

CADRE TRAINING PROGRAM 2024-2025 PROGRAM OVERVIEW



The Human Rights Department unites all aspects of both unionism and public education and supports the CTA Mission Statement and Strategic Plan.

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

CONTENT AREA OVERVIEW

BLACK, INDIGENOUS, PEOPLE OF COLOR (BIPOC) LEADERSHIP ADVOCACY

The BIPOC Leadership Strand critically examines union structures, prioritizes BIPOC voices and perspectives, and navigates barriers preventing BIPOC engagement. By cultivating a shared space where BIPOC thrives, we ensure our collective power.

LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER, OR QUESTIONING, (LGBTQ+) LEADERSHIP ADVOCACY

LGBTQ+ Leadership Advocacy is dedicated to LGBTQ+ members and allies by uplifting members, students, and communities by working toward LGBTQ+ liberation, with a focus on intersectionality. The training will clearly define LGBTQ+ safe spaces and how to create and maintain them to prevent and end violence. This work is dedicated to creating spaces for our members to foster joy, community, and empowerment.

RACIAL JUSTICE ADVOCACY

The Racial Justice Advocacy content area, seeks to provide and promote education and action to dismantle systemic racism in education and within our communities. Our trainers endeavor to highlight the lived experiences of the global majority in a racialized society while offering ways to be change agents and promoters of social justice and racial equity. In exploring racial justice, we wish to amplify the intersections of race, gender, language, sexual orientation, class, ableism, etc., to promote liberation for all through continued action.

TRANSFORMATIVE SOCIAL EMOTIONAL LEARNING

Transformative SEL examines and addresses the root causes of inequity to develop collaborative solutions that lead to personal, community, and societal well-being. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem-solving.

WOMEN'S LEADERSHIP ADVOCACY

In the women's advocacy leadership and rights content area, we will illuminate the issues impacting self-identified womxn and girls in schools, unions, and communities. We will focus on gender justice broadly, with special attention paid to marginalized and BIPOC communities, and will offer healing-centered strategies and tools to promote women's rights.



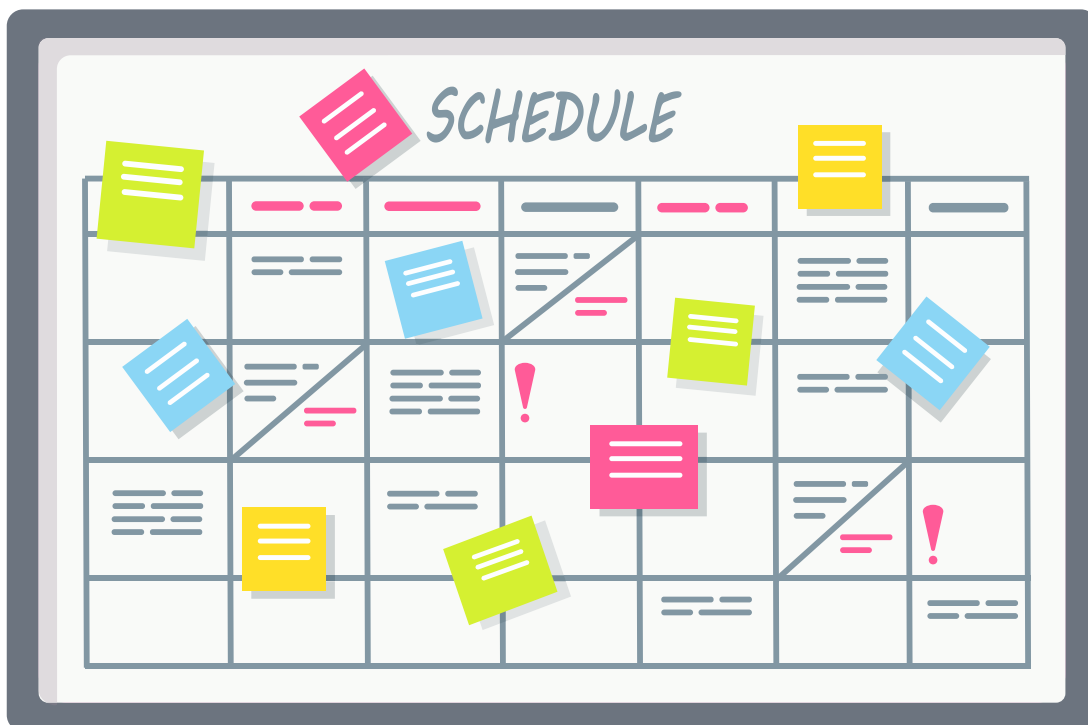
Submit your training request:
cta.org/hrrequest

HR REQUEST FORM

Interested in scheduling a Human Rights
Cadre Training for your chapter or
Service Center Council?

Please use the Human Rights
Department Request form linked below.

cta.org/hrrequest



SESSION OVERVIEW

BIPOC LEADERSHIP ADVOCACY

- BIPOC Leadership: Is it a Secret?
- Hey Siri, What Now? CTA Structures and Resources
- Where My People At? Finding and Creating BIPOC Groups
- They Did Not Just Say That?! BIPOCs Advocating for Justice
- Our Union is for All of Us: Creating Opportunities and Navigating Obstacles for BIPOC Member Involvement
- So, You Want to Start An Equity Team?
- Code Switching- A Key to Racial Equity in Education

LGBTQ+ LEADERSHIP ADVOCACY

- Seeing the Framework in Rainbow: Working with the CA Social Studies Framework
- Supporting LGBTQ+ Students at All Levels
- Supporting Trans Students
- Closets are for Clothes
- Intersectionality of Disability and LGBTQ+
- Your Words Matter!: The Impact of Language on the LGBTQ+ Community
- Messaging to Respond to Anti-LGBTQ+ Attacks
- Intersectionality of Neurodivergent & LGBTQIA2S+

RACIAL JUSTICE ADVOCACY

- Decolonizing the Classroom and Me
- Moving Beyond Awareness to Allyship: How Educators Can Take Action
- Recognizing Signs and Responding to the Rise of White Nationalist Ideology in Schools

TRANSFORMATIVE SEL

- So, You Think You Know SEL?
- Empathy and Compassion Dialogue
- Overworked, Over-Tasked, Overwhelmed, Over It?
- Beyond Straight Care
- Unconscious Bias
- Supporting Mental Health of Black Youth
- How to Address Staff Conflict and Why Building Community Is Important

WOMEN'S LEADERSHIP ADVOCACY

- Women in Leadership: Take Your Seat at the Table
- Inclusive Feminism
- It's the Right Thing to Do - Period! Period Justice and Supporting the Dignity of Our Students
- The Power of Consent and Disrupting Misogyny: How Educators Can Create Safer Environments For Women and Girls
- The Balancing Act: Parenting & Caretaking While Marginalized
- Women's Rights, Leadership & Advocacy Dialogue: In Our Schools, Communities and Union
- Lifting Up Leaders
- Close That Gap! An Intersectional Social Justice Analysis of the Gender Wage Opportunity Gap for Educators
- Know the Rules, Know YOUR Rights: Empowering Women to Make Informed Healthcare Decisions

BIPOC LEADERSHIP ADVOCACY

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

▣ **BIPOC LEADERSHIP: IS IT A SECRET?**

This session will share ways to center BIPOC (Black, Indigenous, & People of Color) voices and perspectives within the union structure. We will also discuss navigating barriers that may prevent BIPOC member engagement. By cultivating a shared space where BIPOC members thrive, we ensure our collective power as a union.

▣ **HEY SIRI, WHAT NOW? CTA STRUCTURE AND RESOURCES**

BIPOC Leadership Advocacy, one of the Human Rights Cadre Training content areas, critically examines union structures, prioritizes BIPOC voices and perspectives, and navigates barriers preventing BIPOC engagement. By cultivating a shared space where BIPOC thrives, we ensure our collective power. Join this session to learn more about this content area, and share with us what resources and support you'd like to know about.

▣ **WHERE MY PEOPLE AT? FINDING AND CREATING BIPOC GROUPS**

Do you need help connecting with others who want to advocate for Human Rights? We want to reveal CTA's many resources to help our BIPOC members get and stay involved. We will also discuss how you can start creating space at your local by starting a Human Rights Committee and/or a Racial Equity Affairs Committee.

▣ **THEY DID NOT JUST SAY THAT?! BIPOCS ADVOCATING FOR JUSTICE**

Not sure where to begin when advocating for justice? Discuss what you have seen and heard in your local union meetings. Learn tools to deal with racist comments and analyze your local agenda items and budget for social justice and equity issues. Leave with an action plan to advocate in your own local and beyond.

▣ **OUR UNION IS FOR ALL OF US: CREATING OPPORTUNITIES AND NAVIGATING OBSTACLES FOR BIPOC MEMBER INVOLVEMENT**

NEW!


Strong locals make all members feel welcome and this includes opportunities for participation in leadership roles. Unfortunately, many potential union leaders (oftentimes BIPOC members) are excluded from leadership opportunities due to lack of outreach or union experience. In this session participants will learn the basic structure of CTA/NEA, learn strategies to help navigate around obstacles to union involvement, and receive information about opportunities for participation and leadership in their union.

BIPOC LEADERSHIP ADVOCACY


SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

■ SO, YOU WANT TO START AN EQUITY TEAM?

 Did your chapter just start an Equity Team, or is it thinking about starting one? Perhaps your chapter has had an Equity Team for a while but is floundering? In this session, participants will learn how to organize the team, register it with CTA, and then focus on what Equity Teams can do in their locals to improve working and learning conditions for marginalized folx.

■ CODE SWITCHING - A KEY TO RACIAL EQUITY IN EDUCATION

 The purpose of this session is to explore code-switching, including its linguistic, cultural, and social dimensions, and how individuals use code-switching as a tool to navigate different cultural and linguistic contexts in order to communicate effectively. Participants will examine how recognizing and addressing code-switching can advance racial equity in education and receive strategies to create an inclusive environment that values and supports diverse communication styles.

LGBTQ+ LEADERSHIP ADVOCACY

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

▣ **SEEING THE FRAMEWORK IN RAINBOW: WORKING WITH THE CA SOCIAL STUDIES FRAMEWORK**

This session will highlight the California Equity and Access Framework for History and Social Science and inclusive laws in California schools. The session will help allies identify age-appropriate resources for all grade levels K-12 to help supplement textbooks that may be outdated or limited in their scope. This session will also highlight relevant data about why this work should be a priority for California educators.

▣ **SUPPORTING LGBTQ+ STUDENTS AT ALL LEVELS**

Looking for ways to ensure that LGBTQ+ students feel safe, welcomed, and encouraged to learn? Want to increase LGBTQ+ visibility and affirmation in your curriculum? This session will help you be the empathetic heroes your students need and help you create a more inclusive and equitable experience for all.

▣ **SUPPORTING TRANS STUDENTS**

Have you struggled with the best ways to support your trans and gender-nonconforming students? Come explore a variety of issues to improve the learning environment for all students. This unique training will enhance the participant's ability to effectively build a safe, supportive, and inclusive environment for our transgender and gender-nonconforming students.

▣ **CLOSETS ARE FOR CLOTHES**

Have you struggled with the best ways to support your trans and gender-nonconforming students? Explore a variety of issues to improve the learning environment for all students. This unique training will enhance the participant's ability to effectively build a safe, supportive, and inclusive environment for our transgender and gender-nonconforming students.

▣ **INTERSECTIONALITY OF DISABILITY AND LGBTQ+**

How many LGBTQ+ people also have a diverse ability (disability)? What issues do LGBTQ+ people who also have a diverse ability encounter? What about our LGBTQ+ youth who have diverse abilities? Who are the influential LGBTQ+ people who live with diverse abilities and are activists to follow on YouTube, Facebook, Twitter, Instagram, and TikTok? Come to this session to find out.

LGBTQ+ LEADERSHIP ADVOCACY

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

NEW! YOUR WORDS MATTER!: THE IMPACT OF LANGUAGE ON THE LGBTQ+ COMMUNITY

Your words matter! There is a reason why something simple you say may be offensive. In this session participants will be guided through the process of understanding why words matter, learn how to respectfully handle mistakes, and practice common scenarios. Participants will be called to create an action plan for disrupting harmful language in classrooms and school communities.

NEW! MESSAGING TO RESPOND TO ANTI-LGBTQ+ ATTACKS

This session is intended to provide support to anyone who has been subjected to anti-LGBTQ+ attacks externally as well as anyone looking to support those who are the victim of attacks. It will include focusing on internal conversations to build capacity with members. This session will focus on the language of discriminatory policies against LGBTQ+ folks and include some skill building practice to learn how to respond to attacks. This session is also a safe space for anyone who is currently struggling at their school site with anti-LGBTQ+ policies as well as anyone who has survived an attack.

NEW! INTERSECTIONALITY OF NEURODIVERGENT & LGBTQIA2S+

"Queer neurodivergent" or "Queer Neuro" is a term that refers to people who are both queer and neurodivergent. Research suggests that neurodivergent people are more likely to identify as LGBTQ+ than neurotypical people. In this session, participants will explore the intersectionality of Neurodivergent & LGBTQIA2S+ and receive resources to support students and colleagues who identify as Queer and Neurodivergent.

RACIAL JUSTICE ADVOCACY

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

▣ DECOLONIZING THE CLASSROOM AND ME

This session is for folx who are aware of racial injustices and are ready to break down further internalized colonialism and racism within our thinking, practices, and schools. Facilitators for this session aim to invite dialogue about our internalized colonial mentality and how it can affect our professional interactions, campus culture, and students. Topics discussed include but are not limited to the micro aggressive nature of Eurocentric mentality (how it manifests itself in the classroom), critical race theory, and formidable ways to disrupt oppressive structures. Facilitators aim for participants to leave this session feeling uplifted and encouraged with action plans while continuing a self-examination of our contributive behaviors to racial oppression.

▣ MOVING BEYOND AWARENESS TO ALLYSHIP: HOW EDUCATORS CAN TAKE ACTION

This workshop will share how you can further develop your social justice activism. Activists who attend this workshop will better understand the importance of their growth within the social justice movement. Throughout the workshop, we will identify some of the key components of racism, recognize where you are as an activist, cover the differences between being an ally and a co-conspirator, and discuss how solidarity is a verb. The outcomes of this workshop are for activists to find ways to take meaningful action safely.

▣ CONFRONTING THE RISE OF WHITE NATIONALIST IDEOLOGY IN SCHOOLS

Schools have become battlegrounds and recruitment sites for extremist organizing and white nationalist groups targeting young people. Youth and adults are susceptible to rhetoric from white nationalist groups and conspiracy theories. This session will empower educators to recognize and respond to white nationalist rhetoric in the classroom. Participants will leave equipped to help students understand tactics like scapegoating, false equivalency, conspiracy theories, and hateful ideologies disguised as humor. They will also gain access to a free toolkit (published by the Western States Center) to support prevention strategies throughout their school and communities.

TRANSFORMATIVE SEL

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

■ **SO, YOU THINK YOU KNOW SEL?**

Returning to school has been stressful for educators and students. Educators must learn to manage their stress to work effectively with students. This session will allow participants to explore their personal experiences with stress. Cadre trainers will share strategies for self-managing stress in both educators and students.

■ **OVERWORKED, OVER-TASKED, OVERWHELMED, OVER IT?**

Working in public education is emotional labor, and it's critical that we find ways to cope and care for ourselves. The term Self-Care has been thrown around so much lately that it is easy to disregard it and feel like it is not something you can fit into your busy schedule. But studies (and your physical health) show your mental health cannot take a back seat. Self-care is incredibly beneficial for your mental & physical health, which affects all areas of your life. Join us as we discuss how we can work on lowering stress improve mental health, and learn practical self-care tips you can implement today.

■ **BEYOND STRAIGHT CARE**

This session will explore the unique challenges and needs of students who identify as BIPOC and LGBTQ+. Per research, LGBTQ+ youth of color are at a higher risk of suicide and other self-harming behaviors. School-based social-emotional learning tailored to BIPOC LGBTQ+ students can offer a promising and safe environment for experiential, compassionate, and possibly life-saving support. Participants will learn to appreciate the historical struggles of being LGBTQ+ and BIPOC and use empathetic listening and vigilance to build authentic relationships with students. We hope such efforts will lead to collective healing and an accepting, equitable, and affirming future for all LGBTQ youth.

■ **UNCONSCIOUS BIAS**

Psychologists and other social scientists have found that all of us, regardless of ethnicity, have cognitive biases that influence how we perceive and make decisions about other people. Although we may not be aware of these biases, they often cause us to form stereotypes about others and may influence our behavior toward certain groups of people. Research indicates that unconscious bias can have a significant impact in our classrooms and on our school campuses. The good news is that we can minimize the impact of our biases through awareness and practice.

TRANSFORMATIVE SEL

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

■ EMPATHY AND COMPASSION DIALOGUE

NEW!

Empathy and Compassion are distinct: empathy is feeling with someone, while compassion is the motivation to relieve suffering. This session covers courageous conversations, which address difficult but important issues and are necessary for building relationships and achieving desired outcomes. Compassionate empathy, the most powerful form of empathy, combines sympathy and empathy. We explore how self-compassion is crucial for extending compassion to others. Participants will receive resources and strategies for cultivating empathy and compassion in educational settings and beyond.

■ SUPPORTING THE MENTAL HEALTH OF BLACK YOUTH

NEW!

The presentation is for anyone who wants to support the mental health of black youth. This session outlines the challenges that Black youth face, including systemic oppression, symbolic violence, poverty, and neighborhood disadvantage. It emphasizes the importance of empathy and provides strategies for supporting Black youth, such as creating safe spaces, promoting awareness and education, as well as incorporating culturally relevant activities. The presentation concludes with a call to action for implementing these supports in the classroom and beyond.

■ HOW TO ADDRESS STAFF CONFLICT AND WHY BUILDING COMMUNITY IS IMPORTANT

Resolving conflict is like untangling a stubborn knot—it takes patience, understanding, and a bit of finesse. When tensions arise in the workplace, what should you do? Ah, community—the heartwarming soup of shared experiences, laughter, and occasional potlucks. But why is community so crucial? Well, let's unpack that. This session will help you navigate through conflict that may arise in the workplace. You'll learn tips to express why building community is so important for educators while maintaining your OWN emotional health and boundaries, too! Join us!

NEW!

WOMEN'S LEADERSHIP ADVOCACY

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

▣ **WOMEN IN LEADERSHIP: TAKE YOUR SEAT AT THE TABLE**

Women belong in all places where decisions are made. Let's reflect. Is this true in your personal and public spheres? In this workshop, attendees are invited to do a deep dive on intimate table topics about what leadership looks like for them. Through listening to each other's experiences, dialoguing, and reflecting, the objective is to identify what intentional actions are taken or not taken to make our evolving seat at the table.

▣ **INCLUSIVE FEMINISM**

Participants will learn about inclusive feminism by exploring those left out of mainstream feminist conversations, challenging gender binaries, and sharing how to create more inclusive spaces for all self-identified women.

▣ **IT'S THE RIGHT THING TO DO - PERIOD! PERIOD JUSTICE AND SUPPORTING THE DIGNITY OF OUR STUDENTS**

Our schools are structured in ways that can deeply disadvantage students who menstruate, and educators may be unaware of the issues impacting our students. Many people in our schools also may need to understand how their actions deprive these students of fair and equal access to care and supplies needed during this time. Period justice is necessary for the dignity of our students. In this session, we will address period injustice, issues around access to menstrual products, school policies and restrooms, shame, and ways to help staff respond appropriately to menstruating students.

▣ **THE POWER OF CONSENT AND DISRUPTING MISOGYNY: HOW EDUCATORS CAN CREATE SAFER ENVIRONMENTS FOR WOMEN AND GIRLS**

The over-sexualization of women and girls and the normalization of victim-blaming are too common in our culture. In this session, we will unpack patriarchy, misogyny, and rape culture and address how to teach consent from a young age; how to teach consent in the classroom; and how educators can support can combat and counter harmful practices and norms at your school. Content warning: This session discusses the topic of rape and sexual assault.

▣ **THE BALANCING ACT: PARENTING & CARETAKING WHILE MARGINALIZED**

Being an educator is already a challenging career; when parenting and caregiving responsibilities are added, it can sometimes feel impossible to balance. This session provides historical context and current conditions for parents and caregivers in California and creates space for participants to reflect and dialogue. Let's learn how our union can support parents and caregivers in the workplace, our rights, and mental health.

WOMEN'S LEADERSHIP ADVOCACY

SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

■ **WOMEN'S RIGHTS, LEADERSHIP & ADVOCACY DIALOGUE: IN OUR SCHOOLS, COMMUNITIES AND UNION**

NEW!

The Women's Leadership Advocacy Cadre sessions explore issues impacting self-identified women and girls. This anchor session creates opportunities for participants to discuss issues, including leadership, rape culture, period justice, inclusive feminism, and caretaking.

■ **LIFTING UP LEADERS**

NEW!

Learn how one CTA Local's shift to an organizing model resulted not only in a historic contract win but also resulted in opening pathways to leadership for BIPOC members while increasing union participation by BIPOC women. Lifting up Leaders is about identifying who is missing from our space, how we show up for our union siblings and what voices should be included to make our chapters truly inclusive. This session is useful for all CTA members. Site based teams of Educational Support Professionals and certificated members are encouraged to attend.

■ **CLOSE THAT GAP! AN INTERSECTIONAL SOCIAL JUSTICE ANALYSIS OF THE GENDER WAGE OPPORTUNITY GAP FOR EDUCATORS**

NEW!

Did you ever wonder why the gender wage gap persists in the United States? This session will share data that shows how women are socially and economically impacted throughout their careers and into retirement due to pay inequity. The information will include the disparate impact of pay inequity on BIPOC, LGBTQIA2S+, older, and disabled women. Participants will learn how to analyze their collective bargaining agreements to ensure they are not supporting the wage gap and ensure pay equity for all members.

■ **KNOW THE RULES, KNOW YOUR RIGHTS: EMPOWERING WOMEN TO MAKE INFORMED HEALTHCARE DECISIONS**

NEW!

Gain the knowledge and confidence you need to make health and wellness decisions for you and your family. This session will introduce you to the laws that impact your access to health benefits and guide you through key strategies for selecting the best insurance products for you and your family.

WHITE CO-CONSPIRATOR SERIES

TRAINING SESSIONS ARE 90 MINUTES

This three-part series is designed to empower white educators to actively engage in the crucial work of antiracism. This series is recommended as part of a CTA chapter's racial equity plan.

For more information schedule a conversation with your Human Rights Consultant:



Schedule a conversation:

cta.org/hrrequest

■ CO-CONSPIRATOR SERIES PART 1 - MISSTEPS AND ACCOUNTABILITY FOR WHITE EDUCATORS

Join us for Part 1 of our Co-Conspirator series. This reflective workshop will address common missteps white individuals make on their journey toward accountability. Identify patterns in yourselves and your organizations and learn how to disrupt them. Be sure to keep the work going in Parts 2 and 3 of this series: (2) White Allyship and (3) Taking Action.

■ CO-CONSPIRATOR SERIES PART 2 - WHITE ALLYSHIP

In Part 2 of our Co-Conspirator series, we'll discuss the dos and don'ts of allyship, examine where apathy comes from and how to overcome it. This workshop empowers participants to confront and learn from the missteps addressed in Part 1, fostering a more inclusive and equitable future. Join us for a focused exploration of accountability on the journey toward positive change. Finish up the series by joining us for Part 3, Taking Action.

■ CO-CONSPIRATOR SERIES PART 3 - TAKING ACTION

Join us for Part 3 of our Co-Conspirator series. This transformative workshop will empower white educators to actively engage in the crucial work of antiracism. Providing practical tools to interrogate internalized and systemic racism, participants will be guided in an exploration of genuine allyship, including challenges that get in the way. Whether you're a seasoned activist or starting your antiracist journey, this session offers a supportive space for learning, growth, and collaboration. By the end, attendees will be equipped with actionable steps to challenge privilege, contributing to a more inclusive and equitable society.

CADRE TRAINERS

REGION 1

ALBERTO NODAL
(HE/HIM)



- Region 1, San Lorenzo EA
- Content Area(s): BIPOC
- Year 3 Cadre Trainer

“

I became involved with Cadre because I want to help bring up other BIPOC leaders and show them all of the different opportunities there are in the association.

”

DIANA MOMIYE MUELLER
(SHE/HER)



- Region 1, UESF
- Content Area(s): Women's
- Year 1 Cadre Trainer

“

Being surrounded by others who not only share a similar passion for racial and social justice but who also share a desire to create inclusive educational spaces which facilitate equity and access is important to me.

”

JENNIFER GRIPMAN
(SHE/HER)



- Region 1, Albany TA
- Content Area(s): LGBTQ+
- Year 2 Cadre Trainer

“

I believe that teachers have a unique opportunity to promote equity and inclusivity within a structure that has been designed to create systemic inequity.

”

JENNY APPELGREN
(SHE/HER)



- Region 1, Fremont TA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“

I hope to work to improve the quality of public education that our students receive, and work to protect the human dignity and civil rights of all students, families, and educators. I hope to build a more equitable school system where learners in all roles can be free to flourish to their full potential.

”

MAYRA ALVARADO
(SHE/HER/ELLA)



- Region 1, Oakland EA
- Content Area(s): TSEL
- Year 1 Cadre Trainer

“

I joined the Cadre training program so that I can support other members in growing in their racial and social justice journey. I am excited to learn and grow with other like-minded CTA members.

”

NAQIBA GREGORY
(SHE/HER)



- Region 1, West Sacramento TA
- Content Area(s): Women's
- Year 3 Cadre Trainer

“

Knowing that we excel when we feel seen, heard, and appreciated, I believe in empowering more teachers with the resources, awareness, and voice to make the difference we seek. We are the change, one teacher, and one student at a time.

”

CADRE TRAINERS

REGION 1

OLIVIA GUERRERO
(SHE/HER)



- Region 1, Moreland TA
- Content Area(s): TSEL
- Year 1 Cadre Trainer

“ Social justice has profoundly shaped my approach in all aspects of my career as an educator. I believe in creating equitable opportunities for all students, regardless of their background. This commitment has driven my work, ensuring every student has the support they need to succeed. ”

RACHEL FOSTER
(SHE/HER)



- Region 1, Pittsburg EA
- Content Area(s): TSEL
- Year 3 Cadre Trainer

“ I currently work with students who need the most love and support in correcting their behaviors and supporting teachers in bringing out the best in their students. I truly believe that all students should experience a well-rounded and just educational experience. ”

VANESSA YAVA
(SHE/THEY)



- Region 1, Pittsburg EA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“ I want to bring a fresh set of eyes that can bring awareness and promote allyship for Native/Indigenous communities. I want to add to the collection of powerful presentations to make our educators have a more open field of vision when working with our students. ”



CADRE TRAINERS

REGION 2

ADRIENNE ANILA
(SHE/THEY)



- Region 1, Plumas County TA
- Content Area(s): LGBTQ+
- Year 1 Cadre Trainer

“ I believe strongly in equity and unions. Educators need quality education in how to take care of ourselves and each other. ”

ALDRICH SABAC
(HE/HIM)



- Region 2, Stockton TA
- Content Area(s): BIPOC
- Year 3 Cadre Trainer

“ I joined the CTA Human Rights Cadre Training Program to be a resource to teachers in my district and districts across California. My hope is to show how important social justice and human rights are to our classrooms and spaces. ”

ANGELA LUNA
(SHE/HER/THEY)



- Region 2, San Juan TA
- Content Area(s): Women's
- Year 1 Cadre Trainer

“ Being a part of the CTA Human Rights Cadre Program is a dream come true. It is truly an honor. Together, we can make a difference in the collective journey in creating a more just and inclusive reality for all. ”

ANTHONY LARUE
(HE/HIM)



- Region 2, Twin Rivers UE
- Content Area(s): TSEL
- Year 1 Cadre Trainer

“ I am passionate about supporting marginalized groups and amplifying their voices. I am also committed to making people feel uncomfortable in their established programming. I strongly believe everyone has the right to be their authentic selves at all times and in any setting. ”

CHRISTINA COOK
(SHE/HER)



- Region 2, Folsom Cordova EA
- Content Area(s): TSEL
- Year 2 Cadre Trainer

“ By joining this amazing team, we can all make a difference in ensuring our members feel valued and heard. Additionally, I'm eager to help my fellow educators enhance their own teaching practices, creating an inclusive learning environment for our students. ”

GIA MORENO
(SHE/HER/ELLA)



- Region 2, Elk Grove EA
- Content Area(s): BIPOC
- Year 2 Cadre Trainer

“ I wanted to be a part of the CTA Cadre Training Program, because I want to help my fellow educators learn strategies and methods to make their classrooms, campuses, districts, and locals more inclusive and international. ”

CADRE TRAINERS

REGION 2

MEGAN HARWELL
(SHE/HER)



- Region 2, Kern County TA
- Content Area(s): Women's
- Year 1 Cadre Trainer

“ I aim to create a ripple effect that will foster a more inclusive and equitable society by empowering others with knowledge about women's rights. Educating individuals about the importance of gender equality helps dismantle systemic barriers and inspires and equips them to advocate for change within their communities. ”

NICHOLE DEVORE
(SHE/HER)



- Region 2, Sacramento City TA
- Content Area(s): LGBTQ+
- Year 3 Cadre Trainer

“ I wanted to be part of the CTA Cadre Training Program to collaborate with other similarly aligned educators to share and create authentic and relevant trainings on LGBTQ+ topics and issues related to students and staff. ”

NICCO VACARRO
(HE/HIM)



- Region 2, Natomas TA
- Content Area(s): TSEL
- Year 3 Cadre Trainer

“ The CADRE Program's focus on Human Rights is something that matters a lot to me as an educator, a person, and community organizer, and I want to be a part of developing the program because of how beneficial it will be to educators to have this knowledge. ”

SILVA
(SHE/HER)



- Region 2, Hanford Elementary TA
- Content Area(s): TSEL
- Year 2 Cadre Trainer

“ There is still work that needs to be done when it comes to equity and inclusion. The cadre program allows me to get our colleagues to think about issues that we face as educators. When we participate in conversations we impact our world which in turn impacts our students. The work in the Cadre Program is vital to improving our communities. ”

VANESSA ZEPEDA
(SHE/THEY/ELLA)



- Region 2, Kern High TA
- Content Area(s): LGBTQ+
- Year 2 Cadre Trainer

“ As a special education teacher who is part of the LGBTQ+ community, I want to be able to continue the fight for equality and safe spaces all throughout the state of California. Being a part of the Cadre Trainers is important to me because I did not have safe spaces like the ones we are fighting so hard for. ”



CADRE TRAINERS

REGION 3

CLAUDIA BAUTISTA
(SHE/HER)



- Region 3, Santa Monica-Malibu TA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“It is a great honor to be a part of the CTA Cadre Training Program family. As a Spanish immersion teacher, being a part of the Racial Justice Advocacy Cohort has provided me with a wonderful group of colleagues with whom to collaborate and create “Brave Spaces” where we can support our union colleagues. By learning together, we can intentionally disrupt the system that is harming our BIPOC students and educators.”

DAVID PLATT
(HE/HIM)



- Region 3, Glendale TA
- Content Area(s): LGBTQ+
- Year 1 Cadre Trainer

“Being part of CTA’s Cadre Training Program is important to me as a learner, because I gain so much from my fellow trainers, as an educator, because it helps me be a better role model for my students and a better champion for my students’ rights, and as a leader, because I love sharing what I am learning with like-minded educators.”

ELLIE GARCIA
(SHE/THEY/ELLA)



- Region 3, Hesperia TA
- Content Area(s): LGBTQ+
- Year 2 Cadre Trainer

“I wanted to become a Human Rights Cadre training to help other educators create the spaces I longed for as a student; to disrupt systems of white supremacy and anti-blackness that are embedded in our schools.”

GARDY BORROMEIO
(HE/HIM)



- Region 3, Hueneme EA
- Content Area(s): BIPOC
- Year 1 Cadre Trainer

“As a Cadre trainer, I advocate for shared leadership where all members, especially those from underrepresented communities are uplifted. Educating and training People of Color about leadership opportunities empowers our union and strengthens our ability to advocate for one another.”

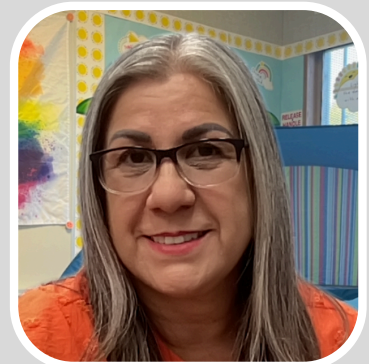
LUPE CARRASCO CARDONA
(SHE/HER/ELLA)



- Region 3, UTLA/NEA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“Lupe Carrasco Cardona is an award-winning Ethnic Studies educator of 24 years who was presented the California Teachers Association Cesar Chavez, “SI SE PUEDE” Human Rights Award in 2022 and the National Education Association Foundation Award For Teaching Excellence in 2023.”

LETICIA URIAS
(SHE/HER)



- Region 3, Mountain View TA
- Content Area(s): LGBTQ+
- Year 2 Cadre Trainer

“Sharing knowledge with our colleagues across the state is what inspires me to become a Human Rights Cadre Trainer. If we all have the same goal to provide the support needed and the schools students deserve we can be on our way to create a more just educational system.”

CADRE TRAINERS

REGION 3

MAQ MACNAIR
(HE/HIM)



- Region 3, Hesperia TA
- Content Area(s): TSEL
- Year 1 Cadre Trainer

“ Being part of Cadre gives me opportunities to learn from and present with other members as a team which I think is awesome because we do so much in isolation! Cadre allows for a team driven platform to share expertise and insights to help us improve, promote supports, and grow. ”

MARYKAY SCHEID
(SHE/HER)



- Region 3, Ontario-Montclair TA
- Content Area(s): Women's
- Year 4 Cadre Trainer

“ These trainings helped give me the confidence to voice my truth, challenged me to see things differently, and moved me to greater activism. I want to ensure more of our members have the opportunity to participate in affirming and enlightening professional development. ”

MONICA RODELA
(SHE/HER/THEY)



- Region 3, TA of Lancaster
- Content Area(s): RJA
- Year 2 Cadre Trainer

“ This opportunity is not just about addressing past challenges but about actively shaping a future where every student and educator is empowered. By teaching and guiding fellow educators in promoting human rights and inclusivity, I aim to ignite a movement toward a more equitable education system. ”

RAMONA CHANDLER
(SHE/HER)



- Region 3, Mountain View TA
- Content Area(s): LGTBQ+
- Year 2 Cadre Trainer

“ There are so many states trying to take away our human, bodily, and first amendment rights. Some counties and cities here in California are doing the same. There are many who want to help, but don't know where to start. I want to be part of that solution ”

SKYE TOOLEY
(THEY/THEM)



- Region 3, UTLA/NEA
- Content Area(s): LGTBQ+
- Year 3 Cadre Trainer

“ Our schools and union should be safe and equitable places for all. Being part of the Cadre Training Program is one way we can work towards this. From unpacking our bias, learning new ways to support all learners, to how we can reevaluate our teaching practices, I can support other educators and help our union grow to be inclusive, brave space. ”

THUY TRAN
(SHE/HER)



- Region 3, Hawthorne Educ TA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“ I have come to realize the importance of human rights training for educators. This training is critical because it will help us become more aware of our own prejudices and reflect on how these prejudices will affect our interactions with our students and colleagues. I look forward to working to bring about positive changes so every individual in this community can better learn, live, and thrive. ”

CADRE TRAINERS

REGION 3

TRACIE DUFFY-HOBSON
(SHE/HER)



- Region 3, Oceanview EA
- Content Area(s): BIPOC/RJA
- Year 1 Cadre Trainer

“I want to share any and all information that promotes equity and justice, empowering BIPOC -and other marginalized members within CTA - to persist within a system that is not set up to do so. I hope that I am able to do what some amazing CADRE Trainers and mentors in this space have done for me; that is to inspire, encourage, embolden, revive and reaffirm my commitment to my students and fellow educators to continue to fight the good fight!”

WADE KYLE
(HE/HIM)



- Region 3, UTLA/NEA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“As a facilitator for the Human Rights Cadre I am excited to bring a unique perspective to education. In 25 years, I have taught general education, special education and taught in foreign countries. These experiences have shaped and reshaped my opinions on teaching and learning. However, one thing remains the same; my focus is student centered. I enjoy meeting the learner where they are and helping them move forward in the direction they want.”

YUNBING CHEN
(SHE/HER)



- Region 3, Ontario Montclair TA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“I joined to advocate for racial and social justice in our schools. Going through the U.S. immigration system myself has helped me understand the hurdles that immigrant and language learner students face. I'm passionate about creating classrooms where all students feel included and valued. Through this program, I'm excited to team up with other educators to promote social justice and make sure all students have equal opportunities.”



CADRE TRAINERS

REGION 4

ADRIANNA TOON
(SHE/HER)



- Region 4, Murrieta EA
- Content Area(s): LGBTQ+
- Year 2 Cadre Trainer

“I wanted to be part of this program because I am passionate about making sure that all queer students and families are not only included but welcomed in the education system (specifically in the elementary setting). I want to use my voice to empower educators to be inclusive and respectful to all their students and families.”

C.SCOTT MILLER
(HE/HIM)



- Region 4, Santa Ana TA
- Content Area(s): LGBTQ+
- Year 4 Cadre Trainer

“Being an OUT educator, I could no longer stand idle while attacks were being made on LGBTQ+ members and students.”

DANYELLE HODGE
(SHE/HER)



- Region 4, Lake Elsinore TA
- Content Area(s): RJA
- Year 3 Cadre Trainer

“The CTA Cadre Training Program offers me an opportunity to fight for something bigger than myself, for my fellow BIPOC educators as well as for my students. I strive for equality in education, especially in the areas where that seems nearly impossible.”

ERIN GITHENS
(SHE/HER)



- Region 4, Association of Cypress Teachers
- Content Area(s): LGBTQ+
- Year 4 Cadre Trainer

“I knew serving as a CTA Cadre trainer would allow me help create brave spaces, establish accountability and commit to community action for our members to create new “life affirming institutions.” Glad to be apart of this ongoing work.”

ERROL GARNET
(HE/HIM)



- Region 4, Alvord EA
- Content Area(s): BIPOC
- Year 1 Cadre Trainer

“I want to use my 30 years of experience in education holding multiple positions from Elementary to High School, site to district office in order to make the lives of educators easier so they can help students navigate and thrive in our education systems.”

FRANK MATA
(HE/HIM)



- Region 4, Corona-Norco TA
- Content Area(s): RJA
- Year 4 Cadre Trainer

“Cadre provides a tangible opportunity for educator members to be at the forefront of humanitarianism, straight up. With our formal education structures acting as an evolved plantation for cultural and linguistic genocide, Cadre gives a pathway for all of us to participate in understanding what abolitionist and liberatory communities can look like.”

CADRE TRAINERS

REGION 4

IRENE AMEZCUA
(SHE/HER)



- Region 4, San Dieguito FA
- Content Area(s): RJA
- Year 3 Cadre Trainer

“As a BIPOC special education teacher, there are many struggles I myself and my students face on a regular basis while advocating for our needs inside and outside of the classroom. I want to network with other teachers in cadre and throughout CTA who face similar struggles while advocating for what is best for our students.”

LATOSHE DEJOHNETTE
(SHE/HER)



- Region 4, San Diego EA
- Content Area(s): RJA
- Year 1 Cadre Trainer

“I am currently earning a Doctor of Education degree (EdD). My dissertation will focus on the effects that discrimination, microaggressions and unconscious biases on African American females' decision to drop out of high school. As such, I my hope is to raise awareness about racism and its effects on the daily lives of people on the receiving end of intolerance.”

LEE WYGAND
(THEY/THEM)



- Region 4, Riverside Co OFC CTA
- Content Area(s): LGBTQ+
- Year 3 Cadre Trainer

“I want to inform our CTA members of the rights and challenges of our LGBTQ+ students and staff to support them and enable everyone to be kind, just, and equitable.”

LISANDRA DE GOMEZ
(SHE/HER)



- Region 4, Chula Vista Edu
- Content Area(s): BIPOC
- Year 4 Cadre Trainer

“I joined the CTA Cadre Training Program to help educate and empower our locals and CTA to advocate for social justice in our classrooms, California and beyond.”

PIA VANMETER
(SHE/HER)



- Region 4, Riverside City TA
- Content Area(s): RJA
- Year 3 Cadre Trainer

“I want to help my fellow teachers to understand the importance of equity and inclusion in the classroom and advocate for our students to advocate for themselves and what they deserve.”

VANESSA ANNAGUEY ARANDA
(SHE/HER)



- Region 4, Redlands TA
- Content Area(s): RJA
- Year 3 Cadre Trainer

“I've always had a passion for social justice issues, particularly related to anti-racism. As a teacher, I make an impact in my classroom, school and community. CTA Cadre was an opportunity to be a part of a team of teachers focused on dismantling oppressive systems and creating a more just education for students across the state.”

CADRE TRAINERS

REGION 4

VERONICA DOMINGUEZ
(SHE/HER)



- Region 4, San Diego EA
- Content Area(s): RJA
- Year 3 Cadre Trainer

“ I have profound regard for the working class and people of color. WE have the right to dream, speak, think, critique, agree, and refuse in ways that help our communities have agency over what happens in our lives, and most importantly a child's life. As Cadre trainers we speak to empower and embolden. We give space to ideas que tal vez nunca se escuchan. ”

VINITA RAJAH
(SHE/HER)



- Region 4, San Diego EA
- Content Area(s): RJA
- Year 3 Cadre Trainer

“ Vinita is a Speech Pathologist in San Diego Unified. ”



2024-2025 CADRE ADVISORY COMMITTEE



RAUL GONZALEZ
CHAIR

Visalia Unified TA



ANGELA DER RAMOS
LIASION

Alisal TA



VERONICA DOMINGUEZ
COMMITTEE MEMBER


San Diego EA




MAYA WALKER
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Region 4
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SCHOLARSHIPS

- CTA Scholarships
- Cesar E. Chavez & Dolores Huerta Education Awards Program
- Martin Luther King, Jr. Scholarship Program
- LGBTQ+ Safety in Schools Grant & Scholarship Program IHO Guy DeRosa
- The NEA Foundation Awards for Teaching Excellence
- Human Rights Awards

COMMITTEES

- Racial Equity Affairs Committee (REAC)
- Sexual Orientation & Gender Identity Issues Affairs Committee (SOGIAC)
- Racial and Social Justice Workgroup
- Women's Rights Committee (WRC)
- Civil Rights & Education (CRE)

PROGRAMS


- CTA Aspiring Educators
- Human Rights Cadre Training Program
- EMEID
- Community Schools
- TEAM Cadre
- Service Center Council/ Local Equity Teams
- Service Center Council REACs

CONFERENCES

- Equity & Human Rights Conference
- LGBTQ+ Issues Conference
- Solidarity Conference

CHAPTER WORK

- Region 1
- Region 2
- Region 3
- Region 4



Questions:
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