

A *Guide* to CTA's

# HUMAN RIGHTS AND COMMUNITY OUTREACH

Programs and Services



California Teachers Association

2010

A Guide to CTA's  
**HUMAN  
RIGHTS AND  
COMMUNITY  
OUTREACH**

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Programs and Services

Advancing Human Rights  
and promoting  
Community Outreach  
within the Association



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# **CTA Human Rights and Community Outreach Department**

## **Human Rights Mission Statement**

The Human Rights Department advocates equity in all aspects of CTA activities. The department engages staff, membership and the public in Human Rights and social justice activities designed to empower all public school children and educate teachers and students to accept different cultures and sexual orientations, thus promoting understanding and tolerance of all differences.

Therefore, the intent of the Human Rights Department is to promote positive human relations and improve the education of all students with a focus on equitable access to public education by focusing on the following concerns:

- A quality education for all students
- Respect and dignity for all students and teachers
- Recruitment and retention of a diverse teaching force
- Education on human/civil rights issues
- Empowerment of diverse communities to take part in educational decisions

## **Community Outreach Mission Statement**

Community Outreach provides statewide services to local chapters, UniServ units and Service Center Councils in support of community engagement projects. The goal is to build strong, collaborative relationships between communities and local chapters in each of the four CTA regions. These efforts focus on developing projects and partnerships in support of public schools and their surrounding communities.

## **Your Human Rights Staff**

### Burlingame Office

650/552-xxxx

James F. Thrasher, Ed.D., Assistant Executive Director . . .x5319  
Manuel Ayan, Manager Special Projects . . . . .x5204  
Quinnetta Gill, Assistant to Manager . . . . .x5313  
Gail Watts, Regional UniServ Staff, Region I . . . . .x5346  
Annette Barroso, Support Staff . . . . .x5345  
Janeya Collins, Secretary V . . . . .x5446

### Region 2

Rowena Russo, Regional UniServ Staff . . . . .916/288-4941  
Kelly Henderson, Support Staff . . . . .916/288-4931

### Region 3

Reena Doyle, Regional UniServ Staff. . . . . 562/478-1345  
Ingrid Williams, Support Staff . . . . .213/251-8088

### Region 4

Lisa Adams, Regional UniServ Staff . . . . .951/372-2503  
Gina Domenici, Support Staff . . . . .951/372-2506

### Orange Office

Pat Fuentes, Publication Specialist . . . . .714/978-8865

## **Your Community Outreach Staff**

### Burlingame Office

James F. Thrasher, Ed.D.,

Assistant Executive Director . . . . .650/552-5319  
Annette Dancel, Support Staff . . . . .650/552-5468

### Region 1

David Hernandez, Regional UniServ Staff

Annabel Roque, Support Staff . . . . .510/357-1806

### Region 2

Donnell Jordan, Regional UniServ Staff . . . . .916/288-4937  
Shelbie Cassella, Support Staff . . . . .916/288-4925

### Region 3

Margaret Hoyos, Regional UniServ Staff

Ingrid Williams, Support Staff . . . . .213/251-8088

### Region 4

Barbara Smith, Regional UniServ Staff . . . . .951/372-2529  
Alice Correa, Support Staff . . . . .951/372-2502



## **Training Programs and Workshops**

The CTA Human Rights Department provides a variety of workshops and training programs that are presented by cadres of volunteer teachers and counselors specifically trained in the content area.

### **Requesting Training**

Contact the Human Rights Department to schedule workshop dates and times. Workshops may be requested by Chapter Presidents, Human Rights and Women's Issues Contacts, Service Center Councils Chairs and primary contact staff.

### **Cost**

Workshops are presented at no charge. Requesters are expected to provide appropriate training facilities, A/V equipment and refreshments as needed. Handout materials are shipped by the Human Rights Department to the training location prior to the workshop. Trainers will bring their own training materials.

### **Districts**

Districts requesting workshops will be charged a \$5.00 per person materials charge and travel, lodging and release time for trainers, if required.

More information on these training programs is available at the CTA website: [www.cta.org](http://www.cta.org)



# Academic Achievement

In order to create an environment for academic achievement, a wide variety of social issues that impact the classroom must be addressed. These training programs are designed to expand knowledge, develop skills and provide instructional strategies and resources in order to create an environment of respect, reduce feelings of isolation and promote a community of caring.

## Training Programs

- ▶ California Challenge: A Program for Celebrating Diversity
- ▶ High Risk Program



## **CALIFORNIA CHALLENGE: A Program for Celebrating Diversity**

### Description

California Challenge was developed in response to the increasingly critical issues surrounding student diversity in our schools. It's purpose is to foster understanding, acceptance and constructive relations among people of many different cultures and language backgrounds. Skills for problem-solving in culturally diverse and sensitive educational environments are presented. Activities for utilizing the diversity of the classroom for enrichment are provided.

### Time

This twenty-four (24) hour training series consists of eight (8) three-hour components.

### Participant Limit

Minimum 15 participants to a maximum of 50.

1. Ba Fa, Ba Fa  
This fun, interactive cross-cultural game provides participants an opportunity to walk in another's shoes and grow from the experience. You will learn and practice "your" culture while trying to "integrate" into another, which the changing demographics require us to do daily. Come live and learn.
2. Understanding Cultural Diversity  
Teachers have the role of helping students understand the various aspects of culture and how to live and learn successfully in a multicultural society. This session focuses on concepts and strategies for fostering understanding and constructive relations amongst young people and adults.
3. Communicating Across Cultures  
Students from various cultural backgrounds enter our schools bringing their own language, culture and world view. There are effective techniques that provide a sound learning environment across cultural lines. These strategies will be presented so you and your diverse student groups will be successful.
4. Culture and Conflict  
With increasing diversity in our schools, situations arise daily that highlight our differences, which sometimes can lead to misunderstandings. This session will present problem solving information and strategies that clarify misunderstandings and work towards finding mutually satisfactory resolutions.
5. Language, Learning and Culture  
Language affects the way we view the world and helps to shape our culture. Students' languages and cultures are inextricably linked to their learning processes. As teachers, we must appreciate and understand the complexities of language acquisition and be prepared to deal with the challenges of teaching the English language learner.
6. Multicultural Classroom, Part I  
Design your own multicultural classroom by determining your teaching style, by analyzing your curriculum materials and by

examining your students attitudes that affect their predisposition to learning. Discover strategies for creating a truly multicultural classroom.

7. Multicultural Classroom, Part II

Examine your students' learning styles. Discover cooperative learning strategies. Share and discuss teaching techniques that work in a multicultural setting. This session brings all these ideas together and helps prepare you to "teach multiculturally."

8. Five Steps to Planning

Follow five simple steps to creating your own multicultural curriculum. This session is the culmination of the previous seven California Challenge workshops and builds upon the knowledge, skills and experiences gained by participating in this training series.

## **High Risk Program**

### Description

This program consists of five (5) individual workshops designed to help teachers deal with the difficult problems they confront in teaching at-risk students.

### Time

Recommended time – 3 hours for each workshop (can be condensed to 2 hours or 90 minutes depending on the workshop).

### Participant Limit

Minimum 15 participants to a maximum of 50.

1. Gang Awareness

(Time: 90 min.-3 hours)

No longer strictly a problem of the inner city, gangs are pervasive across all ethnic, gender, socioeconomic and geographic boundaries in California. This workshop provides information about youth gangs in California, and more importantly, why students join. The role of teachers and schools in gang intervention is thoroughly discussed. This

workshop also provides for developing a plan of action for participants, schools and communities.

2. Self Esteem (Time: 90 min.-3 hours)  
This informative workshop is designed to help teachers and other education employees learn strategies for enhancing self esteem in students. Self esteem is a critical factor in both student and teacher performance. At the heart of student behavior is the ability to make wise and safe decisions. A person's self esteem is a key contributor to those decisions.

3. Gay, Lesbian, Bisexual & Transgender Youth: Breaking the Silence  
As students struggle to deal with gay and lesbian issues, educators need factual information so they can correct the misinformation about homosexuality. This training will provide participants with strategies for reducing hostilities towards gay and lesbian students and learn ways to create a safe free learning environment for all students. In addition, participants will learn what their Chapters and Service Centers can do to promote tolerance and understanding of these issues.

Components - What's It All About (Time: 20 min.-30 min.)  
Introductory information on Gay, Lesbian, Bisexual and Transgender Youth Program. This 30 minute segment precedes each component.

- a. Module 1- What We Know (Time: 70 min.-90 min.)  
Presents factual information about homosexuality and raises awareness of the negative impact of homophobia and heterosexism on all students. An opportunity is provided to identify problems in the school environment-affecting students.
- b. Module 2- What We Can Do (Time: 90 min.-3 hours)  
Reviews the negative impact of homophobia and heterosexism on all students. Provides strategies for helping educational employees to reduce hostility toward gay, lesbian, bisexual and transgender students.

- c. **Module 3 - What We Can Teach** (Time: 70 min.-90 min.)  
Provides an opportunity to include curriculum about sexual orientation, sex roles and gender identity to enable youth to understand and develop healthy attitudes toward gay, lesbian, bisexual and transgender students.
  - d. **Module 4 - How We Can Lead** (Time: 70 min.- 90 min.)  
Identifies a role for local chapters in resolving some of the problems and issues regarding gay, lesbian, bisexual and transgender students and members. Participants develop an action plan for ensuring educational opportunity at the local level.
4. **Child Abuse & Neglect** (Time: 90 min.-3 hours)  
The incidents of child abuse in California have risen steadily from 713,391 in 2004 to 905,000 in 2006. This workshop focuses on what constitutes abuse and neglect, and how to recognize its signs and symptoms. The California law that defines the duties imposed on teachers in reporting suspected cases of child abuse and neglect is reviewed.
5. **Reducing the Risk: Teen Suicide** (Time: 90 min.-3 hours)  
The Surgeon General has declared suicide a “serious public health problem.” This workshop deals with the sensitive area of teen suicide. It is designed to increase knowledge of stressors related to suicide and review warning signs. Participants will develop skills to approach students with suicidal tendency behavior, build a comprehensive suicide prevention plan and learn about postvention goals and procedures. Resources for developing resiliency and “asset building” are provided.



# Leadership Training

Programs designed to promote the value of diversity at all levels within CTA with the intent of increasing the number of minorities and women in leadership roles.

## Training Programs

- ▶▶ Women's Leadership Training Program
- ▶▶ Running for Office Program
- ▶▶ Ethnic Minority Leadership Development Program
- ▶▶ Gay, Lesbian, Bisexual and Transgender Leadership Development Program



## **Women's Leadership Training Program**

### Description

Over 70% of the teaching force is made up of women. This leadership training is designed to ensure that the next generation of women members will be prepared for leadership roles. There are 4 groups of workshops:

- Personal Assessment Leadership Skills
- Organizational Analysis Skills
- Personal Leadership Skills
- Group Process Skills

### Time

It is recommended that an entire program be considered for all day Saturday. Half day trainings and individual sessions may also be scheduled. Check each workshop for time.

### Participant Limit

Minimum 15 participants to a maximum of 50.

## **Personal Assessment Leadership Skills**

This program is designed by women for women to discover how they perceive themselves as well as how others see them so they can move into leadership roles.

1. Who Am I?\* (Time: 90 minutes – 2 hours)  
Do you know how to assess your self-esteem? This workshop explores ways to develop a positive self-concept.
2. What's Your Style?\* (Time: 90 minutes – 2 hours)  
What do you have to do to overcome the “old guard” and move into leadership? Learn about assertive behavior and how to handle criticism.
3. Stressed?\* (Time: 90 minutes – 2 hours)  
Learn helpful “tips” for managing stress in all aspects of your daily life. Discover how life changes and your behavior impact your stress level.
4. Can't Say No?! (Time: 30 minutes)  
Learn techniques for organizing your life and managing time. Know when to say “NO!”
5. Do You Know...?  
Women have held significant leadership positions since the development of the Women's Leadership Training Program (WLTP). The CTA's WLTP has played an important role in helping and encouraging women to be the driving force for women's and girls' issues. Do you know? A historical perspective on the involvement of the women's movement in CTA and NEA is illustrated along with an overview of the Association structure.

\* These workshops can be adapted for classroom use.

## **Organizational Analysis Skills**

This program focuses on empowerment. Experience decision making skills in both personal and professional life.

1. Women and Power (Time: 90 minutes)  
Do you link “women” and “power” in the same thought?  
Learn about sources of power and how to use it effectively.
2. Making Choices (Time: 90 minutes)  
(minimum of 25 participants)  
So many decisions, so little time... Experience interactive approaches to making choices. Explore ways to implement and evaluate the decisions that affect your life.

## **Personal Leadership Skills**

This program allows participants to explore individual values and develop goals. Goal setting options are evaluated and compared with individual values.

1. Values! (Time: 90 minutes)  
What are your core values? Are you using them to determine your goals? Learn some strategies to recognize your ideal and real values.
2. Step in the Right Direction (Time: 90 minutes)  
How are you spending your time? Does it reflect what you say you value? Learn to harmonize your beliefs with your actions.

## **Group Process Skills**

How to establish common goals with diverse groups.

**Participants should include diverse groups of women and men.**

1. Sex, Race and CTA (Time: 90 minutes)  
Examine the multicultural, gender equity and behavioral characteristics of women and men leaders.
2. Are You Listening? (Time: 90 minutes)  
Learn to use attending, observing and listening skills in order to become a responsive leader.

3. Count Me In! (Time: 90 minutes)  
Are you an inclusive leader? Explore inclusive leadership skills and activities for use in the Association.

## **Running for Office Program Description**

Whether you are running for a leadership position in your Association, making the leap to public office or just becoming part of the campaign team - this training is for you! This training is open to all CTA members, male and female.

You will develop skills in:

- Making the decision to run
- Preparing the campaign
- Campaign budgets
- Presenting the candidate
- Speech writing and delivery

### Time

One and a half days of training are recommended. Sessions are 45 minutes to 2 hours long.

### Participant Limit

Minimum 15 participants to a maximum of 50.

1. Introductions and Overview (45 minutes)
2. Making a Decision to Run (90 minutes)
3. Preparing Your Campaign (45 minutes)
4. Budget (45 minutes)
5. Presenting Yourself (45 minutes)
6. Speech Writing and Presenting (90 minutes)
7. Running for Public Office (2 hours)

# **Ethnic Minority Leadership Development**

## Description

This training program was designed to promote the value of minority involvement at all levels within CTA with the intent of increasing the number of minorities in leadership roles.

## Time

The program consists of a core of 4 components that are to be presented in an 8-hour workshop sponsored by the service center council or local chapter. Consultation with the Human Rights and Community Outreach Department is recommended for assistance in program planning.

## Participant Limit

Minimum 15 participants to a maximum of 50.

1. Understanding the System – Association Accessibility  
This session presents an overview of the National and State Association governance and program structures with a focus on local responsibility to access power.
2. Communication for Effective Leadership  
This session deals with the importance of good communication with a focus on interpersonal skills, group articulation, and intergroup dynamics. Included is a survey of communication styles.
3. Obstacles to Association Involvement  
This session examines difficulties experienced by minority members in becoming successfully involved in association activities and programs.
4. Empowerment for Leaders  
This session focuses on the definition of power and how leaders use power to achieve their goals within the Association. Attention is given to campaign strategies.

# **Gay, Lesbian, Bisexual and Transgender Leadership Development Program**

## Description

The Gay, Lesbian, Bisexual and Transgender Leadership Development Committee developed this workshop to help gay, lesbian, bisexual and transgender members develop leadership skills at all levels within the Association.

## Time

The program consists of a core of 4 components that are to be presented in an 8-hour workshop sponsored by the service center council or local chapter. Consultation with the Human Rights and Community Outreach Department is recommended for assistance in program planning.

## Participant Limit

Minimum 15 participants to a maximum of 50.

### 1. Understanding the System

This component presents an overview of the National and State Association governance and program structures with a focus on accessing power and programs.

### 2. Communication for Effective Leadership

This component deals with the importance of good communication skills for leaders. Included is a survey of communication types.

### 3. Obstacles to Association Involvement

This training session examines difficulties experienced by gay, lesbian, bisexual and transgender members in becoming involved in association activities and programs.

### 4. Empowerment for Leaders

This component focuses on empowering gay, lesbian, bisexual and transgender members for leadership in the Association and their responsibility as local Association leaders.



## Enhancing Public Education

These workshops are designed to promote the value of public education.

### Time

Recommended time is 90 minutes to 2 hours.

### Participant Limit

Minimum 15 participants to a maximum of 50.

Human Rights Department Staff are available to provide customized workshops designed to meet the needs of locals, members and students. Human Rights staff assistance can be requested through your local Primary Contact Staff. Some topics include, but are not limited to the following:

- Strategies for Closing the Achievement Gap
- CARE (Culture, Ability, Resilience, Effort)
- Moving Towards Cultural Competency
- Exploring Unconscious Bias
- Dealing with Bullying in the Classroom
- Creating Activism Through Human Rights Issues
- Multiple Generations: From Candid Camera to YouTube
- Human Rights and Women's Issues Contact Training
- Leadership Skills
- Dealing with Conflict
- Cross-cultural Communication



## **Unconscious Bias**

This program was designed to raise awareness of Unconscious Bias and its effects on student learning. We will begin by examining what unconscious bias is and its impact on us as individuals and as members of the educational community. This new learning will enhance the effectiveness of our existing skills in order to transform our public schools.

### Time

This eighteen (18) hour training series consists of six (6) three-hour components. Consultation with the Human Rights and Community Outreach Department is recommended for assistance in program planning. This is truly an ongoing training. Commitment is of utmost importance for success.

A three (3) hour overview is also available.

### Participant Limit

Minimum 15 participants to a maximum of 50.

Components include:

- Unconscious Bias is it Real?
- Implicit Bias
- The Assumptions We Make
- Power and Privilege
- Moving Towards Cultural Competency
- Engaging the Community for Collaborative Action

More information on these training programs is available at the CTA website: [www.cta.org](http://www.cta.org).



# Community Outreach

## Introduction

The Community Outreach goal is to provide services to local chapters, UniServ units and Service Center Councils, by working within communities to facilitate involvement in meeting the needs of students and their parents. These efforts are reflected through developing projects and partnerships in support of public education. Community Outreach enlists the involvement of CTA members by using member support in outreach efforts.

Current projects include:

Community Organizing - These workshops provide the participant with skills necessary to build a community outreach organizing plan. Participants will actively engage in activities, conversations and work in collaborative groups to gain a better understanding of the importance of organizing in the community.

- Together We Are Better
- The Missing Puzzle Piece To Building A Stronger Local
- Connecting Communities to Our Schools
- One Voice One Community Working Together to Make a Difference
- Community Outreach – Is It Really Important?
- Reaching Out To Diverse Communities
- Leadership Beyond The Association
- Urban Strategies for Community Outreach
- Rural Strategies for Community Outreach
- Community Outreach for Community Colleges

Teachers For Healthy Kids - These workshops provide participants with information and resources of the importance of having a healthy working and learning environment as well as gaining further insights to the importance of good nutrition and physical activities.

- The Air We Breathe- Indoor Air Quality
- Healthy Bodies/Healthy Minds – You Can't Teach To An Empty Desk

Parent Involvement - These workshops provide participants with techniques and strategies to help members engage parents and community to become more involved in our schools.

- Building Bridges With Parents & Community
- Turning the “P” in Parent into Power
- Engaging Ethnically Diverse Parents & Community to Improve Public Schools

Community Conversations - These workshops provide participants with skills needed to get communities involved in having conversations around local issues in order to move towards an action to improve public education.

- More Than Just Talk
- Developing Community Partnerships Through Conversations

Basic Skills - These workshops provide participants with basic skills needed to put together a community outreach committee at the local level. Participants will gain insight to the importance of building, maintaining and sustaining a good community outreach program.

- Do You Have The Right Tool...for Community Outreach
- ABC Soup
- Investing in the Fire Truck before the Fire
- Nuts & Bolts
- Construction Zone 101 – Building A Strong Local from Inside Out
- Mining for Precious Metals & Gems – Looking for Leaders In All Right Places

Advance Skills - These workshops will provide participants with in-depth knowledge and skills to expand upon an already existing community outreach program.

- Neighborhood Block Party
- Communications Speaker Bureau, Active Listening, Communication Skills, Adult Learning Theory
- Networking
- Culture and the Community
- Organize For Power

All Community Outreach Workshops are available to all members: Pre-school, K-12, Educational Support Personnel, Student CTA, CCA, CFA.

CTA's involvement in diverse communities opens doors for meaningful engagement and enhances our efforts to address issues that impacts children's ability to learn.



# Equity and Human Rights Conference



The Equity & Human Rights Conference is sponsored by the CTA Human Rights/Community Outreach Department and is held annually in March. Sites alternate between northern and southern California.

**Equity & Human Rights Conference:  
“Leveraging the Power of Diversity to Create Change”  
March 4-6, 2011  
San Jose Fairmont  
San Jose, CA 95113**

## **Conference Format:**

### FRIDAY

5:00 - 8:00 pm Registration  
7:15 - 9:45 pm Opening Session, Group Dinner

### SATURDAY

7:30 - 8:30 am Continental Breakfast  
8:45 -10:15 am Workshops  
10:15 -10:30 am Break  
10:30 -12:00 pm Workshops  
12:00 - 2:15 pm Human Rights Awards Luncheon  
2:30 - 4:00 pm Workshops  
4:00 - 5:00 pm Caucus Meetings, Dinner on your own

### SUNDAY

8:00 - 8:30 am Coffee Service  
8:30 -10:00 am Workshops  
10:00 -11:45 am Brunch, Student Entertainment, Speaker  
11:45 am Adjournment

**Partial List of Workshop Sessions:**

- Legal Issues that Impact Women
- Taking a Stand: Creating Safe Schools
- Boxed In: Multiracial Students in California
- Bargaining Strategies for Closing the Achievement Gap
- Tools for Creating Inclusive and Peaceable Classrooms
- Child Abuse and Neglect
- Cultural Competency for Educational Leaders
- Fighting the Right: How to Get off the Treadmill and Promote our Own Agenda

**Information:**

Conference Workshop Categories:

Women's Issues  
Gay, Lesbian, Bisexual and Transgender Issues  
Enhancing Ethnic Awareness  
Human Rights/Equity Issues  
Classroom Strategies/Educational Equity  
Special ED/Health Issues  
Diversity Education  
Union Issues

Winter Conference Brochure, online registration and conference fee information will be available early September 2010.

The registration fee includes: conference materials, dinner on Friday, continental breakfast on Saturday, Human Rights Awards luncheon on Saturday, and brunch on Sunday.

Conference participants are responsible for making their own hotel reservations. All expenses are the responsibility of the sponsoring Chapter, Service Center Council or participant. These expenses include the registration fee, transportation, room and incidental expenses.

**College Credit:**

- One (1) Semester unit of credit: \$60.00
- Professional Growth based on number of workshop hours attended

Call the CTA Conference Coordination Center at 650.552.5355 for questions relating to:

- Conference registration and logistics
- Overnight accommodations
- Minority Incentive Grants

Call the Human Rights Department at 650.552.5313 for questions relating to:

- Workshop content
- Program information

Register online at: [www.cta.org/conferences](http://www.cta.org/conferences)



## Incentive Grants

For each of its statewide conferences, CTA provides grants to assist chapters in being able to send participants at a reduced expense to the conferences. There are a variety of grants available for the Equity & Human Rights Conference. Each grant pays the conference fee (which includes materials, meals and housing based on two conference participants sharing a room) and transportation (based on the most economical twenty-one [21] day advance purchase coach, roundtrip airfare or mileage reimbursed at the rate of .50 cents per mile not to exceed the cost of the most economical coach airfare). Reimbursement does not include the cost of any airport parking expenses or travel between home and the local airport unless the roundtrip distance between your home and nearest airport is more than 100 miles.

CTA provides the following types of grants for the Equity & Human Rights Conference participants:

- Small Chapter Grants - grants are available for the president or designee from chapters with a unit size of 100 or fewer unit members.
- Minority Incentive Grants are provided to members belonging to one of the following racial-ethnic groups: African American, American Indian/Alaska Native, Hispanic and Pacific Asian American.
- Under Represented Groups Grants – grants are available for white males, and self-identified gay, lesbian, bisexual and transgender participants.

More information on the Equity & Human Rights Conference Incentive Grants will be available in the fall at [www.cta.org](http://www.cta.org).



## Human Rights Awards

The CTA Human Rights Awards Program began in 1984. The goal of the Awards Program is to promote the development of programs for the advancement and protection of human and civil rights within the Association

Presentation of the awards is made annually at the Equity & Human Rights Conference luncheon. Nomination forms are made available in September of each year and are due in January.

### General Award Categories

- CTA Chapter Human Rights Award
- CTA Service Center Council Human Rights Award

### Specific Award Categories

- Jim Clark American Indian/Alaska Native Human Rights Award
- Cesar Chavez "Si Se Puede" Human Rights Award
- CTA Member Human Rights Award
- Lois Tinson Human Rights Award
- Nancy Bailey Leadership in Lesbian and Gay Issues Human Rights Award
- Pacific Asian American Human Rights Award
- Peace and Justice Human Rights Award
- Physically/Mentally Challenged Students' Issues Human Rights Award
- Women's Issues Human Rights Award



## Community Outreach Strand/Summer Institute/UCLA



### **Theme: Building Something New Together – The Ties That Bind**

Individual teachers can't solve all educational issues by themselves ...it takes a village. This strand is about relationship building and using the power of the community to solve educational issues.

Building relationships internally as well as externally is an activity that local Chapters must engage in year round. Many Local Chapters do not know the initial steps needed to develop and sustain a community outreach program. Through Community conversations, local chapters can easily build their relationship with the community and develop partnerships. This session is a must for all locals looking to gain further support for public education.

### Strand activities will include:

- Community Connections — Sharing local activities, projects and events
- Community Carousel — Meeting External Organizations
- Open Forum/Relational Meetings
- Community Outreach Electives
- Community Conversations
- Parental Involvement
- Reaching Out to Diverse Communities
- Nuts & Bolts of Community Outreach
- Chapter Outreach Planning
- World Café — a group approach to problem solving
- Guest Speakers
- Community Activist
- California Budget Expert
- Making connections – internal and external

This workshop is designed for all; educators, support professionals, higher Ed and Student CTA chapters will benefit from this training.

For program questions, contact Donnell Jordan at [djordan@cta.org](mailto:djordan@cta.org) or Annette Dancel at [adancel@cta.org](mailto:adancel@cta.org).

**Community Outreach Strand - Partial Week (Wednesday - Friday)**  
Summer Institute • August 4 – 6, 2010

## **Strand Format:**

### **Wednesday, August 4, 2010:**

- 7:00 - 9:00 a.m. Breakfast  
8:00 - 9:00 a.m. Presenters Meeting  
9:00 - 9:30 a.m. Registration- Bradley  
9:30 - 10:15 a.m. General Session-  
• Welcome • Conference Objective  
• Introductions • CTA Officer – David Sanchez  
• Logistics • Keynote Speaker – ACCE  
10:15 - 10:35 a.m. Community Connection – Region III  
• Association of Chino Teachers  
10:35 - 10:50 a.m. Break  
10:50 - 11:10 a.m. Community Connection – Region II  
• Bakersfield Elementary Teachers Association  
11:10 - 12:40 p.m. Carousel  
Six Stations  
• Healthy Bodies, Healthy Minds/IAQ/THK • 100 Miles Club  
• American Heart Association • CDC  
• American Diabetes Association  
12:40 - 2:00 p.m. Lunch  
2:00 - 2:20 p.m. Community Connections – Region IV  
2:20 - 3:05 p.m. Community Corner  
• MALDEF • Power  
• NAACP • ACCE  
• Bay Plan • PICO  
3:05 - 3:50 p.m. Community Corner – Second Session  
• TBD  
3:50 - 4:05 p.m. Break  
4:05 - 4:25 p.m. Community Connections – Region I  
• New Haven Teachers  
4:25 - 5:00 p.m. Reflection/Conference Climate - Team  
5:00 p.m. Dinner On Your Own

### **Thursday, August 5, 2010**

- 7:00 - 9:00 a.m. Breakfast-  
9:00 - 9:10 a.m. Reflections/Overview - Team  
9:10 - 9:30 a.m. ESEA – Justo Robles  
9:30 - 10:00 a.m. Guest Speaker – Estelle Lemeux  
10:00 - 10:45 a.m. Open Forum/Relational Meeting  
• One-on-one  
• FORM – Family, Organization, Recreation, Message  
• How does Community Outreach involvement fit in?  
10:45 - 11:00 a.m. Break  
11:00 - 12:30 p.m. Elective Session II  
• Community Conversations • Parental Involvement  
• Reaching Out to Diverse Communities • Nuts & Bolts  
12:30 - 1:45 p.m. Lunch  
1:45 - 3:15 p.m. Elective Session III  
• Community Conversations • Parental Involvement  
• Reaching Out to Diverse Communities • Nuts & Bolts  
3:15 - 3:30 p.m. Break  
3:30 - 5:00 p.m. Outreach Planning by Region  
5:00 p.m. Dinner On Your Own

Friday, August 6, 2010:

7:00 - 9:00 a.m.	Breakfast
9:00 - 10:30 a.m.	General Session –Bradley Ballroom
	• World Café
	• Evaluations & Plan for next year
	• Closing
10:30 - 11:00 a.m.	Check Out
11:00 - 12:30 a.m.	Summer Institute General Session
12:30 p.m.	Lunch

Incentive Grants for the "Community Outreach Strand" are available for the Summer Institute. Special Summer Institute Grants Available. Incentive grants are available for the Summer Institute, depending on which strand/track a participant attends. Each grant pays the conference fee (which includes materials, meals, parking and housing based on two conference participants sharing a room) and transportation.

Grant application deadline is April 30, 2010. If there are grants remaining after Board review, online applications will again be available in May.

University Credit:

Participants may earn one unit for the partial week strands and three units of credit for attendance at the full week strands/tracks as well as three units for attending two partial week strands/tracks. The cost is \$60 per unit and is payable by check or credit card. At the conclusion of the conference and upon verification of your full conference attendance by CTA, the units will be posted to your official academic transcript.

Complete details provided online at [www.cta.org/conferences](http://www.cta.org/conferences).

Call the CTA Conference Coordination Center at (650) 552-5355 for questions relating to:

- Conference Registration and Logistics
- Overnight accommodations
- Minority Incentive Grants

Call the Community Outreach Department at (650) 552-5468 for questions relating to:

- Strand content
- Program information



# Scholarships, Awards and Grants

## CTA Scholarship Program

- Availability: Applications are made available in October  
Deadline: Must be postmarked by specified application deadline  
Announcements: Scholarship recipients are announced in May

### 1. CTA Scholarship for Dependent Children

up to 35 - \$5,000 scholarships  
(approximately 400 -600 applicants annually)

- 33 scholarships are provided by CTA.
- 1 scholarship, provided by the D.A. Weber Scholarship Fund, is designated for a student attending continuation high school.
- 1 scholarship is provided by the Ralph J. Flynn Memorial Fund for the highest scoring applicant.

#### Requirements

- Applicant must be claimed as dependent status\* on current year's IRS tax forms. Applicant must be the dependent child of an active\*\* or retired CTA member. Applicants are also eligible if they are claimed as dependents and are the child of a deceased CTA member. This scholarship is not available to spouses of CTA members. \*Per IRS regulations. \*\* Pursuant to CTA Bylaws
- Available to graduating high school seniors, undergraduate or graduate students.
- In order to receive funds, scholarship recipients will be required to show proof of registration in an approved credential or degree program in an accredited institution of higher learning.

## 2. CTA Scholarship for Members

up to 5 - \$3,000 scholarships  
(approximately 75-100 applicants annually)

### Requirements

- Be a current active\* member of CTA - including members working on an emergency credential. \*Pursuant to CTA Bylaws.
- Scholarships are available to members for credential, degree or graduate programs.
- In order to receive funds, scholarship recipients will be required to show proof of registration in an approved credential or degree program in an accredited institution of higher learning.

## 3. L. Gordon Bittle Memorial Scholarship for SCTA

up to 3 - \$3,000 scholarship  
(approximately 20 applications annually)

### Requirements

- Be an active member of Student CTA (SCTA) and be pursuing a career in public education. This scholarship is not available for those who are currently working in public schools as members of CTA.
- In order to receive funds, scholarship recipients will be required to show proof of registration in an approved credential or degree program in an accredited institution of higher learning.

## **Martin Luther King Jr. Memorial Scholarship**

Availability: Applications are made available in October

Deadline: Postmarked by the specified application deadline

Announcements: Scholarship recipients are announced in May

This scholarship is supported by voluntary contributions from the CTA membership and the CTA Foundation for Teaching and Learning. Scholarship vary each year depending on the amount of contributions and on the financial need of individual applicants.

Applicants must be:

- an active member of CTA; or
- dependent child (per IRS requirements) of an active, retired-life or deceased CTA member; or
- an active member of Student CTA (SCTA).

Requirements

- Applicant must be pursuing a teaching related career in public education and be a member of a defined ethnic minority group.

## **César E. Chávez Memorial Education Awards Program**

This scholarship is supported by voluntary contributions from the CTA membership and the CTA Foundation for Teaching and Learning. The program provides recognition for students and their teachers who demonstrate an understanding of the vision and guiding principles by which César E. Chávez lived his life. The Awards Program will honor the memory of this great man and ensure that the spirit of his work continues in the classrooms of California.

Awards Criteria:

Awards must focus on one or more of the following and show which principles of Cesar Chavez's legacy affect your life:

- Principles of non-violence
- Self determination through unionization (forming and joining unions)
- Social justice for farm workers
- Safe food/health/environmental issues
- Human and civil rights issues
- Teamwork, cooperation, collaboration, service to others
- Empowerment of the disenfranchised
- Innovation and education

For the 2009-10 year, eligible projects include:

1. Written Essays
2. Visual Arts

Eligibility:

A CTA member may submit up to five (5) individual entries or a group of no more than five (5) students. (Pre-K-Higher Education)

Grade Level Categories:

- Pre-K (artwork only) – K
- First – Second
- Third – Fourth
- Fifth – Sixth
- Seventh – Eight
- Ninth - Twelfth
- Higher Education \*

Deadline:

Projects must be postmarked by specified application deadline in order to be considered.

More information on the application process and deadline is available at the website: [www.cta.org](http://www.cta.org)

Awards:

The winners will receive recognition plus \$1,000 for both students and CTA members. Group entries will share the award.

The top prizes will be awarded in the following categories:

Visual Arts and Written Essays -- one each per region in each of the seven grade level groups: Pre-K-K; 1-2; 3-4; 5-6; 7-8; 9-12; Higher Education.

\* Freshman and Sophomore



## GLBT “Guy DeRosa” Safety in Schools Grant and Scholarship Program

### Purpose of Program:

The California Teachers Association GLBT “Guy DeRosa” Safety in Schools Grant and Scholarship program was created to promote human and civil rights by making our public schools safe for gay, lesbian, bisexual and transgender persons.

### Eligibility for Program:

Applicants must be a:

- CTA/SCTA members, or
- Public school student(s) nominated by a CTA or SCTA member, or
- Public school district(s) nominated by a CTA or SCTA member

## **1. Grant Program**

The grant program will support projects and presentations that promote understanding and respect of GLBT persons.

### Categories:

#### Programs in Public Schools

- Students in public schools, community colleges or four-year universities who implement GLBT projects and/or presentations.
- CTA members who implement a GLBT project/presentation at a public school for students and/or employees.
- Public school districts that implement a project/presentation which promotes a safe public school environment conducive to learning and teaching for GLBT persons.
- Special consideration will be given to projects that recognize, promote and celebrate ethnic diversity among GLBT youth.

#### Gay Straight Alliance (GSA)

- GSA's will be eligible for project activities and/or presentations that promote a safe public school environment for all GLBT persons.
- Seed money to establish a GSA.
- Special consideration will be given to projects that recognize, promote and celebrate ethnic diversity among GLBT youth.

### Criteria:

- Increases safety for GLBT students and faculty.
- Increases involvement of GLBT ethnic minorities.
- Promotes collaboration with straight allies.
- Increases awareness and understanding of gender identity.
- Increases awareness and understanding of the GLBT community.

## **2. Scholarship Program**

The scholarship program will support members enrolled in a teacher/counseling credential or graduate program that are pursuing a career in public education and who understand the importance of GLBT educators as role models in our public schools.

### Criteria:

- Proof that you are currently enrolled or that you will be enrolled in a teacher/counseling credential program.
- An essay up to two pages (8 ½ x 11, double space) on the importance of GLBT educators as role models in our public schools. If enrolled in a graduate program, applicant also needs to demonstrate how the program furthers their career as a public educator.

### Grant/Scholarship Requirements:

- Applications for the Grant and Scholarship Program **must be postmarked by specified application deadline in order to be considered.**
- Applications that do not meet all specifications will not be considered.
- Grant descriptions and scholarship essays are limited to two pages.
- All grant/scholarship attachments must be double-spaced on 8 1/2" x 11" paper.

### Program Awards:

Up to twelve (12) grants/scholarships of up to \$2,000 will be made available annually to awardees.

**More information on the deadline and application process is available at the CTA website [www.cta.org](http://www.cta.org).**



## Who Will Teach California's Children?

California is currently experiencing a tremendous teacher shortage -- a shortage that threatens to continue for several years to come.

Of special concern is the gap between the number of minority students in California schools and the diversity of the state's teaching population.

In May 1998, a CTA task force was created in response to a CTA State Council of Education directive to establish an ongoing program to recruit minority teachers. The task force issued a report on minority teacher recruitment that recommended action in five major areas:

1. Utilizing existing CTA resources;
2. Providing visibility to ethnic minority teachers;
3. Networking with other education organizations;
4. Revitalizing "Future Teacher Clubs;"
5. Sponsoring legislation.

The report and its conclusions are even more relevant today. Currently, the total ethnic minority student population is 68.6%, while the percentage of ethnic minority teachers lags at 28.5%.

CTA policy reflects this concern:

"CTA believes the ethnic minority certificated personnel population in California should reflect the diversity of the state and urges college and university schools of education to design and implement programs which actively recruit ethnic minority students. Colleges, universities and school districts must work together to ensure a successful program."

(Ethnic Minority Educator Recruitment, 2009-10 CTA Organizational Handbook, pg 195).

# Minority Students and Minority Teachers in California

(figures based on full-time, certificated teachers)

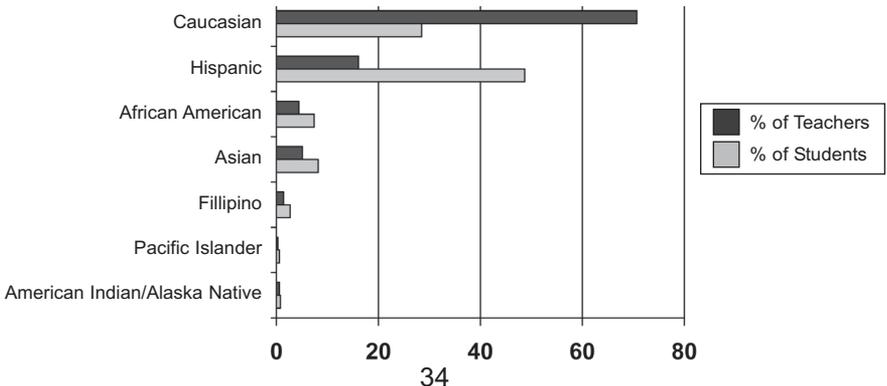
STUDENTS		TEACHERS		Year
Number	Percent	Number	Percent	
4,300,433	68.6%	87,171	28.5%	2008-09
4,293,631	68.5%	86,562	27.9%	2007-08
4,437,865	70.5%	87,794	28.6%	2006-07
4,396,654	69.6%	86,042	27.9%	2005-06
4,340,659	68.7%	85,499	27.9%	2004-05
4,252,352	67.4%	81,141	26.4%	2003-04
4,138,361	66.5%	81,608	26.3%	2002-03
4,009,290	65.2%	79,239	25.9%	2001-02
3,879,034	64.1%	76,704	25.5%	2000-01
3,755,906	63.1%	71,805	24.6%	1999-00
3,633,617	62.2%	65,075	23.2%	1998-99

**In a ten year period of time:**

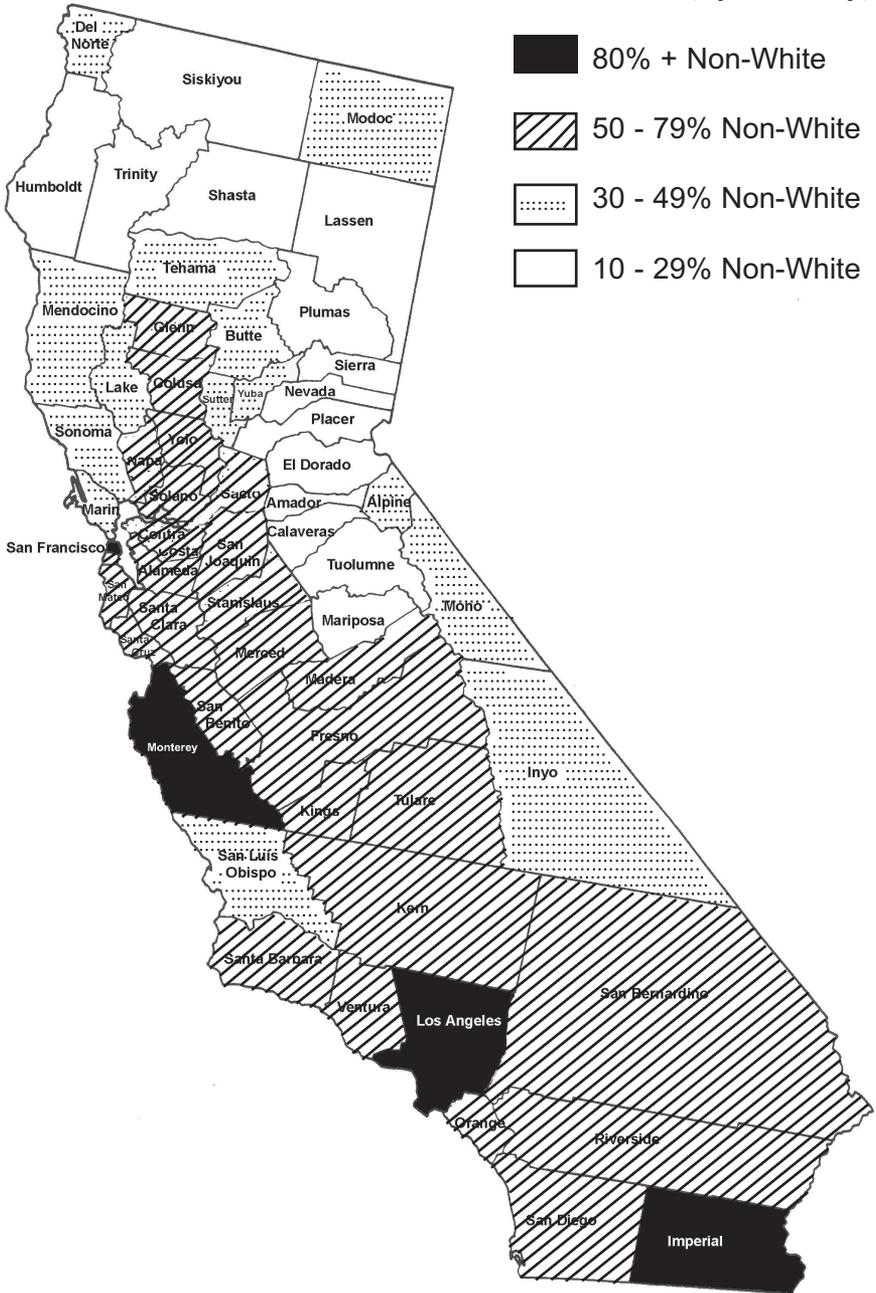
- Minority student population increased by 6.4%
- Minority teacher population increased by 5.3%

Source: California Department of Education

## Percentage of Teachers and Students, by Ethnicity (2008-09)



# 2009-10 Public School Enrollment (by County)





## **CLUB ED: Teachers for Tomorrow**

### **CLUB ED**

Teaching is both a challenging and rewarding profession. CTA wants to encourage students to seriously consider pursuing a career in an education-related field.

CLUB ED: Teachers for Tomorrow is a kit designed to assist teachers in establishing future teacher clubs at middle and high school campuses.

Advisors met January 22, 2000 to kick off the pilot program of CLUB ED at 15 sites. CLUB ED has now expanded across the state. The program has the following objectives:

- Identify and encourage ALL interested students to enter the teaching profession.
- Concentrate on recruiting ethnic minority students as future teachers.
- Encourage students to accept leadership positions and take responsibility for their future career in education.
- Cultivate in students a greater understanding of the value of education and of their role in assisting others.
- Provide programs and activities that will stimulate students' interest in the wide variety of employment options available in the field of education.
- Assist students in transitioning from high school to college.
- Introduce students to the important role of CTA and NEA in the support and improvement of teaching and learning conditions in public schools.

For a CLUB ED kit request form or more information, contact the Human Rights Department or check out the CTA web site.



## Student CTA (SCTA)

Student CTA is a pre-professional organization for college students pursuing careers as educators. There are SCTA members on over 80 campuses across the state. These local chapters provide support with a variety of educational concerns. Statewide, SCTA is led by an elected board of student members who provide publications, services and representation within CTA. Student CTA is affiliated with the National Education Association Student Program (NEA-SP), the largest united student voice in the nation.

The SCTA membership year is September 1 through August 31. SCTA dues are \$30.00 annually. In return, SCTA members receive representation:

- Before the California Commission on Teacher Credentialing,
- CTA minority caucuses,
- By lobbying and testifying in Sacramento and Washington DC,
- With voting participants on the CTA State Council of Education and
- On the NEA Board of Directors, committees and with delegates to the NEA Representative Assembly.

SCTA members also receive economic services and protection such as:

- \$1 million liability insurance and legal protection when working with students as part of your preparation to become a teacher,
- Death and dismemberment benefits,
- Credit union privileges and discounts on auto, homeowners/renters, life insurance and special services.

Student members also receive a variety of professional services such as:

- Legal assistance on specific credential matters
- Scholarships
- Workshops and conferences
- Key job contacts and salary schedule information
- Professional publications including SCTA I Choose to Teach statewide newsletter, CTA's California Educator magazine, NEA Today and Tomorrow's Teachers.

## **Conferences**

Student CTA sponsors two (2) annual conferences for its members:

### 1. Fall Leadership Conference

November 13-14, 2010 - North (TBD). The purpose of this conference is to provide training and resources in the following areas:

- Leadership skills
- Organizing and running successful SCTA chapters
- New teacher issues
- Political action
- Other issues affecting students and future educators
- Networking with future educators across the state

### 2. SCTA Representative Assembly (RA)

April 30 - May 1, 2011 - South (TBD). The RA is our annual statewide meeting where we conduct the business of the Association.

Each chapter is allotted delegates to the RA based on membership totals. Delegates are responsible for electing Executive Board officers for the next year and making amendments to the Constitution and Bylaws. The RA alternates between northern and southern California.

## **Executive Board**

*Areli Dohner-Chavez* , President (CSU Stanislaus)

*Rebecca “Beckah” O’Haver*, Executive Vice President  
(CSU Sacramento)

*Tyson Rath*, Secretary-Treasurer (San Diego State University)

*Jennifer Bailey*, Northern Regional Vice President  
(CSU Stanislaus)

*Kelsey Leachman*, Northern Regional Vice President  
(CSU Sacramento)

*Kristina Hohmann*, Southern Regional Vice President  
(CSU Fullerton)

*Samantha Pullen*, Southern Regional Vice President  
(San Diego State University)

*Margaret-Suzanne Bell*, Communications Editor  
(Chaffey College)

*Marvin Pastora*, Ethnic Minority Representative  
(Riverside Community College)

*Eimi Deharo*, Ethnic Minority Representative (CSU San Bernardino)

*Courtney Woods-Ziani*, CCTC Liaison (San Diego State University)

*Tommy Leaders*, NEA Student Chairperson

*Jenna Taub*, Past Officer

*Ashleigh Boni*, State Council Representative  
(CSU Chico)

*Christopher Pancoast*, State Council Representative  
(Diablo Valley College)

*Carmen Reyes*, State Council Representative  
(Mt. San Antonio College)

## **SCTA Office**

California Teachers Association

Human Rights Department

1705 Murchison Drive, Burlingame, CA 94010

Gail Watts

SCTA Consultant

650/552-5346

gwatts@ccta.org

Annette Barroso

SCTA Support Staff

650/552-5345

abarroso@ccta.org

SCTA website: [www.studentccta.org](http://www.studentccta.org)



## NEA Representative Assembly

### Full Text of NEA Bylaw 3-1(g)

"It is the policy of the Association to achieve ethnic minority delegate representation at least equal to the proportion of identified ethnic minority populations within the state. Prior to December 1 of each fiscal year, each state affiliate shall submit to the NEA Executive Committee for its approval a legally permissible plan which is designed to achieve a total state and local delegation to the Representative Assembly held that fiscal year which reflects these ethnic minority proportions. If a state affiliate fails to submit such a plan, the NEA Executive Committee fails to approve a plan which is submitted, or a state affiliate fails to comply with an approved plan, the Representative Assembly may deny to the delegates from the state affiliate any right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers, and (ii) vote on increases in Association membership dues. Local affiliates shall comply with the approved plan of the state affiliate, and if a local affiliate fails to do so, the right of its delegates to participate in the NEA Representative Assembly at the Annual Meeting may be limited as indicated above. The failure of a state or local affiliate to comply with the provisions of this Bylaw shall in addition be grounds for censure, suspension, or expulsion pursuant to Bylaw 6-5."

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NEA Handbook, 2009-10



## California's Plan

### **For Achieving Ethnic Minority Representation at the NEA Representative Assembly, 2009-10**

#### INTRODUCTION

NEA Bylaw 3-1(g) requires state delegations to the Representative Assembly to reflect ethnic minority participation equal to the State's ethnic minority population. The 2000 Census figures indicate that California has an ethnic minority general population of 53%. CTA did not meet its 3-1(g) goal of 53% in 2008. CTA's minority representation for 2009 was 39.44%.

#### CALIFORNIA DEMOGRAPHICS

The changing demographics of our state are seriously affecting the Association's ability to meet the NEA Bylaw 3-1(g). The 2000 Census figures indicate that California has an ethnic minority general population of 53%. At present, the ethnic minority teaching population for California is approximately 28.5% (see Attachment B). To meet the challenge of the 3-1(g) goals with the expanding ethnic minority population, CTA will actively and vigorously promote minority involvement at all levels. (Attachments A, B and C)

#### DILEMMA

With only a 28.5% percent ethnic minority teaching population, and with an increased ethnic minority general population of 53%, the 3-1(g) compliance goals will continue to be difficult to achieve.

Although CTA has achieved its affirmative action goals and approved the proposal for the CTA Diversity Program, the charge of the CTA Diversity Program and core values need to continue to be developed, clearly stated and incorporated in CTA documents.

#### COMMITMENT

To this end, the CTA Board of Directors reaffirms its position that the California Teachers Association is committed and will

continue to be increasing ethnic minority representation in the California NEA/RA delegation at the State and Local levels.

As part of its commitment to ethnic minority involvement in CTA, a Diversity Committee has been formed to monitor membership participation and employment practices.

The Board remains committed to implementing and supporting current and future program needs in the Human Rights/Community Outreach and other appropriate departments to achieve its 3-1(g) goals.

### RESPONSIBILITY FOR IMPLEMENTATION OF THE PLAN

The CTA Board of Directors is responsible for implementing and responding to the plan for achieving increased ethnic minority representation in the NEA/RA delegation.

### INCREASING ETHNIC MINORITY DELEGATES / CTA PARTICIPATION

1. The President shall continue to:
  - a. Send a letter to all CTA ethnic minority members encouraging them to become candidates for the NEA Representative Assembly.
  - b. Encourage Service Center Council Chairpersons to appoint a Human Rights Contact person and to allocate adequate Service Center Council resources for Human Rights activities.
  - c. Present the annual CTA Human Rights Awards to the recipients at the Equity and Human Rights Conference.
  - d. Make a conscious effort to achieve ethnic and gender balance when making Association appointments to any external committees, commissions, task forces, functions and conferences.
  - e. Ensure that all CTA committees, work groups and task forces have ethnic minority representation in at least equal proportion to the ethnic minority CTA membership.
  - f. Ensure that ethnic minorities are appointed as chairs of committees, work groups and task forces in at least equal proportion to the ethnic minority CTA membership.
  - g. Encourage ethnic minority diversity among Service Center Council committees appointed by the SCC Chairperson.

- h. Include Ethnic Minority Affairs Committee members as presenters in the core curriculum of the annual CTA Presidents Conference.
- i. Appoint Ethnic Minority-At-Large Board members to serve on the regional leadership conference planning committees.
- j. Provide EMAC with information through the Board Liaisons, which includes a current roster with contact information of ethnic minorities who are State Council members, chapter presidents and/or NEA/RA delegates.
- k. Convene the Executive Officers Circle (the CTA Officers and the chairs of the (4) four ethnic minority caucuses) at least twice a year.
- l. Ensure that an EMAC presentation is made at each regional conference, the Urban and Rural Conferences, the Presidents Conference and the Equity and Human Rights Conference.
- m. Ensure that Ethnic Minority-At-Large Board of Directors present information at the new State Council member orientation.
- n. Meet with ethnic minority caucuses upon request during State Council to have dialogue regarding ethnic minority involvement and to assist in generating ideas.
- o. Ensure that all media presentations are appropriate for ethnic minority communities (i.e. other languages, message, visual impact).
- p. Express his vision of ethnic minority involvement throughout the organization in order to Build Stronger Locals.
- q. Ensure that a list of ethnic minority participants to all CTA conferences be provided to the current EMAC Co-Chairs, prior to the conference for the purpose of inviting them to the EMAC presentations.
- r. Ensure there is communication to ethnic minority members about upcoming elections at the state and federal level.
- s. Encourage Service Center Councils to establish an Ethnic Minority Affairs Committee at the Service Center Council level.
- t. Encourage CTA Board of Directors to review and assist in the implementation of the Service Center Council Equity Action Plans.

2. The CTA President shall:
  - a. Work with EMAC to explore new opportunities to address the needs of California's diverse student population and communities in addition to current status quo programs.
  - b. Brief EMAC on current political campaign strategies in a timely manner.
  - c. Ensure that a report of all Ethnic Minority receptions, training and other activities is submitted to the CTA Board of Directors, EMAC, the Executive Director and others as deemed necessary.
  
3. The Executive Director shall continue to:
  - a. Express the CTA President's vision of ethnic minority involvement throughout the organization in order to Build Stronger Locals.
  - b. Ensure the distribution of the California 3-1(g) plan with a cover memorandum urging support to all staff and the following elected/appointed leaders:
    - CTA Board of Directors
    - Chapter Presidents
    - Service Center Council Chairperson
    - Service Center Council Minority-At-Large Reps
    - State Council Members
    - California NEA Directors
  - c. Coordinate with CSO to increase opportunities for staff awareness and sensitivity of ethnic minority issues and concerns through outreach to organizations.
  - d. Encourage the collection of Data Bank forms at all CTA conferences.
  - e. Promote staff training on the changing ethnic minority demographics of California's population, its impact on education and CTA's goals and policies.
  - f. Promote diversity goals throughout all association activities.
  - g. Encourage the publication of educational issues in major ethnic minority print and broadcast media.
  - h. Encourage the hiring of CTA ethnic minorities and ethnic minority intern graduates.

4. The Executive Director shall:
  - a. Ensure the hiring, promotion and retention of ethnic minority staff throughout the organization in at least equal proportion to ethnic minority CTA membership.
  - b. Monitor that the appropriate staff is actively involved to ensure that Service Center Councils hold ethnic minority receptions and EMLD trainings.
  - c. Provide information to EMAC as to actual ethnic minority percentage figures at all CTA conferences.
  - d. Encourage the appropriate staff to review and assist in the implementation of the Service Center Council's Equity Team Action Plan.
  - e. Review the ethnic minority receptions/ELMD report with Service Center staff consultants in order to improve future receptions and trainings.
  - f. Provide ongoing training that incorporates the EMAC Year End Report to all CTA staff to learn about ethnic minority concerns in order to facilitate the implementation of CTA goals and policies in their respective job assignments.
  
5. The Board of Directors shall continue to:
  - a. Review and take appropriate actions for the implementation of the EMAC recommendations.
  - b. Provide adequate time for EMAC meetings.
  - c. Fund an annual organizational meeting for EMAC.
  - d. Provide adequate time for a presentation of an annual year-end report from EMAC at the June meeting of the CTA Board of Directors.
  - e. Approve annual CTA Human Rights recipients.
  - f. Support the Martin Luther King, Jr. Memorial Scholarship Fund.
  - g. Support the Cesar E. Chavez Memorial Education Awards Program.
  - h. Provide incentive grants for ethnic minority leaders to attend all CTA conferences.
  - i. Include ethnic minority members on all CTA Board appointed committees, panels, work groups and task forces and closely monitor groupings of imbalance thereby ensuring increased ethnic minority representation.

- j. Fund the attendance of the EMAC Co-Chairpersons or their designees from EMAC at the following conferences: (EMAC Co-Chairs or their designees from EMAC will present at the conferences asterisked below).
  - 1. Summer Institute
  - 2. Equity and Human Rights Conference\*
  - 3. NEA Pacific States Regional MLT Conference\*
  - 4. NEA Pacific Regional Leadership Conference\*
  - 5. CTA Good Teaching Conferences
  - 6. Urban Issues Conference\*
  - 7. CTA Regional Leadership Conferences\*
  - 8. Rural Issues Conference\*
  - 9. Presidents Conference\*
  - 10. GLBT Conference
- k. Provide a fully funded CTA Staff Intern Program to recruit and train ethnic minority members for staff positions for 2010-2011.
- l. Ensure that EMAC is involved in planning ethnic diversity activities for CTA.
- m. Include Human Rights/Community Outreach as an integral part of the training for the President's Conference.
- n. Continue to fund all EMAC members as trainers.
- o. Encourage local chapters to develop and implement a plan to increase ethnic minority involvement.
- p. Encourage service center councils and local chapters to provide incentive grants for ethnic minority members to attend CTA conferences.
- q. Encourage Conference Planning Committees to include opportunities for ethnic minority caucuses to meet.
- r. Provide funding in the EMAC budget for SCC At-Large Reps to attend the EMAC Annual Organizational Meeting.
- s. Provide continued support for Student CTA as a means of recruiting more ethnic minority teachers.

6. The Board of Directors shall:
  - a. Express the CTA President's vision of ethnic minority involvement throughout the organization in order to build stronger Service Centers and locals.
  - b. Ensure the recruitment, hiring, promotion and retention of ethnic minority staff throughout the organization.
  - c. Promote EMLD receptions and trainings at all levels.
  - d. Provide names of ethnic minority members in their geographical areas to the officers for their consideration for appointments.
  - e. Promote ethnic minority participation in the NEA/RA.
  - f. Be encouraged to identify and strengthen relationships with the ethnic minority communities which include but are not limited to labor organizations and political organizations within their geographical areas.
  - g. Ensure ethnic minority participation in all political activities.
  - h. Support the Club Ed program whose primary focus is minority teacher recruitment at the secondary level.
  - i. Review and assist in the implementation of the SCC Equity Team Action Plans.
  - j. Review the Activity Report of all Ethnic Minority receptions, trainings and other activities to assist in the development of an action plan for the geographical district.
  - k. Urge each local Chapter President to revise their chapter bylaws to establish local Ethnic Minority Affairs Committees (EMAC's) and local Human Rights Committees.
  
7. The State Council of Education shall continue to:
  - a. Encourage awareness and sensitivity to ethnic minority members' issues and concerns as they relate to the CTA President's vision of ethnic minority involvement throughout the organization in order to Build Stronger Locals.
  - b. Promote ethnic minority participation throughout the association.
  - c. Have State Council Minority At-Large representatives meet at State Council at the Sunday lunch break.

8. The Service Center Councils shall be encouraged to:
  - a. Express the CTA President's vision of ethnic minority involvement throughout the organization in order to Build Stronger Locals.
  - b. Send the Human Rights Contact, Women's Issues Contact and Minority At-Large Representatives to participate in Joint Meetings with the Ethnic Minority Affairs Committee.
  - c. Promote and provide adequate funding for:
    1. Local Human Rights Contact Training
    2. Ethnic Minority Leadership Development (ELMD) Training and minority receptions
    3. High Risk Programs
    4. Equity and Human Rights Conference attendance
    5. Women's Leadership Training Program
    6. Unconscious Bias Training Program
    7. Club Ed: Teachers for Tomorrow
  - d. Use CTA Data Bank forms at all training programs and workshops and forward the information to the Human Rights/Community Outreach Department.
  - e. Promote awareness of ethnic minority incentive grants to CTA conferences.
  - f. Make a conscious effort to appoint ethnic minority members to Service Center Committees.
  - g. Establish Ethnic Minority Affairs Committees at the Service Center Council levels.
  - h. Promote ethnic minority participation for state and local delegates at the NEA/RA.
  - i. Submit nominations for the CTA Human Rights and NEA Human Right Awards.
  - j. Submit an Action Plan to their CTA Board member(s), which will include but not be limited to, plans for encouraging ethnic minority involvement through workshop trainings and follow up assistance.
  - k. Develop a list of organizations which include but are not limited to ethnic minorities, labor and community based organizations to be shared with local presidents in order to build stronger locals.
  - l. Submit an Activity report to the CTA President of all ethnic minority receptions, trainings and other activities.

9. The CTA Local Associations shall be encouraged to:
  - a. Express the CTA President's vision of ethnic minority involvement throughout the organization in order to build stronger Locals.
  - b. Promote awareness and sensitivity to ethnic minority members' issues and concerns.
  - c. Provide member training on the changing demographics of classrooms in California.
  - d. Actively recruit and involve ethnic minority members in all aspects of the Association.
  - e. Develop local Ethnic Minority Affairs Committees and/or local Human Rights Committees.
  - f. Establish a local leadership mentoring system to enhance ethnic minority leadership development.
  - g. Negotiate non-discrimination and affirmative action clauses in the collective bargaining agreement.
  - h. Identify new ethnic minority members each year and provide them with: 1) information about benefits (incentive grants, scholarships, available training); and 2) mentors at both the local and state levels.
  - i. Promote and recommend members for all CTA ethnic minority incentive grants.
  - j. Promote ethnic minority involvement in "Club Ed: Teachers for Tomorrow" programs in the public schools.
  - k. Promote Ethnic Minority Leadership Training programs.
  - l. Provide member participation in the Unconscious Bias Training Program.
  - m. Submit nominations for the CTA Human Rights and NEA Human Rights Awards.
  - n. Promote ethnic minority participation at the NEA/RA.
  - o. Promote the hiring of ethnic minority individuals for staff positions throughout the organization.
  
10. The CTA publications and media shall continue to:
  - a. Reflect the inclusion of ethnic minority members in all programs within CTA.
  - b. Feature stories on issues that affect the ethnic minority community and stories on ethnic minority members who are participating in CTA activities.
  - c. Encourage advertisers to be more sensitive in representing ethnic minorities in their ads.

- d. Include all scheduled ethnic minority events, conferences and other applicable state and subject area meetings in the CTA calendar and/or other publications.
  - e. Publicize the application process, timelines and recipients of the CTA Human Rights Awards in the California Educator, CCA Advocate and on the CTA website.
  - f. Publicize the application process, timelines and recipients of the NEA Human and Civil Rights Awards in the California Educator, CCA Advocate and on the CTA website.
  - g. Publicize CTA ethnic minority incentive grants available to all CTA statewide and regional conferences.
11. The CTA Ethnic Minority Affairs Committee shall continue to:
- a. Develop recommendations and strategies for increasing ethnic minority involvement in CTA.
  - b. Monitor CTA activities on ethnic minority involvement within all levels of the Association.
  - c. Monitor and review all CTA communications for appropriate ethnic minority representation.
  - d. Monitor, promote, review and recommend methods to increase the minority participation in 3-1(g) related activities while striving to meet the predetermined state goal.
  - e. Formulate measures for minority involvement in the Association, including but not limited to the standards established by Bylaw 3-1(g)
  - f. Develop activities such as the EMAC reception, EMAC presentation, EMLD trainings and individual caucus meetings in order to encourage more ethnic minority participation at the NEA/RA.
  - g. Support Ethnic Minority Caucus' efforts with their receptions and issues conferences.
12. The CTA Ethnic Minority Affairs committee shall:
- a. Recommend a tool for monitoring the implementation of recommendations made in the 3.1(g) plan.
  - b. Develop a plan to encourage networking among the EMAC, SCC's and local chapters.

- c. Develop and plan agendas and trainings for the Organizational Meeting and its follow-up at the Equity & Human Rights Conference.
- d. Participate in Ethnic Minority Leadership Development Training along with SCC Equity Teams.
- e. Monitor the progress of the Early Ethnic Identification Program, diversity plan, etc.
- f. Monitor that ethnic minority groups and CTA ethnic minority members are included in all CTA political campaigns.

13. Community Outreach shall continue to:

- a. Provide visibility at appropriate ethnic minority community activities and conferences in order to reach out to all CTA members.
- b. Establish relationships and ongoing involvement with the Asian/Pacific Islander, African American, Hispanic and American Indian/Alaska Native communities throughout California to encourage support for public education.
- c. Establish a relationship with ethnic minority media in order to provide visibility for CTA.
- d. Provide adequate funding for outreach activities to the ethnic minority communities.
- e. Develop a comprehensive program for ongoing networking with ethnic minority communities.

14. Community Outreach shall:

- a. Work with Service Centers to develop contact information of CBO's for the distribution to local chapters.

15. NEA Representative Assembly California Caucus shall:

- a. Receive from the Executive Officers a report on the current year's progress of California's Plan for Achieving Ethnic Minority Representation at the NEA Representative Assembly. The report shall include statistical data on the breakdown of ethnic minorities elected and attending the NEA Representative Assembly.

## **Addendum 1**

The 2008-2009 Ethnic Minority ESP population for California is as follows:

### Ethnic Minority Education Support Professionals

American Indian/Alaska Native	1.6%
Asian	9.1%
Pacific Islander	1.2%
Filipino	4.5%
Hispanic or Latino	74.4%
African American	20.6%
Multiple	4.0%

\*The Education Support Professionals joined the ranks of CTA in 2006. This includes full and part time employees. Figures provided by the California Department of Education.



## Goals of a Human Rights Committee

As a standing committee of the Service Center Council and/or Chapter, the functions of a Human Rights Committee should include the following objectives:

1. Raising the awareness of the membership to human and civil rights issues through the promotion of good human relations.
2. Offering and encouraging leadership in the development of rights programs in the Association and in the educational profession.
3. Providing information relevant to human and civil rights issues.
4. Monitoring the involvement and participation of all members (including minorities) in the policy-making process and in all practical operations at all levels of the Chapter.

### Objectives and Activities of a Human Rights Committee

1. Define and further clarify the purposes and objectives of the Human Rights Committee.
2. Participate on Service Center Council/Chapter governance boards to implement CTA/NEA's goals and policies regarding human rights.
3. Clarify and analyze human rights issues within the district, Chapter and community and then establish priorities to deal with specific problem areas.
4. Disseminate data forms to determine the ethnicity of the membership.
5. Create a community profile including information on student and adult populations, racial-ethnic composition, employment patterns, community services, and civil rights groups.

6. Establish a liaison with community and other educational groups.
7. Involve a broad segment of the membership in activities sponsored by the Committee.
8. Provide CTA Leadership Development Training Programs and CTA High Risk Programs to the membership.
9. Encourage and assist the districts in developing and implementing a positive multicultural curriculum that accurately and adequately represents all ethnic minorities.
10. Develop, implement and participate in programs to increase awareness of affirmative action, the roles of the Human Rights Committee and minority involvement efforts.
11. Monitor the affirmative action policies, procedures and practices of the districts.
12. Provide programs for parent support groups utilizing materials (multi-lingual where available) on parenting, parent involvement, and child care.
13. Promote existing training packages that reflect cultural sensitivity for all ethnic minority groups.
14. Promote the negotiation of non-discriminatory affirmative action articles in chapter contracts.
15. Implement minority caucuses to address specific cultural/racial ethnic needs within the Service Center Council/Chapter.
16. Encourage ethnic minority participation in various community, state and national groups.



## **Civil Rights in Education Committee (CRE)**

### **A Standing Committee of the State Council of Education**

#### **CTA Standing Rule 7-4**

The Civil Rights in Education Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas:

1. Promotion of positive human relations practices within the profession.
  - a. Advocacy and promotion of the principle that every child should be given equal educational opportunities in a safe and secure environment.
  - b. Investigation, evaluation and promotion of the use of appropriate materials and methods.
  - c. Methods by which the Association can cooperate with individuals, groups and agencies which are committed to civil rights objectives and goals.
  
2. Promotion of policies as they relate to human and civil rights in educational perspective.
  - a. Advocacy and promotion of the principle that every child should be given equal educational opportunities.
  - b. Study and search for resolution of underlying economic and social conditions which undermine and deny equal opportunities to individuals and groups within American society.
  - c. Promotion of a climate of public understanding and cooperation for achieving "equality of opportunity" and positive racial/ethnic school integration in accord with Association policy.
  - d. Promotion within affiliates and Chapters of the creation of organizational structures for study of issues relating to

- human/civil rights and assistance in developing effective programs in this area.
- e. Advocacy of positive teaching practices of the basic principles of human rights and examination and evaluation of teaching methods, pre-service and in-service education of teachers.
  - f. Aid in the development of opportunities for young people of racial/ethnic minority groups to enter the teaching profession.
  - g. Advancing the placement of certificated minority teachers to provide a racially and culturally balanced teaching staff within every school district.
  - h. Advocacy for safe, secure and adequate living conditions, proper nutrition and access to medical attention for our students, education employees and all their families.
  - i. Advocacy and promotion of environmental issues and environmental education to foster respect for the earth and its inhabitants.
  - j. Advocacy for issues pertaining to peace and international relations having an impact on educational opportunities for California students and education employees.
  - k. Advocacy, promotion and protection of Gay, Lesbian, Bisexual and Transgender rights and issues.
  - l. Advocacy of equal rights for all.



## **Ethnic Minority Affairs Committee (EMAC)**

### **An Advisory Committee of the CTA Board of Directors**

CTA Standing Rule 9-3

1. **Composition.** The Committee will be composed of three (3) representatives from each of the following recognized ethnic minority caucuses:
  - a. American Indian/Alaska Native
  - b. African American
  - c. Hispanic
  - d. Pacific Asian American
  
2. **Purpose.** The purpose of the Committee is:
  - a. To monitor ethnic minority representation within the Association as set forth in the governance documents; (Amended July 1993)
  
  - b. To provide ethnic minority input on CTA membership programs and policies;
  
  - c. To make specific recommendations to the Board of Directors for continuing ethnic minority input into the Association; (Amended October 2000)
  
  - d. To work toward building an Association that is a balanced, all-inclusive team that communicates with, involves and empowers its equity-minded members; (Adopted October 2000) and,
  
  - e. To address the needs of California's diverse student population. (Adopted October 2000)
  
3. **Nomination and Appointment.** Each ethnic minority caucus shall make nominations to fill vacancies on the Committee from among its members who are regularly

funded to attend State Council meetings. Nominations will be forwarded to the CTA President for further recommendation to the Board. The Board shall make the final appointments, with terms expiring on August 31st of each year. (Amended October 2000)

4. **Co-Chairperson.** The Committee shall be selected based on the EMAC Operational Guide, Section C 1 c Co-Chair Rotation.
  - a. Hispanic Caucus/Pacific Asian American Caucus
  - b. African American Caucus/American Indian/Alaskan Native Caucus
5. **Meetings.** Meetings of the Committee will be held pursuant to actions of the CTA Board of Directors. (Adopted February 1985)

### **Ethnic Minority Affairs Committee Goals \***

The CTA Ethnic Minority Affairs Committee believes that the concept of justice for all is appropriate and voices the commitment of CTA to ethnic minority participation at all levels of the Association.

In order to achieve this end, the CTA Ethnic Minority Affairs Committee has set the following goals:

1. To raise organizational awareness levels sufficient to familiarize CTA leaders and staff with the NEA Bylaw 3-1(g) concept and its implications.
2. To devise methods of assisting the CTA Board of Directors in its resolve to increase diverse participation at all levels of the Association.
3. To promote resources for increasing ethnic minority input and participation in the Association.

\* Goals amended, June, 1993.



## CTA Officers and Board of Directors, 2009-10

David A. Sanchez, *President*  
Dean E. Vogel, *Vice-President*  
Gail M. Mendes, *Secretary-Treasurer*

Larry Allen (District A)  
E. Toby Boyd (District E)  
Donald L. Bridge (District K)  
Tyrone Cabell (District L)  
Mikki Cichocki (District O)  
Elana Davidson (District F)  
Don Dawson (District B)  
Dana Dillon (District D)  
David B. Goldberg (District J-LA)  
Jim Groth (District P)  
Eric Heins (District C)  
Marty C. Meeden (At-Large)  
George Melendez (District H)  
Theresa Montaña (District J-HE)  
Mary Rose Ortega (District J-LA)  
Cynthia Peña (District G)  
Jim Rogers (District M)  
Bonnie Shatun (District I)  
Marc R. Sternberger (CTA/NEA Coordination)  
Michael Stone (District N)  
Curtis L. Washington (At-Large)

Carolyn Doggett, *Executive Director*



## **NEA Directors For California, 2009-10**

Elizabeth Ahlgren  
Carole Bailey  
Gilda Bloom  
Daria Bramlette  
Sue Cirillo  
Tamara L. Conroy  
Margie Granado  
Sonia Martin-Solis  
Sergio Martinez  
Carol J. Mathews  
Claire J. Merced  
Theresa Montano

Michael Musser  
George Sheridan  
Marc Sternberger  
Jolene Tripp  
Katherine Underwood  
Kendall Vaught  
K.C. Walsh  
Charlie Young

Greg Bonaccorsi, *Alternate*  
Alexandra Condon, *Alternate*  
Peg Myers, *Alternate*



## **Ethnic Minority Affairs Committee, 2009-10**

Tommy Flanagan, Co-Chairperson  
Rosenda Thomas, Co-Chairperson  
Jose Alcala  
Lisa Buckner  
Tony Diaz  
Robert Ellis  
Eleanor Evans  
Rebecca Harper  
Dixie Johansen  
Cliff Kusaba  
Mary Levi  
Sonia Martin-Solis  
Marty Meeden  
Curtis Washington

## Data Bank Information

A voluntary information sheet for use by the California Teachers Association in maximizing racial-ethnic minority participation and improving the political action delivery system in the Association.

Conference \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

H. Address \_\_\_\_\_ H. Phone (\_\_\_\_) \_\_\_\_\_

City \_\_\_\_\_ S. Phone (\_\_\_\_) \_\_\_\_\_

Email Address \_\_\_\_\_ C. Phone (\_\_\_\_) \_\_\_\_\_

Years CTA Member \_\_\_\_\_ Individual ID Number \_\_\_\_\_  
(from membership card)

Ethnicity:  African American     American Indian/Alaska Native  
 Asian     Caucasian     Hispanic  
 Native Hawaiian/Pacific Islander     Other Race/Ethnicity  
 Multi-Ethnic

School District \_\_\_\_\_

Subject(s) \_\_\_\_\_

Job \_\_\_\_\_

Party Affiliation \_\_\_\_\_

CTA Chapter \_\_\_\_\_

Membership Status     Active (Pre-K-12)     Active (H. Ed)  
 Active ESP     Associate     SCTA

CTA Board District \_\_\_\_\_ Service Center Council \_\_\_\_\_

Degrees Held (check all that apply)     HS     AA     BA     BS  
 MA     PhD

CTA/NEA Training Received (type and year) \_\_\_\_\_

Special Areas of Interest \_\_\_\_\_

Association Position(s) Held (presently or previously) \_\_\_\_\_



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