

PSEA ESP JACK CONNOLLY GETTYSBURG SCHOLARSHIP PROGRAM GUIDELINES

I. Eligibility

The PSEA ESP Jack Connolly Gettysburg Scholarship shall be awarded annually to an ESP member for the purpose of attending the PSEA Summer Leadership Conference. Scholarship awards under the program are to be made on an objective and nondiscriminatory basis. Those eligible to receive the Scholarship include those individuals meeting all the following criteria:

1. Those who are ESP members of PSEA in good standing.
2. Those who are new or emerging leaders in a local association. Preference will be given to new leaders in a newly organized local association, or to those who have never attended the Conference before.
3. Those who have not received any other scholarship from PSEA to attend the Summer Leadership conference within the fiscal year for which the Scholarship is being awarded, and those who complete, sign, and apply.

II. Administration

1. Scholarship Number and Amount—

(a) Annually at least one Scholarship will be awarded, provided at least one application form has been received and the applicant meets the minimum criteria.

(b) The amount of the base Scholarship shall be in an amount equivalent to cover the conference fees necessary for dorm room, meals, and classes.

(c) If the selected recipient is a twelve-month dues paying member, the amount of the Scholarship shall also include a supplemental amount to cover 1) weekly net pay if the recipient must use vacation time to attend the conference, or 2) weekly gross pay paid directly to employer if the recipient was granted release time, with pay, from their employer. *Note: A separate Information and Request Form must be submitted by the recipient to obtain this reimbursement.*

2. Selection Committee—

(a) The Scholarship Selection Committee for the ESP Jack Connolly Gettysburg Scholarship shall be comprised of a sub-set of the ESP Board as determined from time to time by the ESP Region President. The Selection Committee shall consist of at least three individuals.

(b) No scholarship awards may be made to individuals or relatives of individuals on the Scholarship Selection Committee.

3. Selection Process—

(a) An application, approved by the ESP Board, must be completed in its entirety by scholarship applicants

(b) The procedure to be utilized by the Scholarship Selection Committee in recommending a recipient for the ESP Jack Connolly Gettysburg Scholarship is as follows:

(i) Each Scholarship Selection Committee member shall individually score the scholarship applicants pursuant to a scoring sheet.

(ii) A composite score shall be compiled from all the Committee member's final individual scores for each scholarship applicant. The composite score shall be the average score of all the final individual scores submitted by Scholarship Selection Committee members.

(iii) The top scholarship applicant shall be selected based upon the highest composite scores of the applications. Tie scores may be broken through additional discussion and evaluation by the Scholarship Selection Committee and potential interviews with the applicants. In the event of a tie, the reason for the selection of one applicant over another must be documented on the scoring sheet.

(iv) Copies of all individual and composite scores shall be maintained by the Selection Committee for one year following the award of the scholarship.

(c) The name of the applicant recommended by the Scholarship Selection Committee shall be sent to the ESP Region Board of Directors for final approval.

PSEA SUMMER LEADERSHIP CONFERENCE
ESP JACK CONNOLLY GETTYSBURG SCHOLARSHIP APPLICATION*

Member ID #: _____ Name: _____
(please print)

Address: _____

Phone: _____

Email: _____

Local Association: _____ ESP Division: _____

1. Will you be holding an officer position in your local association during the next school year? YES _____ NO _____

If yes, which position will you hold _____ and for how long (# of years)? _____

Please state any prior officer positions you have held _____ in your local association and for how long (# of years)? _____

If no, do you desire to hold an officer position in your local association? Please state which position you wish to hold and why. Please also describe your past and current involvement with your local association.

2. Is your local association a newly organized local association (newly organized is defined as in existence less than 5 years). YES _____ NO _____

If yes, please state approximately how long your local association has been in existence.

3. Have you ever attended the Summer Leadership Conference before? YES ____ NO ____

If yes, please state how many times and what School(s) you attended.

(Continued on next page)

4. Which Summer Leadership School are you planning to attend (see attached descriptors)?

5. Please indicate why attending the Summer Leadership Conference and specifically receiving the ESP Jack Connolly Gettysburg scholarship is a high priority for you.

6. Please state any other considerations or extenuating circumstances you wish the Scholarship Selection Committee to consider.

Applications are due by May 30, 2025

Please return the completed application to the below address or email it to swatson@psea.org.

PSEA

Attn: Susan Watson

400 N. Third Street

P.O. Box 1724

Harrisburg, PA 17105-1724

****If the awardee cancels after the July 1, 2025, deadline or fails to show up for the conference, the said member will be responsible for reimbursing PSEA for the cost of the scholarship. Additionally, if the awardee does not attend class or leaves early, they will be charged a prorated amount.***

2025 GETTYSBURG COURSE DESCRIPTORS

BARGAINING BEHAVIOR I

Basic Negotiations

This program is designed for the member negotiator with no or very limited bargaining experience. The focus of this module is on "the basics" of the negotiations process from beginning to end. NEA's Bargaining Behavior Module I program is the basis for the course of study used in this track. Sessions will include the following:

- **Basics** — will introduce the participants to the fundamentals of bargaining: what it is, who does it, as well as a review of significant events in labor history, including the 1970 PSEA march on Harrisburg.
- **The Law** — will acquaint participants with the requirements and timelines of the Public Employee Relations Act (Act 195) and Article XI-A of the School Code (Act 88) as well as Act 1, the scope of bargaining and bargaining of non-mandatory issues.
- **Terminology** — will familiarize the participants with the lexicon of negotiations.
- **Initial Preparation for Bargaining** — will provide: an overview of the typical bargaining process including the importance of data collection, a review of the essential elements of the bargaining committee/team make-up, the importance of member involvement and procedural justice, compensation awareness, the development and analysis of proposals and contract language, and the first study of bargaining strategy.
- **Developing Bargaining Skills** — will introduce participants to the concepts of team building, reaching decisions through consensus, conflict resolution, verbal and non-verbal communication, and dealing with dysfunctional behavior.
- **Alternative Styles of Bargaining** — will review expedited bargaining, early-bird negotiations, collaborative negotiations, etc.
- **Impasse Procedures** — will provide basic information on mediation, fact finding, and arbitration as ways to resolve impasse in bargaining.
- **Selling the Tentative Agreement to the Membership** — will suggest methods for assuring ratification by the general membership.
- The course will also include sessions on sound salary schedule practices and healthcare issues in bargaining.

BARGAINING BEHAVIOR II

(Limited to a maximum of four groups of 12 for a total of 48 participants)

Dilemmas Of Bargaining

This module is designed to develop and enhance verbal and behavioral skills that can be used at the negotiations table to positively impact the outcome of the bargaining process. The structure of this module is both sequential and intense in design. The training components require the participants to actively participate in simulations and exercises involving verbal skills, dilemmas of bargaining, table tactics, and behavior. Both digital recording and peer review are utilized to provide constructive feedback to participants. The program runs four days, Monday through Thursday. Class usually ends around 3:00 pm on Thursday. Persons who would benefit most from this program are those planning to be table team members.

Due to the design of this training, a total attendance commitment is required. If you will not be able to attend all sessions and stay until the completion of the course on Thursday, please do not sign up for this course.

***** Completion of Bargaining Behavior I is a prerequisite for enrollment.**

LEADERSHIP SCHOOL

Leadership Basic Training (Formerly Leader A)

Introduction to the Association and Union Basics

The participants will be introduced to PSEA as an organization and build skills relevant to union work.

Topics will include:

- Introduction to PSEA as an Organization
- Advanced Building Rep Training
- Basic Organizing
- Interpreting Your Contract

The goal of Leadership Basics is to provide participants with a broad overview of skills necessary for Association work. The intent is to provide a solid foundation of skills to build on and encourage future participation in the Association.

Leadership Intermediate Training (Formerly Leader B)

This program will provide training to those who are new to or are considering entering Association leadership roles.

- You will examine the qualities of leadership from your perception, as well as others.
- You will receive information that will help you make the transition from member (who asks the questions) to leader (who has the answers).
- Each leader has his/her own style of communication. What is yours? You will find out in this session.
- The Presidents Resource Manual (PRM) will serve as your guide to answering members' questions. Exercises will show you how to use this tool to your advantage.
- How you recruit non-volunteers and team development will be explored.

It is the goal of the Intermediate Leadership Track to develop not only basic skills, but also a broader base of knowledge for leaders. It is impossible to teach you all the answers in one week. Our intent is to show you where to turn to find the answers you need. ESP members who register will be placed in the same section so that we can better meet your needs.

Leadership Advanced Training (Formerly Leader C)

You have acquired the basic skills and information necessary to fill a leadership role. Now we begin to enhance those skills by:

- Delving into inclusive leadership that actively identifies new leaders
- Identifying loci of power and harnessing that power for good
- Providing insight into effective leaders-effective locals
- Understanding how to talk to various audiences about your local and what it does
- Developing a messaging forum that influences and inspires members
- Providing a forum for you to explore and analyze current professional and political trends

Equitable and Inclusive Leadership (Leader E)

Strong leaders are those who consistently and persistently strive to include everybody in their circle of leadership. In order to do this effectively, we must critically evaluate our own identities, biases, and the context in which we are seen by our members, students, and all educational stakeholders. To that end, participants will:

- Work collaboratively to discuss how our understanding of racial and social justice helps foster stronger, more powerful union teams

- Explore personal identity in order to analyze privilege and its challenge to strong leadership
- Understand the history of redlining as its current impact on our communities and our schools
- Delve into implicit bias and recognize how understanding our biases is essential to creating an inclusive leadership climate
- Share successes and challenges of developing inclusive leadership teams
- Build strong bonds with other participants who are also doing the work of union leadership

We invite members in all stages of leadership to join us in this impactful, important work!

ESP CORE SCHOOL

ESP CORE School is for ESP leaders who have never attended the Gettysburg Leadership Conference or have attended the conference, but not Core School. Sessions will provide an overview of PSEA as an organization and focus on various content areas pertinent to new leaders. There are a multitude of topics covered, giving participants a brief introduction to many other schools offered at Gettysburg. Maximum capacity for this school is 40.

Scholarship funding is available for a limited number of ESP CORE School participants. ESP locals may pay for non-scholarship participants as space allows.

Do not register for ESP CORE School with the enclosed application! If interested in ESP CORE School, please contact the PSEA Director of Special Field Programs, Nate Greenawalt, in PSEA Headquarters at ngreenawalt@psea.org or 717-255-7104 to request a registration packet.

GOVERNMENT RELATIONS SCHOOL

There has never been a more important moment in history to take your advocacy to the next level! Learn to use your voice, your stories, and your actions to protect public education, empower your students, and elevate your profession – at the local, state, and federal level.

Your voice MATTERS.

Your advocacy MATTERS.

Your vote MATTERS.

Join us in this year's Government Relations School, where we will harness the collective power of educators to defend and strengthen public education – on your school boards, in the state legislature, and in the US Capitol. Throughout the week, participants will develop skills in effective advocacy, grassroots organizing, and strategic communication—ensuring that public schools remain strong in the face of growing challenges at both the state and federal levels.

New participants will engage in Advocates for Children and Education (ACE) training, learning the fundamentals of grass-tops advocacy, storytelling, and relationship-building with policymakers. ACEs are an increasingly critical team of PSEA members who build long-term relationships with elected officials - making them some of the most influential advocates for public education and labor in Pennsylvania.

Returning participants will take a deep dive into advanced advocacy strategies, including effective communication techniques and electoral campaign engagement.

Experts will provide critical insights into the most pressing legislative and policy threats, from your own school district to Harrisburg to Washington D.C.—including federal level efforts that could undermine public education as we know it.

Throughout the week, educators will hear from elected officials, policy experts, and advocacy leaders. Participants will put their training into action with a visit to the Capitol on Wednesday, July 23, to directly engage with policymakers and make their voices heard. Public education is under attack. Your advocacy is the defense. Your voice is our best tool. Our collective action is the firewall that will protect Pennsylvania educators and public schools.

Scholarships are available through region leadership for first-time attendees.

BUILDING LOCAL POWER SCHOOL

Building Local Power is the leadership school you need. Before you can take collective action in bargaining, before you can fight grievances, and before you can effect legislative changes, your union must do the foundational work to build strong, internal systems that make your members feel welcome, valued, and empowered. *Building Local Power* takes a deep dive into engagement organizing—turning the resources you have into the power you need to make the change you want. Through highly interactive and hands-on training, participants will learn what it takes to build local power and develop the leaders and member activists necessary to win issues, settle grievances, and bargain better contracts. Locals are encouraged to send a team of participants; however, individuals are also invited to register. Please note that this class is limited to fifty participants.

EMERGING ISSUES

Sometimes it feels as if the entire education world is being turned upside down. What's new? Can it be bargained? What language should be used when bargaining it? This class will discuss how and what has emerged in the past year and suggest language for bargaining. Additionally, the course always looks at the bargaining mainstays: Bargaining a healthy salary schedule, the ins-and-outs of healthcare, evaluations, and more.

ORGANIZING COMMUNICATIONS SCHOOL

LOCAL CAMPAIGNS TRACK

The OCS Local Campaigns Track will provide member activists with in-depth training on planning, launching, running, and successfully concluding all types of campaigns that they will need to improve the strength and vitality of their locals and communities.

The curriculum is administered by the Region Advocacy Coordinators (whose primary role within PSEA is to work with locals on all types of campaigns) with sessions and material interspersed from the OCS Interactive Technology and Communications Advocacy Tracks. The cyclical nature of campaigns and a focus to shift culture at a local level to incorporate organizing in daily practice will be part of each component.

The OCS Local Campaigns Track will focus on a different style of locally-oriented campaign each day, including:

- Member engagement, recruitment (new hires and potential members), and retention campaigns
- Negotiations organizing and strike planning and operations
- Political and school board campaigns
- Positive public relations campaigns, community outreach and building coalitions
- Issue advocacy separate from negotiations

The OCS Local Campaigns Track will feature resource identification, best-practices, case studies, and hands-on learning experiences that member activists can take directly back to their local for immediate implementation. Attendees will receive training and materials that will allow them to be true assets to the leadership team of any local.

ORGANIZING COMMUNICATIONS SCHOOL *continued*

COMMUNICATIONS ADVOCACY TRACK

(Limited to 30 participants.)

You have a voice, and you can make a difference. Educators are often ranked among the most trustworthy professions out there. When teachers and support professionals speak up, lawmakers, community leaders, and your neighbors listen.

As a union, we come together to lift our voices up and make a difference. Together, we've advocated for effective education policies in Harrisburg— from equitably funding our schools to creating the student teacher stipend program to improving student mental health and school safety. We have helped secure new opportunities for career and tech students and adopt smarter approaches to high-stakes standardized testing.

We've also fought back bad policies designed to undermine our union. We've taken on billionaire-funded front groups that want to elevate privatization and profit over public education. We've fact-checked the corporate education "reformers" and put real-life classroom experience front and center.

Can you as a PSEA member lift your voice, too, to make a difference for your students, your schools, and your communities?

The answer is YES – by **becoming an effective advocate!**

Polls consistently show that public education is among the top issues for voters. We made that happen — through consistent and effective messaging and advocacy. Learn how.

In the **Organizing/Communications School Communications Advocacy Track**, you'll learn the science behind effective messaging and advocacy – the best language to use, the delivery techniques that will make people listen, the strategies to counter "conventional wisdom," the technology to amplify your message, and the way to recruit people to support your cause whether it's education in America or a better contract for your colleagues.

ORGANIZING / COMMUNICATIONS SCHOOL *continued*

INTERACTIVE TECHNOLOGY TRACK

NEW FOR 2025: PSEA IT has a new and upgraded free local website platform for all PSEA locals. Our instructors will help members develop their local's website whether starting from scratch or migrating their existing website.

Every local association in PSEA has a rich story to tell. You and your fellow members make a difference in the lives of your students and your school community. Whether it's volunteering at a neighborhood event or giving back to students in need, or advocating for each other, tell your stories. It is an important way to build a relationship with your community, fight back against attacks on unions and collective bargaining, and get the good news out about our public schools.

Telling your story only works if you have the tools to get the story out. The best way to do that is by using 21st century technology to meet people where they consume information. That may be on a website for your local, or in a Facebook or Instagram thread or with short online videos. Web and social media tools are also the best way to keep the lines of communication open with your members.

In the **Organizing/Communications School Interactive Technology Track**, you'll learn about all the online and social media tools you'll need to succeed!

In the Interactive Technology Track, you will:

- UPGRADED LOCAL WEBSITE PLATFORM
- construct a fully operational, content-rich local website by week's end,
- learn to utilize website content and graphics, blogs, and other online tools,
- responsibly and effectively employ social media like Facebook, Instagram, and Twitter for your local,
- develop accurate and reliable internal and external communications systems, and
- neutralize attacks and increase advocacy using new media techniques.

Note: Interactive Technology track participants **must** receive approval as local website administrators from their local presidents to participate.

GRIEVANCE SCHOOL

GRIEVANCE I

Grievance I is designed to provide a very basic yet comprehensive overview of how grievance processing works. It is designed to give the participant information in a sequential manner requiring the subsequent use of the basic concepts to solve sample problems throughout the training period. These problems will embody the various models of instruction (including such components as terminology, just cause, fair representation, past practices and negotiating a settlement) and will require the participants to formalize grievance issues to the arbitration point. The instruction will include role playing, group activities, and lecture. Participants will write grievances based upon interview of grievant, gathering available data, conferencing with instructors, and critiquing the proper procedure to complete the grievance.

The instruction in the school will be supplemented with materials such as worksheets, forms, Act 195 (Act 88), and other documents that will enhance an individual's references necessary to work effectively with the grievance process in a local.

Participants MUST bring their Local Contract to the Grievance School.

The individual Local Association Contract is used extensively during classroom work.

GRIEVANCE II

Grievance II is designed to build on the information presented and skills taught in Grievance I. After a review of the information presented in Grievance I, participants will continue to hone their grievance writing and advocacy skills. Participants will discover what attorneys expect from grievance chairs and how arbitrators approach their decisions based on what is presented at arbitration. The participants will also explore an alternative to arbitration, grievance mediation. The instruction will include role playing, group activities, and lecture.

The instruction in the school will be supplemented with materials such as worksheets, forms, Act 195 (Act 88), and other documents that will enhance an individual's references necessary to work effectively with the grievance process in a local.

Participants MUST bring their Local Contract to the Grievance School.

The individual Local Association Contract is used extensively during classroom work.

Grievance II is offered for those who have attended Grievance I. Thus, Grievance I is a prerequisite for participation in Grievance II. Space in this track is limited.