



2018-2019



A Guide to:
**The California Teachers Association
Human Rights Department
Programs and Services**



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Human Rights Department Mission Statement

The Human Rights Department unites all aspects of both unionism and public education, and supports the CTA Mission Statement and Strategic Plan. The work of the department uses transformative learning strategies with a focus on unconscious bias as a tool to look at both individual behavior and institutional practice. Ultimately, the intent is to create a more equitable union and public education system by helping to change behavior and practices that perpetuate inequality.

- The Department is an integral part of CTA and the union movement. Human rights issues are at the core of all components of public education, including student learning and achievement, school culture, teacher quality, and parent and community engagement.

CTA Mission Statement

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable and democratic society.

Social Justice

Social Justice encompasses educational, economic, and political arenas. Social Justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social Justice means that we work actively to eradicate structural and institutional racism, classism, linguicism, ableism, ageism, heterosexism, religious bias and xenophobia. Social Justice means that we, as educators are responsible for the collective good of society, not simply our own individual interests.



Human Rights Department Contact Information

CTA Human Rights Department Burlingame 650/552-xxxx

Becky Zoglman, Associate Executive Director,
Training, Information and Development Division.....x5339
Shelly Bomberry, Temporary Supervisorx5338
Janeya Dawson, Secretary V.....x5446
Quinnetta Gill, Secretary V.....x5313
Annette Barroso, Secretary IV.....x5345

Region 1

Gail Watts, Regional UniServ Staff.....650-552-5346
Annette Barroso, Support Staff.....650-552-5345

Region 2

Donnell Jordan, Regional UniServ Staff.....916-288-4900
Quinnetta Gill, Support Staff.....650-552-5313

Region 3

Reena Doyle, Regional UniServ Staff.....562-478-1412
Ingrid Williams, Support Staff.....562-478-1364

Region 4

Lisa Adams, Regional UniServ Staff.....951-372-2503
Alice Correa, Support Staff.....951-372-2525

Santa Fe Springs

Pat Fuentes, Publications Specialist.....562-478-1374

Training Programs and Workshops

Human Rights Department Staff is available to provide customized training and to assist in designing programs that meet the needs of locals, members and students. Contact your local Primary Contact Staff or the Human Rights Staff person for your region.

Human Rights Staff

Gail Watts, Region 1	gwatts@cta.org
Donnell Jordan, Region 2	djordan@cta.org
Reena Doyle, Region 3	rdoyle@cta.org
Lisa Adams, Region 4	ladams@cta.org

Some training topics include:

- Cultural Competency
- Cultural Fluency
- Unconscious Bias
- Power and Privilege
- Bullying
- Activism
- Generational Issues
- Human Rights and Women's Issues Contact Training
- Leadership Skills
- Emerging Leaders
- Dealing with Conflict
- Cross-cultural Communication
- Creating Healthy School Climate



Unconscious Bias Program

Research shows that everyone, regardless of ethnicity, has cognitive biases which influence interactions with others. Although these cognitive biases often occur outside of one's awareness, they form basis of racial, gender and other stereotypes which may negatively impact the relationship among educators, students and their parents. In this program participants will explore the origins of unconscious bias and its effects on student learning. Participants will engage in dialogue and activities that build awareness of unconscious bias and enhance the quality of students' education.

Two full days are usually required to present the concepts listed below and are delivered by staff who can modify the programs for their intended audience.

Unconscious Bias: Is It Real?

Participants are introduced to the concepts and basis of unconscious bias, its relevance to educators, students and society. *The Implicit Association Test* is introduced. Participants are encouraged to take the test in preparation for "The Journey Continues."

The Journey Continues

Participants explore the results of the *Implicit Association Test*, analyzing the relationship between behavior and unconscious bias. Brain function is introduced with an examination of categorization and cognitive visual awareness.

Stereotypes

The journey continues with an in depth dialogue about the formation and development of stereotypes. Participants will examine how the activation and application of stereotypes can influence behavior.

Power and Privilege

This concept focuses on the social system in order to gain a better understanding of the role power and privilege play in our everyday lives.



Human Rights Cadre Trainings

Human Rights Department Cadre Trainers are CTA members specifically trained to deliver trainings in the following content areas:

- California Challenge: A Program for Celebrating Diversity
- High Risk Program
- Women's Leadership Training Program
- Running for Office Program
- Ethnic Minority Leadership Development Program
- Gay, Lesbian, Bisexual and Transgender Leadership Development Program

Requesting Cadre Trainings

Contact Pat Fuentes in the Human Rights Department at pfuentes@cta.org to schedule workshop dates and times. Trainings may be requested by Chapter Presidents, Human Rights, Women's Issues and LGBTQ+ Contacts, Service Center Councils Chairs and Primary Contact Staff.

Cost

Trainings are presented at no charge. Those requesting the trainings 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.

More information on these training programs is available at cta.org/HumanRightsGuide.

California Challenge: A Program for Celebrating Diversity

Description

California Challenge was developed in response to the increasingly critical issues surrounding student diversity in California's schools. Its 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 24-hour training series consists of eight (8) three-hour components.

Participant Limit

Minimum of 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. Participants will learn and practice "their" culture while trying to "integrate" into another culture. The experience from this simulation will provide insight into what many students face daily.

2. Understanding Cultural Diversity

Educators 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 schools bringing their own language, culture and world view. This workshop will provide techniques for providing a welcoming learning environment for a diverse student population.

4. **Culture and Conflict**

With the increasing diversity in California's schools, situations arise daily that highlight culture. These differences can often lead to conflict among students, school staff and parents. This session will present problem solving and conflict resolution techniques to help create an inclusive learning community.

5. **Language, Learning and Culture**

Language affects the way people view the world and helps to shape culture. Students' languages and cultures are inextricably linked to their learning processes. Educators 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**

Participants will design a multicultural classroom by determining their teaching style, by analyzing curriculum materials and by examining student attitudes that affect learning. Strategies for creating a truly multicultural classroom will be shared.

7. **Multicultural Classroom, Part II**

In this session cooperative learning strategies that work well in a multicultural setting and incorporate different learning styles will be shared. This session will prepare educators to "teach multiculturally."

8. **Five Steps to Planning**

Follow five simple steps to a 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 four (4) individual workshops designed to help teachers deal with the difficult problems they confront in teaching at-risk students.

Time

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

Participant Limit

Minimum of 15 participants to a maximum of 50.

1. **Child Abuse & Neglect**

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.

2. **An exploration into SOGI; Sexual Orientation and Gender Identity in Schools**

Do you have LGBTQ+ students and/or colleagues? Do you have the courage to create a safe environment that fosters bravery to explore sexual orientation, gender identity and expression? This workshop is a transformative experience into privilege, identity, laws and terms as it applies to SOGI. It may be of particular interest to those who want to foster positive relations and support LGBTQ+ students and colleagues.

3. **Reducing the Risk: Teen Suicide**

The Surgeon General has declared suicide a “serious public health problem.” This session deals with the sensitive area of teen suicide. It is designed to increase knowledge of the causes and warning signs of suicide and other destructive behaviors. This training will include resources for addressing and supporting students who may be exhibiting self-destructive behavior.

4. **Self Esteem**

A strong and healthy self-esteem is a key contributor to positive student behavior and academic achievement. Strategies for enhancing self-esteem in students will be discussed in this session.

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 four (4) training strands:

1. Personal Assessment Leadership Skills
2. Organizational Analysis Skills
3. Personal Leadership Skills
4. Group Process Skills

Time

It is recommended that an entire program be conducted in a single day. Half day trainings and individual sessions may also be scheduled.

Participant Limit

Minimum of 15 participants to a maximum of 50.

Personal Assessment Leadership Skills

In this strand participants will prepare to move into leadership roles by analyzing how they perceive themselves as well as how they are viewed by others.

1. **Who Am I? (90 minutes – 2 hours)**
This session explores how to assess self-esteem and how to develop a positive self-concept.
2. **What’s Your Style? (90 minutes – 2 hours)**
Leadership styles will be explored in this session. Participants will also discuss the importance of assertiveness and how to handle criticism.
3. **Stressed? (90 minutes – 2 hours)**
This session examines how to effectively manage stress through lifestyle and behavioral changes.
4. **Can’t Say No?! (30 minutes)**
Techniques for time management and organization will be shared in this session.
5. **Do You Know...? (90 minutes – 2 hours)**
The CTA’s Women’s Leadership Training Program (WLTP) has played an important role in helping and encouraging members to be advocates for women’s issues. This session is a historical perspective on the involvement of the women’s movement in CTA and NEA.

Organizational Analysis Skills

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

1. **Women and Power (90 minutes)**
What is the link between “women” and “power?” Participants will learn about sources of power and how to use power effectively.
2. **Making Choices (90 minutes)**
(Minimum of 25 participants)
“So many decisions, so little time...” Participants will experience interactive approaches to making choices and explore ways to implement and evaluate those choices.

Personal Leadership Skills

This strand allows participants to explore individual values and develop goals. Goals are evaluated and compared with individual values.

1. **Values! (90 minutes)**
What are core values and how can they be used to determine goals? Participants will learn how to identify their core values.
2. **Step in the Right Direction (90 minutes)**
Participants will learn to harmonize their beliefs with actions and determine whether time is being spent on core values.

Group Process Skills

This strand focuses on how to establish common goals with diverse groups. **Participants should include diverse groups of women and men.**

1. **Sex, Race and CTA (90 minutes)**
This session examines the multicultural, gender equity and behavioral characteristics of women and men leaders.
2. **Are You Listening? (90 minutes)**
Participants will learn to use attending, observing and listening skills in order to become a responsive leader.
3. **Count Me In! (90 minutes)**
What makes an inclusive leader? This session explores inclusive leadership skills and activities for use in the Association.



Running for Office Program

Description

This program is for CTA members who are interested in running for a leadership position in the Association, campaigning for public office or being part of a campaign team.

Time

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

Participant Limit

Minimum of 15 participants to a maximum of 50.

Topics include:

- Introductions and Overview (45 minutes)
- Making a Decision to Run (90 minutes)
- Preparing the Campaign (45 minutes)
- Campaign Budgets (45 minutes)
- Presenting the Candidate (45 minutes)
- Speech Writing and Delivery (90 minutes)
- Running for Public Office (2 hours)

Ethnic Minority Leadership Development Program

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. This program will also allow members to get a better understanding of how their associations work.

Time

The program consists of a core of four (4) components that are to be presented in a day long training sponsored by the Service Center Council or Local Chapter. Consultation with the Human Rights Department is recommended for assistance in program planning.

Participant Limit

Minimum of 15 participants to a maximum of 50.

1. Understanding the System – Association Accessibility

This session will provide participants with information about the governance structure of NEA, CTA and the local. In order to become more involved as a minority this session will provide you with that information.

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 and will give you an opportunity to discuss the obstacles.

Equity & Human Rights Conference

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

2019 Equity & Human Rights Conference

March 1-3, 2019
San Jose, CA

Conference Workshop Categories:

- Women's Issues
- LGBTQ+ Issues
- Enhancing Ethnic Awareness
- Human Rights/Equity Issues
- Classroom Strategies/Educational Equity
- Special Education/Health Issues
- Diversity Education
- Union Issues



Winter Conference Brochure, online registration and conference fee information is available online at cta.org/conferences.

The registration fee includes: conference materials, dinner on Friday, breakfast and lunch on Saturday, Human Rights Awards dinner 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 cta.org/conferences

Human Rights Awards Program

The CTA Human Rights Awards Program was created to promote the development of programs for the advancement and protection of human and civil rights within CTA.

Awards are given annually to CTA Members, Chapters and Service Center Councils in the following categories:

CTA Chapter and Service Center Council Categories

(Nominations must be made in the name of the Chapter or Service Center Council only)

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

Individual Member and Award Categories

- American Indian/Alaska Native Human Rights Award in Honor of Jim Clark
- César Chávez “Sí Se Puede” Human Rights Award
- CTA Member Human Rights Award
- CTA Peace and Justice Human Rights Award
- Human Rights Award in Honor of Lois Tinson
- Leadership in Lesbian and Gay Issues Human Rights Award in Honor of Nancy Bailey
- Pacific Asian American Human Rights Award
- Physically/Mentally Challenged Students’ Issues Human Rights Award
- Women’s Issues Human Rights Award

Applications: Online in mid-July at cta.org/HRNominationform

Deadline: Nomination forms must be postmarked on or before January 9, 2019

Presentation of Awards at the Annual CTA Equity and Human Rights Conference - March 2, 2019

Incentive Grants

For each of its statewide conferences, CTA provides grants to assist chapters in sending 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 21-day advance purchase coach, round trip airfare or mileage reimbursed at the rate of 54 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 round trip 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 is available online at cta.org/conferences.

Scholarships, Grants & Awards

CTA Scholarship Program

Dependent Children

- A maximum of 34 scholarships of up to \$5,000 awarded.
- One scholarship is provided in Honor of Ralph J. Flynn and is awarded to the highest-scoring applicant.
- One scholarship is provided in Honor of Ruthie Fagerstrom and is awarded to the second highest-scoring applicant.
- One scholarship is provided in Honor of Susan B. Anthony and is awarded to the third highest-scoring applicant.
- High School grade point average should reflect a high unweighted average. College coursework should reflect high academic achievement.

Dependent Children in Honor of Del A. Weber

(Dependent Children Attending Continuation High School/Alternative Education Programs)

- A maximum of one scholarship of up to \$5,000 is awarded.
- High school grade point average should reflect at least a 2.0 average.

An applicant for the Dependent categories must be the dependent child of an active member of CTA, CTA/NEA-Retired or deceased CTA member and be claimed as a dependent on the member's current year's IRS form.

Members

- A maximum of five scholarships of up to \$3,000 are awarded.
- One scholarship is designated as the American Indian/Alaska Native Memorial Scholarship in Honor of Alice Piper and is awarded to the highest-scoring applicant.
- One scholarship is designated for an ESP member who wants to transition into the teaching profession, provided an ESP member applies.
- College coursework should demonstrate high academic achievement.
- Applicant must be an active member of CTA (including members working on an emergency credential).

CTA Scholarship for Student CTA (SCTA) in Honor of L. Gordon Bittle

- A maximum of three scholarships of up to \$5,000 are awarded.
- One scholarship is designated as the Pacific Asian American Scholarship in Honor of Phillip Vera Cruz and is awarded to the highest-scoring applicant.
- High school grade point average should reflect a high unweighted average. College coursework should reflect high academic achievement.
- Applicant must be an active member of Student CTA (SCTA) and pursuing a career in public education.

Applications: Online mid-October

Deadline: Submitted online by February 1, 2019

Announcements: May, 2019

More information on the application process and deadline is available at cta.org/scholarships.

Martin Luther King Jr. Memorial Scholarship

This CTA scholarship is given in memory of Dr. Martin Luther King Jr. to encourage ethnic minority students to become educators, school nurses, school counselors or school therapists and to promote professional growth for ethnic minority teachers and ESP members.

In order to be eligible, an applicant must be:

- Pursuing a degree, credential or certification for a teaching-related career in public education in an accredited institution of higher education
- A member of one of the following defined ethnic minority groups:
African American/Black, American Indian/Alaska Native, Asian/Pacific Islander or Hispanic
- Enrolled for summer or fall of 2019

Applicants must also be one of the following:

- An active member of CTA, or
- A dependent child of an active, CTA/NEA-Retired, or deceased CTA member (per IRS ruling), or
- An active member of Student CTA (SCTA)
In order to receive the scholarship, the active SCTA member must reside in California and maintain membership at the time of disbursement.

Scholarship funds must be used for education-related expenses only.

The Martin Luther King Jr. Memorial Scholarship Fund is supported by voluntary contributions from CTA members and the CTA Foundation for Teaching and Learning. Scholarships vary each year depending on the amount of contributions and on the financial need of individual applicants. Past recipients have received up to \$6,000. Priority consideration will be given to those who have not previously received a Martin Luther King Jr. Memorial Scholarship.

Applications: Online in mid-October
Deadline: Submitted online by February 15, 2019
Announcements: May, 2019

More information on the application process and deadline is available at cta.org/scholarships.

César E. Chávez Memorial Education Awards Program

The program provides recognition for educators and their students 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 must focus on one or more of the following and demonstrate which principles of César E. Chávez's legacy affect your life:

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

Participants must show evidence of how one or more of the above principles are evident in their lives and correlate their experience(s) to the work of César E. Chávez.

For the 2018-2019 year, eligible entries include:

- Written Essays
No Biographies - Submissions that do not meet the criteria addressed by the entry will be ineligible.
- Visual Arts

Eligibility

A CTA member may submit up to three (3) individual entries (only one (1) entry per student per year) or a group of no more than three (3) students.

Grade Level Categories

- Pre-K, Transitional Kindergarten -K (only artwork)
- First – Second grade
- Third – Fourth grade
- Fifth – Sixth grade
- Seventh – Eight grade
- Ninth - Twelfth grade
- Higher Education
(Undergraduates only)

This recognition is divided into two (2) entry types: Individual or Group. The recipients, both students and sponsoring CTA members, will receive up to \$550 (exact amount will be determined by the Awards committee). Their work will be recognized by posting visual art and written essays online and in various CTA publications. Group entries will share the Award.

Applications: Online in mid-October

Deadline: Applications must be postmarked by March 15, 2019

Announcements: May, 2019

More information on the application process and deadline is available at cta.org/scholarships.

LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa

The California Teachers Association LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa was created to promote human and civil rights by making our public schools safe for lesbian, gay, bisexual, transgender and queer/questioning persons.

Grants/scholarships of up to \$2,500 will be made available annually to awardees.

Eligibility for Program

Autonomous groups, Service Center Councils, UniSerts and CTA Caucuses are not eligible.

Applicants must be:

- An active CTA/SCTA member, or
- A public school student(s) sponsored by an active CTA/SCTA member, or
- A CTA local chapter sponsored by an active CTA/SCTA member, or
- A public school district(s) sponsored by an active CTA/SCTA member

Grant Program

The grant program will support projects and presentations that promote understanding and respect for LGBTQ+ persons. Grant is to be used directly with students. **Special consideration will be given to projects that recognize, promote and celebrate ethnic diversity and other diversity among LGBTQ+ youth.**

Categories

Programs in Public Schools

- Students in public schools, community colleges or four-year universities who implement LGBTQ+ projects and/or presentations.
- CTA members who implement a LGBTQ+ 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 LGBTQ+ persons.

Gay Straight Alliance (GSA)

- Project activities and/or presentations that promote a safe public school environment for all LGBTQ+ persons.
- Funds to start or re-establish a GSA.

Scholarship Program

The scholarship program will support **self-identified** LGBTQ members enrolled in a teacher/counseling credential or graduate program who are pursuing a career in public education and who understand the importance of LGBTQ 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 or graduate program.
- Essays are expected to address any experiences and/or your personal philosophy, that benefit the LGBTQ public school community. Please incorporate as many of the following criteria as possible:
 - Demonstrate an understanding of the importance of LGBTQ role models.
 - Making the environment safe for LGBTQ students.
 - Your past/intended involvements in the LGBTQ education community.
 - Importance of role models for LGBTQ ethnic minorities.

Grant/Scholarship Requirements

- Applications that do not meet all the requirements will not be considered.
- Grant descriptions and scholarship essays must be limited to three pages only. All grant/scholarship essays must be double-spaced on 8 ½" x 11" paper, 1" margins, and 12pt Times New Roman font.
- You may choose to upload your project essay or type it directly into the text box provided.
- Grant proposals **must** include a budget in order to be considered. Submission of a budget allows the committee to understand the allocation of the requested funding.
- Optional: You may include a short video, PowerPoint or pictures that must be sent separately to Annette Barroso at abarroso@cta.org.
- Recipients will be asked to submit a status report as well as pictures or videos of their events.

Applications: Online in mid-August

Deadline: Submitted online by December 14, 2018

Announcements: March, 2019

More information on the application process and deadline is available at cta.org/scholarships.

Who Will Teach California's Children?

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 (5) 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. In 2017-2018, the total ethnic minority student population is 75.9%, while the percentage of ethnic minority teachers lags at 33.6%.

CTA policy reflects this concern:

"CTA believes the ethnic minority certificated personnel 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, 2017-18 CTA Organizational Handbook)



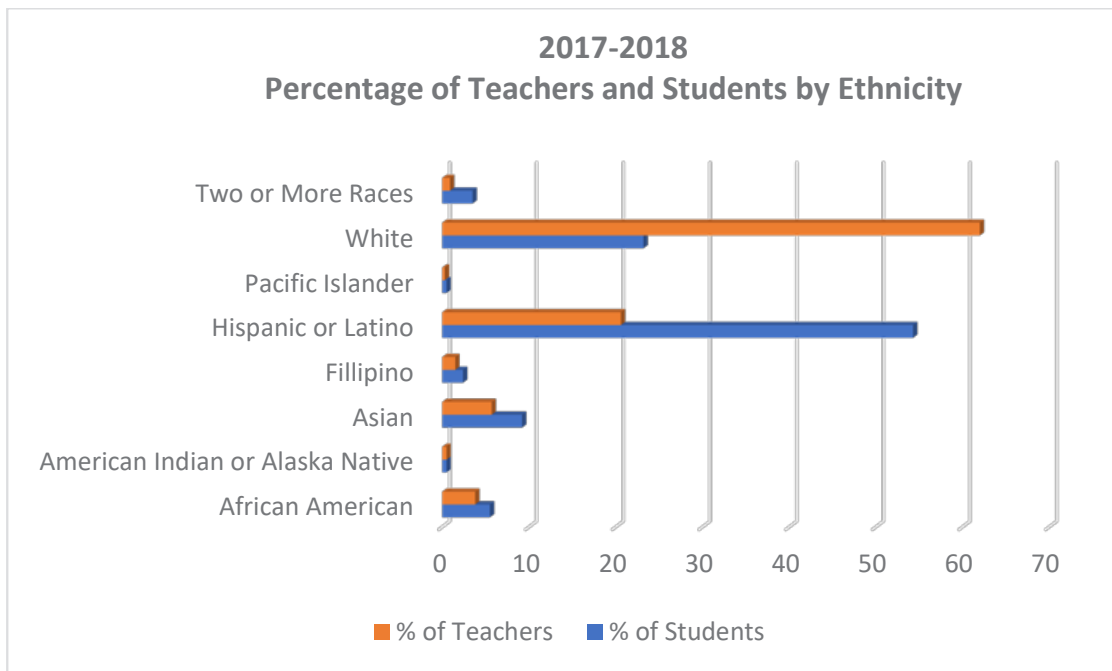
Minority Students and Minority Teachers in California

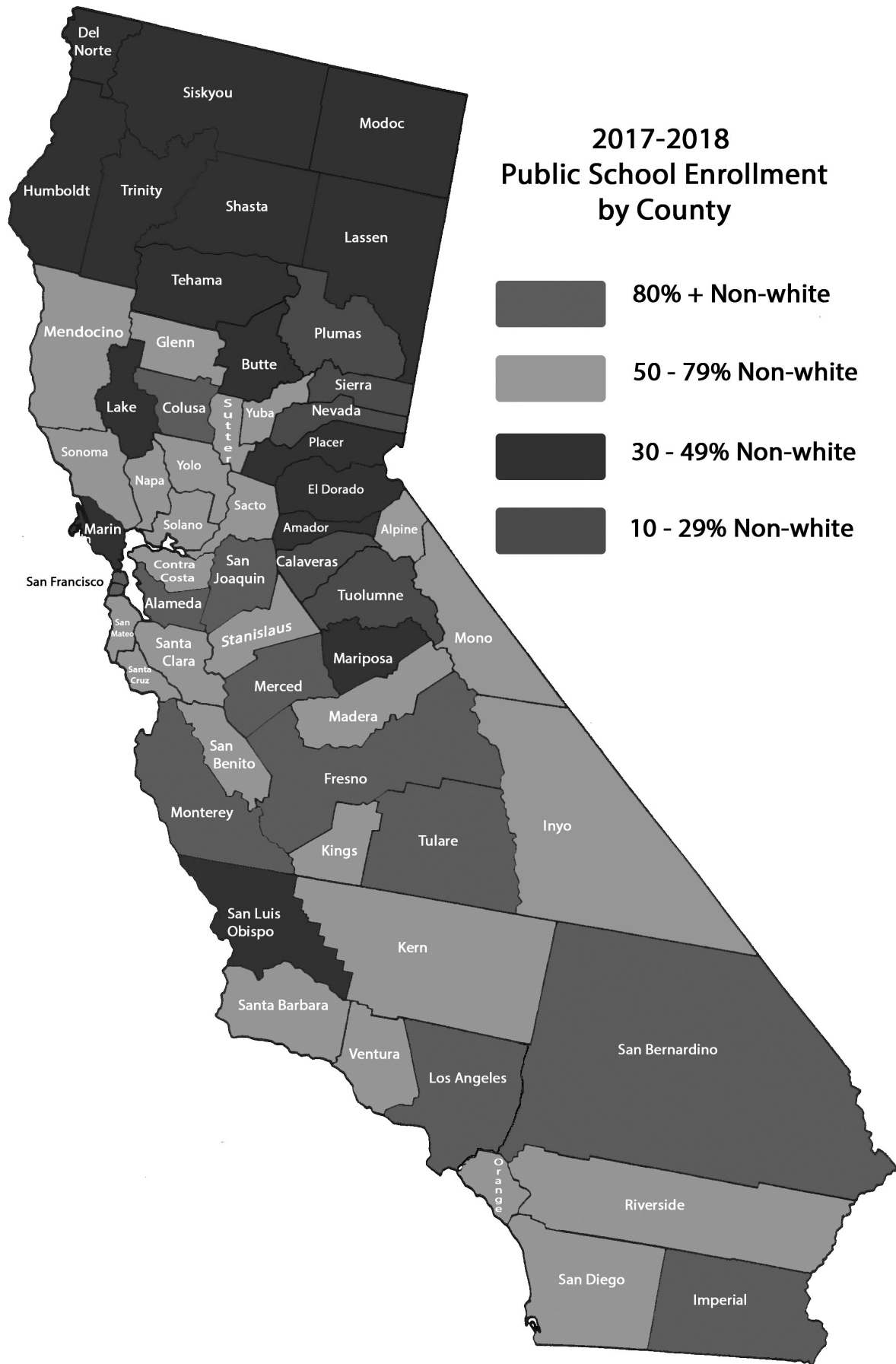
(Figures based on full time, certificated teachers)

STUDENTS		TEACHERS		Year
Number	Percent	Number	Percent	
4,719,675	75.9%	102,937	33.6%	2017-18
4,711,434	75.6%	100,826	32.6%	2016-17
4,686,995	75.4%	87,167	29.0%	2015-16
4,665,623	74.8%	91,659	31.0%	2014-15
4,638,440	74.4%	87,932	30.5%	2013-14
4,592,839	73.8%	86,255	30.2%	2012-13
4,544,930	73.0%	84,402	29.6%	2011-12
4,494,157	72.3%	85,032	29.6%	2010-11
4,404,742	71.2%	89,212	29.9%	2009-10
4,300,433	68.6%	87,171	28.5%	2008-09
4,293,631	68.5%	86,562	27.9%	2007-08

In a ten year period of time:

- Minority student population increased by 7.4%
- Minority Teacher population increased by 5.7%





[CLUB ED: Teachers for Tomorrow](#)

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 CTA members in establishing future teacher clubs at middle and high school campuses.

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 visit: cta.org/en/About-CTA/Who-We-Are/SCTA/Club-Ed.

Student CTA (SCTA) - Creating a New Path for Education.

California college students have an opportunity to ensure every child receives the education they deserve; take ownership of their future profession and advocate about things that matter most.

Mission

SCTA strives to be a recognized and collaborative organization that inspires and fosters exemplary future leaders in education.

Core Values

- Teacher Quality
- Community Outreach
- Diversity
- Advocacy

Future educators can be individual members or create local campus chapters. SCTA is led by a statewide board of student members and 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. Join online at studentcta.org

Like us on Facebook: facebook.com/studentcta.

SCTA members have access to a variety of resources and benefits:

- Conferences and professional development
- Networking
- Scholarships and grants
- Newsletters and magazines
- Discounts through Teacher Services
- \$1 million liability insurance and legal protection when working with students as part of your preparation to become a teacher
- Credit union privileges and discounts on auto, homeowners/renters, life insurance and special services

Calendar

1. **SCTA Welcome Summit**
November 3-4, 2018, North (TBD)
2. **SCTA Collaborative Forum**
April 27-28, 2019, South (TBD)

Executive Board

Miyuki Manzanedo	President
Tommy Krause	Executive Vice President
Erin Githens	Secretary-Treasurer
Stavanna Easley	Central Regional Vice President
Madelyn Thompson	Northern Regional Vice President
Amy Lo	Southern Regional Vice President
John Brasfield	Ethnic Minority Representative
Liliana Duenas Sosa	Social Justice Advocate
Suryanshi Pandya	Communications Editor
Belen Moreno	CCTC Liaison
Maricarmen Aragon	State Council Representative
Laura Ensberg	State Council Representative
Qohle Martinez	State Council Representative
Autumn Crisantes	Past Officer
Susan Green	CTA Board Liaison
Julius B. Thomas	NEA Board Liaison
Rachel Immerman	NEA Student Chairperson

SCTA Office

California Teachers Association
Human Rights Department
1705 Murchison Drive, Burlingame, CA 94010

Gail Watts, SCTA Consultant

Annette Barroso, SCTA Support Staff

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.”

NEA Handbook, 2018

Implementation of The California 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.

In December, the full 2018-2019 3-1(g) Report & Plan can be downloaded at cta.org/EMAC.

Human Rights Issues

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 human 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

- Define and further clarify the purposes and objectives of the Human Rights Committee.
- Participate on Service Center Council/Chapter governance boards to implement CTA/NEA's goals and policies regarding human rights.
- Clarify and analyze human rights issues within the district, Chapter and community and then establish priorities to deal with specific problem areas.
- Disseminate data forms to determine the ethnicity of the membership.
- Create a community profile including information on student and adult populations, racial-ethnic composition, employment patterns, community services, and civil rights groups.
- Establish a liaison with community and other educational groups.
- Involve a broad segment of the membership in activities sponsored by the Committee.
- Provide CTA Leadership Development Training Programs and CTA High Risk Programs to the membership.

- Encourage and assist the districts in developing and implementing a positive multicultural curriculum that accurately and adequately represents all ethnic minorities.
- Develop, implement and participate in programs to increase awareness of affirmative action, the roles of the Human Rights Committee and minority involvement efforts. Monitor the affirmative action policies, procedures and practices of the districts.
- Provide programs for parent support groups utilizing materials (multi-lingual where available) on parenting, parent involvement and child care.
- Promote existing training packages that reflect cultural sensitivity for all ethnic minority groups.
- Promote the negotiation of non-discriminatory affirmative action articles in chapter contracts.
- Implement minority caucuses to address specific cultural/racial ethnic needs within the Service Center Council/Chapter.
- Encourage ethnic minority participation in various community, state and national groups.

Civil Rights in Education (CRE) a Standing Committee of the State Council of Education

CTA Standing Rule 7-5

The Civil Rights in Education Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: (Amended May 1995)

- 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. *(Amended November 1982)*
 - 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. *(Amended July 2002)*

- i. Advocacy and promotion of environmental issues and education to foster respect for the earth and its inhabitants. *(Amended July 2002)*
- j. Advocacy for issues pertaining to peace and international relations having an impact on educational opportunities for California students and education employees. *(Amended July 2002)*
- k. Advocacy, promotion and protection of Gay, Lesbian, Bisexual and Transgender rights and issues. *(Adopted December 1997, Amended July 2002)*
- l. Advocacy of equal rights for all. *(Adopted November 1980, Amended June 1984, May 1988, May 1992, December 1997, June 2002, July 2002)*

Racial Equity Affairs Committee (REAC)

An Advisory Committee of the CTA Board of Directors

CTA Standing Rule 8-12

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 *(Amended December 1991)*
 - c. Hispanic *(Amended December 1991)*
 - d. Pacific Asian American
2. **Purpose.** The REAC is advisory to the CTA Board of Directors and will: *(Amended September 2012)*
 - a. Promote ethnic minority participation in all areas of CTA leadership; *(Added September 2012)*
 - b. Monitor ethnic minority representation within the Association as set forth in the governing documents; *(Amended July 1993, September 2012)*
 - c. Provide ethnic minority input on CTA membership programs and policies; *(September 2012)*
 - d. Make specific recommendations to the Board for continuing ethnic minority input into the Association; *(Amended October 2000, September 2012)*
 - e. Work toward an inclusive Association that involves and empowers its equity-minded members; and *(Adopted October 2000, September 2012)*
 - f. Advise the Board in addressing the needs of California's ethnically diverse student population. *(Adopted October 2000, September 2012)*
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 June 25 of each year. *(Amended October 2000, July 2005)*
4. **Co-Chairpersons.** The Committee shall select its own Co-Chairpersons from among its members.
5. **Meetings.** Meetings of the Committee will be held pursuant to actions of the CTA Board of Directors. *(Adopted February 1985)*

2018-2019 REAC Committee Roster

Monica Guevara Rice, Co-Chair
Rebecca Harper, Co-Chair
Robert Ellis, Board Liaison
Bill Freeman, Board Liaison
Maritza Avila
Dorothy Chen-Maynard
Reagan C. Duncan

Michael D. Gonzales
Taunya M. Jaco
Mary Levi
Angela K. Normand
Stephanie Tellez
Martin Thompson
Telly Tse

2018-2019 Service Center Council Equity Teams

The 2018-2019 Service Center Council Equity Teams contact information can be found at cta.org/EMAC (log in required).

The equity teams consist of the elected State Council Minority At-Large Representatives, the Lesbian, Gay, Bisexual, Transgender and Questioning/Queer (LGBTQ+) Advocacy Coordinator, Human Rights Advocacy Coordinator and Women's Advocacy Coordinator as appointed by the Service Center Chair.

Sexual Orientation and Gender Identity Issues Advisory Committee (SOGIAC)

An Advisory Committee of the CTA Board of Directors

CTA Standing Rule 8-16

The Board advisory committee on lesbian, gay, bisexual, transgender, questioning/queer, intersex, asexual/ally, pansexual, etc., (LGBTQ+) issues will review, comment on and make specific recommendations to the CTA Board of Directors on matters related to sexual orientation and gender identification. (Adopted March 2000, Amended May 2002, March 2016)

1. **Composition.** The committee will consist of eleven (11) members. The CTA Board shall make every effort to designate co-chairpersons of diverse gender identities. (*Adopted March 2000, Amended June 2009, March 2016*)
2. **Nomination and Appointment.** The Gay, Lesbian, Bisexual, Transgender caucus shall make up to four (4) nominations to fill vacancies on the Committee from among its members. 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 June 25 of each year. (*Adopted February 2018*)

2018-2019 SOGIAC Committee Roster

Robyn Nixon, Co-Chair
Alberto Nodal, Co-Chair
Mel House, Board Liaison
Anthony Arinwine
Randolph Arnyro
Erik R. Bienke

Sue Cirillo
Daniel Gallegos
John A. Gieratz
Tommy Krause
Ruth Luevand
Daniel R. Robles
Molly Talcott

2018-2019 CTA Officers and Board of Directors

Eric Heins, President
Theresa Montaño, Vice President
David B. Goldberg, Secretary-Treasurer
Jesse Aguilar (District H)
José J. Alcalá (District O)
Joe Bartell (District M)
Gayle Bilek (District G)
Greg Bonaccorsi (District B)
E. Toby Boyd (District E)
Barbara J. Dawson (District N)
Jerry Eaton (District A)
Robert Ellis (At-Large)

Bill Freeman (At-Large)
Margie Granado (District L)
Susan Green (District Q)
Mel House (CTA/NEA Coordination)
Terri Jackson (District C)
Erika Jones (District J)
Leslie Littman (District I)
Sergio Martinez (District K)
Mike Patterson (District D)
Roberto Rodriguez (District P)
Eva Ruiz (District F)

2018-2019 NEA Directors for California

Robert J. Becker (District 7)
Colleen Briner-Schmidt (District 5)
Lindsay Burningham (District 10)
Robert Ellis (District 3)
Mel House (District 6)
Tara Jeane (District 1)
Dan Kivett (District 11)
Elaine Merriweather (District 2)
Krista Patterson (District 4)
Karen Ridley (District 9)
Karen Schuett (District 8)

Toby Spencer (District 12)
Ken Tang (District 16)
Tracy Lee Taylor (District 13)
Julius B. Thomas (District 15)
DeWayne Sheaffer (Higher Ed. At-Large)
Charmaine Banther (Non-voting Member)
Cecily Myart-Cruz (Non-voting Member)
Vacant (Alternate 1)
Ruth Luevand (Alternate 2)
Telly Tse (Alternate 3)
Robert V. Rodriguez
(NEA Executive Committee Member)
George Sheridan
(NEA Executive Committee Member)



California Teachers Association
1705 Murchison Drive,
Burlingame, CA 94010



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