personal choice, and practicalities like weather.

You may not do a lot of door knocking in January in northern Michigan or in July in Arizona. If your district is small and your target universe is 100 people, you can knock on everyone's door yourself. If your target universe is 25,000, you may want to text the entire universe first to identify supporters, persuadable, and non-supporters. Later, you can follow up with "reminder to vote" texts to supporters and launch a phone bank or canvass to reach out to persuadable and turn them into supporters.

Whatever voter outreach techniques you use, what you say to prospective voters is what matters most in running a successful campaign.

LET'S GO!



UNDERSTANDING THE RAP

A rap is also the basis of all organizing conversations. Once you understand the rap and know how to deliver and coach it effectively, your organizing goes to a whole new level.

Creating and Using a Rap

Rap is short for “rapport.” Organizers use the word “rap” for what some people might call a script. In community organizing, we say “rap” because “rapport” means we’re having a conversation with someone and, while we have an idea about what we want to talk about, we genuinely want to hear from the person we’re talking with. It’s a reminder to do more than read what’s on the paper when you’re organizing. It’s a reminder that this is a conversation and what the other person has to say is just as important as what we want to say. Ultimately, this is about the community, and it matters what the community thinks.

It’s the guideline for how to structure a conversation that gets a person talking and gets them to join us and take action. In this case, that action is to vote!

We all use a version of a rap everyday whenever we make an ask of someone else. From persuading our friends and families to watch a movie we want to watch or go to the restaurant of our choice, most of

us try to persuade people to do something every day. Today we are going to break down the structure of those conversations and practice using them effectively in organizing.

5 Pieces of the rap

There are 5 pieces of the rap: Intro, Issue, Polarization/Agitation, Vision, and Ask/Commitment. The structure is the same whether you are knocking on doors, making phone calls, or meeting with a politician. Once you've practiced, you'll be able to adapt your rap to any situation.

Piece Number One

Intro

The intro is what sets the tone for the rest of the conversation. If your intro isn't strong then the person you're talking with won't stick around for the rest of the conversation, so be sure to have a solid intro ready for every occasion.

Sometimes when we're talking with someone, we are seeking to find out what issues generally they care about. Other times, we want to talk with them about a specific issue we have in mind, like education. Either way, asking questions — and listening to their responses — is crucial to a successful rap. What are the issues within education that they care about? How have these issues affected them and their families?

Piece Number Two

Polarization

Polarization is the part where we get people riled up. We make them angry, but angry with a purpose and direction. We talk about what caused the issue and who has the power to change it. We fire people up and use questions to help them see that their issue doesn't just happen on its own. There are real people making decisions about their issue and those people need to be held accountable for their decisions.

Piece Number Three

Vision

The Vision is where we show people that organizing is the solution. You just got the person angry using Polarization. It would be cruel to not also present them with a solution! Help them see that the situation can be better and all of us getting together by organizing is the solution.

Piece Number Four

Ask or Commitment

The Ask or Commitment section is where we make our ask: Can we count on you to vote? Can we count on you to support our issues?

If people are unsure, remind them of what they said they cared about in the Issue section. Remind them of what riled them up from the Polarization section. We structure the rap as a conversation so

you can remind people about what they said they cared about using their words. That's powerful and effective!

Voter education campaigns have a number of electoral pressure points where we want to adjust our message and our rap. Planning this out is critical to making sure you're sending accurate information and the right compelling message in your rap at the right time.

Each phase of a campaign has a slightly different strategy. While not every campaign will have each phase, there are generally three phases: the I.D. phase, where we talk with potential voters and identify which of them support your cause; the persuasion phase, where we work to persuade voters who aren't fully with us yet; and finally the GOTV, or Get Out the Vote phase, where we encourage people to vote.

That chart is just to illustrate the variety of raps you may have during your campaign.

Talking with Your Voters: All the Raps

Raps	I.D.			Persuade			GOTV		
	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents
Intro to the Org and the Issues									
ID Voters									
Persuade Voters with Vote Plan									
Turnout/GOTV: Early Voting Soon/Now with Vote Plan									
Turnout/GOTV: Early Voting Ends Soon with Vote Plan									
Turnout/GOTV: Election Day Soon with Vote Plan									
Turnout/GOTV: Election Day Today - GO VOTE									

Types of Raps

In the leftmost column of the chart, you see the different types of raps.

The first rap is just to introduce people to the organization and the issues you cover. Even if you're talking with voters who already know the organization, it's still important to frame why you're talking with them about the issues now. Not everyone knows or understands that electoral work is just one tactic of organizing and not an entirely separate thing. Help make that connection for them.

Talking with Your Voters: All the Raps

Raps	I.D.			Persuade			GOTV		
	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents
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Turnout/GOTV: Election Day Soon with Vote Plan									
Turnout/GOTV: Election Day Today - GO VOTE									

GOTV Raps

The GOTV raps are about GOTV: Getting Out The Vote, i.e. turning people out to the polls. They are to remind you that voting is happening soon or right now. If voting is happening currently, you may want to add to the rap any information about rides to the polls or language stressing that this is people's last chance to vote. Typically you only turn out voters you've ID'd or persuaded to support your issues. When and for how long your use each of these GOTV raps will vary depending on whether or not you have early vote and for how long. All programs should do a hard final push for "GOTV Weekend," typically starting the Thursday or Friday before Election Day through a Tuesday Election Day (or 4-5 days before Election Day if it falls on a day other than Tuesday.)

Nothing is radically different in these Turnout or GOTV raps, but the little details are what makes the difference between a campaign doing an average job and running a robust campaign that nurtures success.

Talking with Your Voters: All the Raps

Raps	I.D.			Persuade			GOTV		
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Turnout/GOTV: Election Day Soon with Vote Plan									
Turnout/GOTV: Election Day Today - GO VOTE									

Support or Non-Support

The second rap is to ID voters into supporters and non-supporters.


Talking with Your Voters: All the Raps

Raps	I.D.			Persuade			GOTV		
	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents
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Phases of the Campaign

At the top of the chart, you see columns for each phase of the campaign: ID, Persuade, and GOTV. Underneath each column heading are subheadings. In this example, there are slightly different messages for targeting young adults, parents older than 25, and people over 25 who are not parents. Use targeting in a way that makes sense for your unique campaign. If you don't need a different message for different people groups, you can opt to use one cohesive message. You already know how to talk with your community. This is just formalizing what you already know.

Talking with Your Voters: All the Raps

Raps	I.D.			Persuade			GOTV		
	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents	Young Adults 18-25	Likely Parents 26+	26+ Non-Parents
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Turnout/GOTV: Election Day Today - GO VOTE									

Need Persuasion

The next rap is for following up with voters you still need to persuade. The extent to which you use these first raps will depend on your resources and strategy. Some programs only ID before GOTV, others do both ID and Persuasion before GOTV. The strategy you set in your field plan will dictate which raps you want to use.

The chart gives you a visual ID of all of the raps you could potentially need. The tracker in the resource materials is a more practical way to actually track what you're doing in your campaign. It even breaks down the raps further by type of voter contact. You'll find, for practical reasons, you will need to tweak your raps slightly for doors, phones, text, and other outreach methods. You can't hand someone a commit-to-voting card to sign over the phone, but you can offer to mail them a vote reminder. You can text someone a link to learn more about the issues, but you may have to ask for an email address or cell phone number to give someone that same information if you're talking to them on their landline. The substance stays the same for all voter outreach methods. The rap only changes from outreach activity to outreach activity to meet the practical realities of how you get your message out.

CONTINUE

Recruit leaders and train leaders

For most of the campaigns we run, it makes sense to have one person fill multiple leadership roles on your campaign team. All of them are listed below so you know and understand what work needs to be done, but you can combine positions based on the strength and size of your volunteer base and program.

YOUR TEAM LEADERS



Volunteer Manager



Data Manager



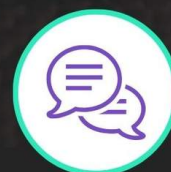
Volunteer Recruitment



Phone Bank Manager

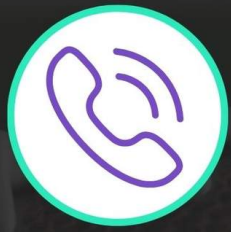


Canvas Manager



Text Bank Manager

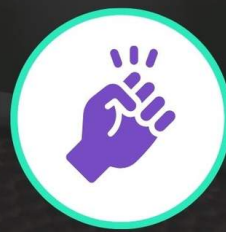
YOUR VOTER OUTREACH TEAM



Phone Bankers



Texters



Canvassers

GOTV is a great way to get supporters involved. Test your current leaders by asking them to bring people with them and give them real work to do. GOTV will bring new people into the work and give you immediate ways to test them. GOTV is a gift. It's simultaneously one of the best ways to recruit your base, help your base develop its skills, and show people the power of organizing through ACTION.

Winning school board races is of course the goal, but GOTV can be so much more than that if it's done intentionally. Our goal is to leave the field better and stronger than we found it and that means helping our leaders develop their skills and making sure they can carry on this work with or without us. That's organizing! Nothing tests someone's skills in the field like a good GOTV program.

One of the most important and most overlooked plans in campaign planning is a solid volunteer training plan. Volunteers are the lifeblood of your program, so it's important to make them feel welcome and keep them busy. There is nothing that will make a volunteer stop volunteering faster than them showing up and not having anything to do or having to wait around as you get organized. Be prepared and be practiced for each phonebank, text bank, or canvass you have.

A volunteer will only come back if they have a good experience volunteering. That means we have to work hard to not only make sure we're running a solid field strategy, but that we're giving our volunteers the skills they need to feel comfortable making the calls, sending the texts, or knocking the doors. If we

want to win, we also need to make sure that we've given them the tools to be effective carriers of our message.

Below is a sample training for your volunteer voter contact events.

Whatever training you do before your phone bank, don't forget to practice the rap at the start and hold a group debrief at the end of the shift. Ask folks what went well and what didn't, and use that information to make your next voter contact event even better!

Pre-Voter Contact Training (20 min)

0:00-0:02 Let volunteers in, Give folks time to log into their tech

0:02-0:04 Thank you and Intro!

- Welcome all, recognize returning volunteers who've done a great job
- Review why we're here, what's at stake and who we're talking with that day

0:04-0:07 Tech Review

- Walk volunteers through the process of getting into the phone/text/knock list and recording the answers
- Flag any notable tech problems, with solutions, that others have run into
- For phone and text programs remind volunteers how to opt people out

0:07-0:10 Rap Focus of the day

- Each day specify a different part of the rap structure for the volunteers to really focus on that day - a good intro, compelling ways to talk about the issues, firing people up enough to take action (vote, volunteer).
- Explain why we're focusing on X today:
 - A good rap is how we turn people out and/or change hearts and minds*
 - A great rap is how we also grow our base and build power in the community*

0:10-0:17 Rap Practice

- Put folks in pairs or do a round robin and give everyone time to practice before they get on the phone

0:17-0:20 Questions/Comments/Concerns

CONTINUE

Reflecting on your data and adjusting

Adjusting your rap and program to the realities of the field:

What can statistics tell you about your rap?

Of the people who you contacted/reached, how many had a conversation with you? This stat can help you determine whether or not your intro is working.

Of the people who you had a conversation with, how many responded positively to your issue? This stat can help you determine whether or not your Polarization section is working.

Of the people who respond positively to your issue, how many committed to taking action with you/your group? The stat can help you determine the strength of your commitment/ask and can help illuminate the strength of your Polarization and Vision sections.

Continued evaluation of your rap against these three stats will help you fine-tune your rap and field program throughout the campaign and ensure you are always using the most effective version of your rap for your audience.

Post Elections

Key Questions

1

How do we measure success?

2

Where do we need to build more power?

After the election is a time to debrief and start again. First the debrief. The debrief should include both election results and your team ability to accomplish your campaign goals.

- How many pro equity voters were engaged?
- Did your group meet the goals of phone and text banking?
- How effective were your scripts?

POST ELECTION

Post election is the time to build enough power to be successful next time. Your group also does not have to wait until the next election to leverage that power.



These questions are important for you all to think through your next steps as a campaign.

Understanding the shifts on a particular school board post election helps your team make strategic decisions for your efforts. Regardless if the equity candidate won or not, your team should begin to plan base building efforts again. The results informs what parts of the district should your team prioritize. If there aren't elections for another 2 to 4 years, your team should consider relational organizing tactics that are grounded in building your base.

If there are a new set of seats up for election next year, this is the opportunity to start building a team of volunteers in the target district and start your electoral organizing again. Lastly, if your group was not successful in turning out enough pro equity voters, that means your team needs more power. Post election is the time to build enough power to be successful next time. Your group also does not have to wait until the next election to leverage that power.

In the fight to keep extremists from influencing our children's educational experience, our responsibility to this commitment is to be consistent. Our work can not stop after an election but to continue to engage with community members around the issues. The steps in this playbook demonstrate a cycle. Once you complete the election cycle, your team should start back at the beginning. We constantly

move out of electoral and relational organizing to continue to hold school boards accountable to the students they serve.

Finish!

