

# CADRE TRAINING PROGRAM 2025-2026 PROGRAM OVERVIEW



*The Equity & Justice 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 Advocacy 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.

## DISABILITY RIGHTS

The trainings in this content area are designed to equip educators, administrators, and school staff with the tools to create inclusive, accessible learning environments for all students. Participants will explore the history of disability rights in education, examine the impact of ableism in schools, and learn practical strategies for supporting students and colleagues with disabilities. Emphasizing respectful communication, collaboration with families, and student self-advocacy, this content area prepares participants to go beyond compliance and actively champion equity and inclusion in public education.

## 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.



# CONTENT AREA OVERVIEW

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## 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 Leadership Advocacy 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:

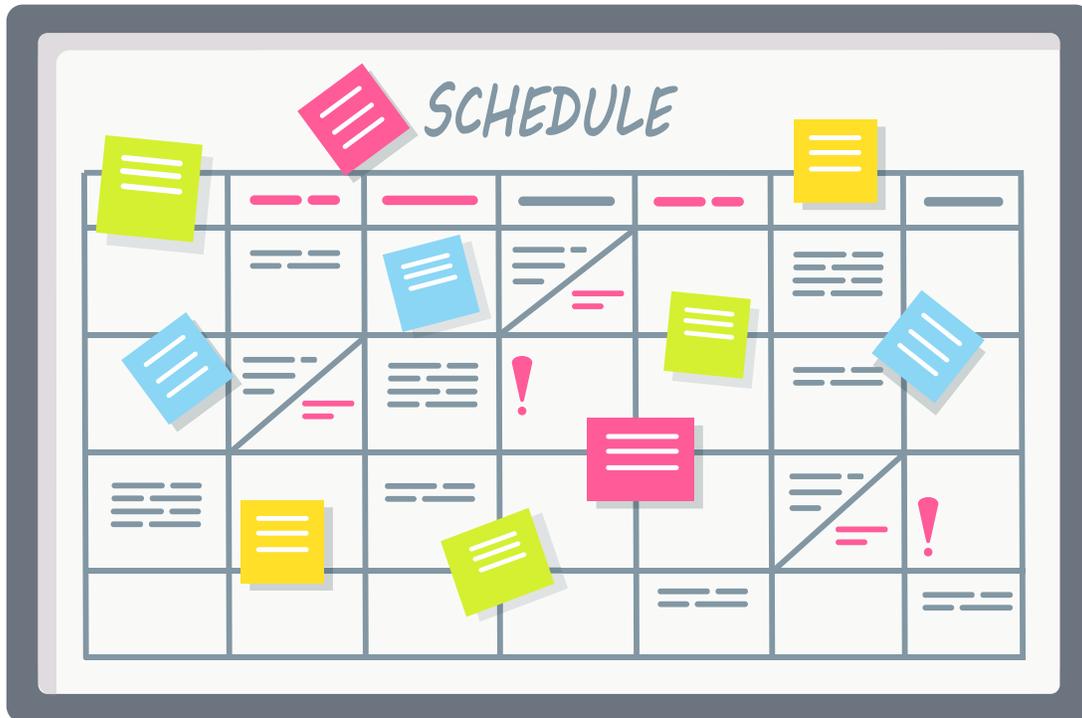
[cta.org/hrrequest](https://cta.org/hrrequest)

# HR REQUEST FORM

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

Please use the Equity & Justice Department Request form linked below.

**[cta.org/hrrequest](https://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
- Navigating Cultural Norms and Societal Expectations in our Personal Journeys of Leadership

## **DISABILITY RIGHTS**

- Destigmatizing Disabilities
- Disability is not a Dirty Word
- IEP Rights & Responsibilities
- Removing the Barriers to Learning Through Universal Design for Learning

## **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
- LGBTQ+ Advocacy, Responding to LGBTQ+ Attacks
- Intersectionality of Neurodivergent & LGBTQIA2S+
- Discussing What Matters Most

## **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
- Home is Here! Supporting Immigrant Educators, Students, and Families
- Speaking Up Against Bias & Bigotry: Creating Safe and Inclusive Educational Spaces
- Harmful Racial Discourse Practices to Avoid in and Out of the Classroom
- Teaching for Racial Equity & Social Justice
- Hair is Sacred

# SESSION OVERVIEW

## TRANSFORMATIVE 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
- SEL 101: The Fundamentals of CASEL
- Building a Coalition for inclusive Schools
- Teaching from the Inside Out: Centering Emotional Intelligence for Equity and Racial/Social Justice

## 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: Internal organizing to Support BIPOC Women into Local Union Leadership
- 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
- The State of Women's Rights in America: Awareness, Advocacy, and Action

# 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

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.

### ■ NAVIGATING CULTURAL NORMS AND SOCIETAL EXPECTATIONS IN OUR PERSONAL JOURNEYS OF LEADERSHIP

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.

# DISABILITY RIGHTS

## SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

### ▣ DESTIGMATIZING DISABILITIES

The misunderstanding and perception about students with IEPs has a deep-rooted and pervasive history in education and among educators. In this session, we will learn about disproportionality in special education, how it impacts students of color, and dispel commonly held beliefs about students with 504s and IEPs. Participants will discuss and explore ways to think about decolonizing Special Education.

### ▣ DISABILITY IS NOT A DIRTY WORD

This training invites participants to examine how ableism shows up at the individual, cultural, and institutional levels and how it shapes beliefs, expectations, and outcomes for students with disabilities. Participants explore disability as a civil rights issue, unpack harmful narratives, and reflect on the barriers embedded in schools and society. Through reflection and allyship practices, the session empowers educators to interrupt ableism and take concrete steps toward more just, inclusive learning environments.

### ▣ IEP RIGHTS & RESPONSIBILITIES

This training equips educators with a clear, practical understanding of IEP rights, responsibilities, and classroom practices grounded in federal and California law. Participants learn how to advocate for students, collaborate effectively with IEP teams, and implement inclusive, legally sound supports in general education settings. The session empowers educators to navigate special education processes with confidence while centering students' unique needs and dignity.

### ▣ REMOVING THE BARRIERS TO LEARNING THROUGH UNIVERSAL DESIGN FOR LEARNING

This training introduces educators to Universal Design for Learning as a framework for rethinking instruction and learning environments to remove barriers before students encounter them. Participants explore how learning is variable, contextual, and “jagged,” shifting the focus from fixing students to designing flexible, responsive classrooms that support all learners. By the end, educators are equipped to apply UDL principles to lesson planning so every student has meaningful access, engagement, and opportunity for success.

# 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

### ■ 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.

### ■ LGBTQ+ ADVOCACY, RESPONDING TO 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.

### ■ 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.

### ■ DISCUSSING WHAT MATTERS MOST

In fostering spaces of inclusion and belonging, important conversations must be had in order to disrupt harm, bias, and discrimination against the LGBTQ+ community. This session will equip participants with the skills and information needed to engage in these conversations, including specific wording that can be used to call others in and laws/education codes that can provide support. A significant part of the session will be devoted to discussion and practicing various approaches and responses. This session will be beneficial for folks at all levels of understanding.

# 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.

### ■ **RECOGNIZING SIGNS AND RESPONDING TO 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. Participants will also be provided with resources to support prevention strategies throughout their school and communities.

### ■ **HOME IS HERE! SUPPORTING IMMIGRANT EDUCATORS, STUDENTS, AND FAMILIES**

The second Trump Administration will have a large impact on immigration policies affecting students, schools, and communities. Here's what you need to know to prepare. This informative Session will focus on: ICE raids and how to protect our students. DACA & Immigration resources. Educator & Student legal rights and protections. Resources to share with CTA members, students and families. Supporting immigrant students on campus and creating Equity Teams for ongoing support.

# RACIAL JUSTICE ADVOCACY

## SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

### ■ SPEAKING UP AGAINST BIAS & BIGOTRY: CREATING SAFE AND INCLUSIVE EDUCATIONAL SPACES

We often face uncertainty in how to react when confronted with derogatory, stereotypical, or prejudicial language. This uncertainty can arise from the speaker's identity, whether it's a colleague, student, or parent, or from our own hesitation in addressing such comments. The goal is to equip ourselves and our students with the skills to speak up in these situations. Recognizing bigotry can be straightforward—like slurs and insults—but it can also be more subtle, such as stereotypes or inappropriate jokes. These issues can appear as early as kindergarten, like when a boy is teased for enjoying dolls. The range of scenarios in educational settings requires us to respond in various ways, encompassing derogatory language, stereotypes, and expressions of bigotry. In this session, we will try to find ways to confront these issues in a positive and professional way.

### ■ HARMFUL RACIAL DISCOURSE PRACTICES TO AVOID IN AND OUT OF THE CLASSROOM

This presentation provide definitions for the practices and describe the specific negative effects these practices have on racial discourse. Each practice discussion also contains an example or two of its use from recent events—some carried out by news media and others carried out by public officials and their staffs, by lawyers and judges, and by advocates of various political backgrounds, by cultural and entertainment figures, and by others with power and influence over public perception and behavior.

### ■ TEACHING FOR RACIAL EQUITY & SOCIAL JUSTICE

When teaching social justice at any educational level, it's essential for educators to provide students with the skills to recognize and address societal inequalities. Tackling racial disparities within education is vital for creating an inclusive and empowering environment. By incorporating anti-racist concepts into lessons and discussions, teachers can help students gain the awareness needed to challenge injustice and work towards a fairer future. Placing students at the center involves acknowledging their values and experiences while fostering joy in learning. This is particularly important for Black and brown students, whose perspectives are frequently neglected. Equitable education must prioritize their stories, rethink traditional systems, and address structural racism and implicit bias through strategies like culturally responsive teaching (CRP) and racial justice initiatives in education.

### ■ HAIR IS SACRED



This session explores the cultural significance of hair for young men from Native/Indigenous cultures. Designed for educators of all grade levels, participants will reflect on the importance and significance of hair in many cultures. Literature from a Native author will be shared, along with information that provides guidance on how to advocate for Native students, as well as students of all cultures.

# TRANSFORMATIVE SEL

## SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

### ▣ EMPATHY AND COMPASSION DIALOGUE

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.

### ▣ 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

### ■ **SUPPORTING THE MENTAL HEALTH OF BLACK YOUTH**

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!

### ■ **SEL 101: THE FUNDAMENTALS OF CASEL**



This is a deep dive into the basics of SEL for those new to the concept. This training is intended to be an introductory look at SEL for educators. Participants will learn about the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the five core social-emotional competencies. Participants will explore social-emotional strategies and practices relevant to K-12 settings and engage in discussion about how these techniques apply to their educational communities.

# TRANSFORMATIVE SEL

## SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

### ■ **BUILDING A COALITION FOR INCLUSIVE SCHOOLS**

**NEW!**

Learn how to build and sustain a campus coalition to ensure that all students feel included. Explore key steps such as self-care, needs assessments, allyship, and student voice. Ready-to-use activities tested in real school settings will be shared. Participants will leave with a clear roadmap and actionable strategies to create a school climate where all students feel welcomed.

### ■ **TEACHING FROM THE INSIDE OUT: CENTERING EMOTIONAL INTELLIGENCE FOR EQUITY AND RACIAL/SOCIAL JUSTICE**

**NEW!**

This training is a professional learning experience for educators committed to creating inclusive, justice-centered learning environments. This training explores how emotional intelligence—self-awareness, empathy, and emotional regulation—supports equitable teaching and meaningful racial and social justice work. Through reflection and practical strategies, educators examine how identity, bias, and emotional responses shape classroom culture, relationships, and decision-making. Participants leave with tools to navigate discomfort, build stronger connections, and foster learning spaces rooted in dignity, belonging, and care.

# 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 RIGHTS, LEADERSHIP & ADVOCACY DIALOGUE: IN OUR SCHOOLS, COMMUNITIES AND UNION**

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.

# WOMEN'S LEADERSHIP ADVOCACY

## SESSION DESCRIPTIONS

TRAINING SESSIONS ARE 90 MINUTES

### ■ **LIFTING UP LEADERS**

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**

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**

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.

### ■ **THE STATE OF WOMEN'S RIGHTS IN AMERICA: AWARENESS, ADVOCACY, AND ACTION**

Women's rights in America are at a critical crossroads. In this presentation, we will explore the current state of women's rights, focusing on recent developments that have resulted in the erosion—or threatened erosion—of hard-won freedoms and protections. From reproductive healthcare and workplace equity to legal representation and bodily autonomy, we will examine the systemic challenges women face today. This presentation is not just about what's being lost—it's about what we can do. Together, we will unpack actionable steps for advocacy, grassroots organizing, and policy engagement to defend and advance women's rights. Whether you're a seasoned activist or just beginning to learn about these issues, this session will empower you with knowledge, tools, and a sense of urgency to create change. Let's build awareness. Let's stand together. Let's take action.

# CADRE TRAINERS

## REGION 1

**CHARLES SHANNON**  
(HE/HIM)



- Region 1, Orinda EA
- Content Area(s): LGBTQ+
- Year 4 Cadre Trainer

“As a CADRE Trainer, I partner with educators to champion the civil rights and human dignity of every student. We cultivate a profound sense of belonging and build safe, equitable learning environments where all students can thrive and realize their full potential.”

**DIANA MOMIYE MUELLER**  
(SHE/HER)



- Region 1, UESF
- Content Area(s): Women's
- Year 2 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.”

**EVA TANG**  
(SHE/HER)



- Region 1, San Mateo Elementary TA
- Content Area(s): TSEL
- Year 1 Cadre Trainer

“In these times, we need each other, our union, and our advocacy more than ever to do what we need to do to support our students and ourselves. I've always believed in bringing your whole self to the classroom to support the whole child.”

**JENNIFER GRIPMAN**  
(SHE/HER)



- Region 1, Albany TA
- Content Area(s): LGBTQ+
- Year 3 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 2 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 2 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.”

# CADRE TRAINERS

## REGION 1

**OLIVIA GUERRERO**  
(SHE/HER)



- Region 1, Moreland TA
- Content Area(s): TSEL
- Year 2 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.

”

**VANESSA YAVA**  
(SHE/THEY)



- Region 1, Pittsburg EA
- Content Area(s): RJA
- Year 2 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.

”

**VERONICA TALTON**  
(SHE/HER)



- Region 1, Alum Rock EA
- Content Area(s):
- Year 4 Cadre Trainer

“

Joining the Cadre is a bold and vital step in the fight for racial justice within our union. It is an honor to stand shoulder to shoulder with fellow BIPOC voices and human rights advocates, united in purpose to transform our communities and reimagine a more just and equitable world.

”



# CADRE TRAINERS

## REGION 2

**ADRIENNE ANILA**  
(SHE/THEY)



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

“

Adrienne is a parent, educator, spouse, daughter, fiber artist, activist, history nerd, and advocate of social justice

”

**ANGELA LUNA**  
(SHE/HER/THEY)



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

”

**ANNA AGUILAR**  
(SHE/HER/SIYA)



- Region 2, TRUE
- Content Area(s): BIPOC
- Year 1 Cadre Trainer



**ANTHONY LARUE**  
(HE/HIM)



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

“

I'm deeply committed to uplifting marginalized communities and ensuring their voices are heard and valued. I believe in challenging entrenched norms and encouraging discomfort as a catalyst for growth and reflection. Above all, I advocate for every individual's right to live authentically—without compromise, in every space they occupy.

”

**CHRISTINA COOK**  
(SHE/HER)



- Region 2, Folsom Cordova EA
- Content Area(s): TSEL
- Year 3 Cadre Trainer

“

I'm excited to be part of the CTA HR Cadre! I serve as my local's Human Rights Representative, as the Women's Advocacy Coordinator for my service center, and as a State Council Representative. I am a Curriculum & Instruction Specialist in SEL & Equity for Folsom Cordova Unified School District.

”

**ED DE LA VEGA**  
(EL/HE/HIM)



- Region 2, Bakersfield Elem TA
- Content Area(s): TSEL
- Year 4 Cadre Trainer



# CADRE TRAINERS

## REGION 2

**GIA MORENO**  
(SHE/HER/ELLA)



- Region 2, River Delta Unified TA
- Content Area(s): BIPOC
- Year 3 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. ”

**JESUS VEDOYA RENTERIA**  
(HE/HIM/THEY)



- Region 2, Hanford Secondary EA
- Content Area(s): LGBTQ+
- Year 1 Cadre Trainer

“ Born in Culiacan, Sinaloa, Mexico, I was raised in Tulare, California. I graduated from Tulare Western High in 2002, CSU Fresno in 2006 with a BA in English and Chicano Latino Studies, National University in 2023 with an MA in English, and Humphreys University in 2025 with an MA in Education. I completed CTA's EMEID and Teach Plus. I enjoy traveling, reading, writing, and spending time with my husband and three dogs. ”

**MOLLY BEAGLY**  
(SHE/HER)



- Region 2, Kern HS TA
- Content Area(s): TSEL
- Year 1 Cadre Trainer



**NICOLE NEGRON**  
(SHE/HER)



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

“ I joined CADRE to work with like-minded individuals in creating and presenting trainings geared specifically towards topics close to the heart of educators and students in our current climate. My hope is to equip others with the tools and information needed to be inclusive, and successful in their careers. ”

**SILVA**  
(SHE/HER)



- Region 2, Hanford Elementary TA
- Content Area(s): TSEL
- Year 3 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)



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

“

Professional learning by teachers for teachers is life.

”

**JESSICA RODARTE**  
(SHE/HER/ELLA)



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



# CADRE TRAINERS

## REGION 3

**KARINA GUERRERO**  
(SHE/HER/ELLA)



- Region 3, Assoc Chaffey Teachers
- Content Area(s): BIPOC
- Year 1 Cadre Trainer

“As a first-generation Mexican Latina educator and mother, I joined the CTA Human Rights Cadre to advocate for equity, healing, and belonging. My work centers the voices of immigrant families, multilingual learners, and BIPOC communities often pushed to the margins. I believe in the power of storytelling, collective care, and education as a tool for transformation. This work is not just professional—it’s personal.”

**KASSANDRA WILSON**  
(SHE/HER)



- Region 3, Mount San Antonio College FA
- Content Area(s): BIPOC
- Year 1 Cadre Trainer



**LA TAWNIA ROBINSON**  
(SHE/HER)



- Region 3, Etiwanda TA
- Content Area(s): BIPOC
- Year 1 Cadre Trainer

“The historical “norms” of the public school system creates unique challenges for BIPOC students and educators as we navigate the current public school setting. I would like to contribute to work that will help to create safe spaces for BIPOC students as well as the educators that serve them.”

**LETICIA URIAS**  
(She/Her)



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



**MAQ MCNAIR**  
(HE/HIM)



- Region 3, HTA & Hesperia TA
- Content Area(s): BIPOC & TSEL
- Year 2 Cadre Trainer

“Being part of CTA’s Cadre Training Program allows me to continue to work in my passion of ensuring that teachers can provide quality education and instructional practices to best serve our students, and collectively being able to offer training to help teachers excel and thrive is my secondary goal next to teaching above and beyond my level best!”

**NANCY SMITH**  
(SHE/THEY)



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

“I believe that union-led professional development is a powerful tool for justice and transformation. As a queer, BIPOC educator and instructional leader, I’ve seen how deeply our identities, working conditions, and student outcomes are interconnected. I joined the Cadre to help design and deliver learning spaces that affirm educators’ experiences, build collective power, and center human rights in every classroom and contract.”

# CADRE TRAINERS

## REGION 3

**RAMONA CHANDLER**  
(SHE/HER)



- Region 3, Mountain View TA
- Content Area(s): LGTBTQ+
- Year 3 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 ”

**THUY TRAN**  
(SHE/HER)



- Region 3, Hawthorne Educ TA
- Content Area(s): RJA
- Year 2 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. ”

**TRACIE DUFFY-HOBSON**  
(SHE/HER)



- Region 3, OVEA
- Content Area(s): BIPOC/RJA
- Year 2 Cadre Trainer

“ As a CADRE Trainer, I have the opportunity to continue growing both personally and professionally within a community of beautifully diverse, like-minded educators who are truly committed to this crucial anti-racist work. I'm passionate about sharing knowledge and resources that promote equity and justice, with the goal of empowering BIPOC and other marginalized members within CTA to persist and thrive in a system that was not designed to do so. My hope is to inspire, encourage, embolden, and uplift fellow educators—and to reaffirm our shared commitment to our students and to the ongoing fight for justice in education. ”

**WADE KYLE**  
(HE/HIM)



- Region 3, UTLA/NEA
- Content Area(s): RJA
- Year 2 Cadre Trainer

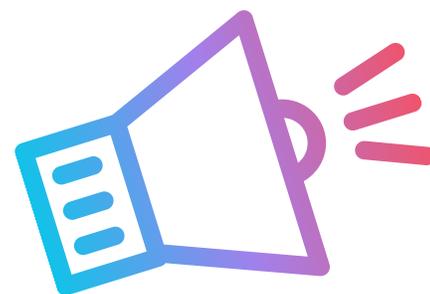
“ As a facilitator for the Human Rights Cadre I am excited to bring a unique perspective to education. In 25 years, I have taught general education, special education and taught in foreign countries. These experiences have shaped and reshaped my opinions on teaching and learning. However, one thing remains 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 2 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 3 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 5 Cadre Trainer

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

**CINTHYA MARTINEZ**  
(SHE/HER)



- Region 4, Escondido Secondary TA
- Content Area(s): RJA
- Year 1 Cadre Trainer



**ERIN GITHENS**  
(SHE/HER)



- Region 4, Association of Cypress Teachers
- Content Area(s): LGBTQ+
- Year 5 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 2 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.”

# CADRE TRAINERS

## REGION 4

**FRANK MATA**  
(HE/HIM)



- Region 4, Corona-Norco TA
- Content Area(s): RJA
- Year 5 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.”

**KARLA SCARFF**  
(SHE/HER)



- Region 4, Val Verde TA
- Content Area(s): TSEL
- Year 1 Cadre Trainer

“Karla has been an educator for over 26 years, focusing in English and art education. As a Chicana, Karla has a passion for promoting the rights of marginalized communities. Having taught a wide variety of student demographics, Karla is able to draw from her experiences when teaching, presenting, or creating art. Karla is a writer and a visual artist working with a variety of mediums and believes that art education is for everyone. She is excited to be a part of the Human Rights Cadre to do her part in promoting equality and justice for everyone.”

**LATOSHE DEJOHNETTE**  
(SHE/HER)



- Region 4, San Diego EA
- Content Area(s): RJA
- Year 2 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 4 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.”

**MONICA GUEVARA RICE**  
(SHE/HER)



- Region 4, Beaumont TA
- Content Area(s):
- Year 4 Cadre Trainer

“My name is Monica Guevara Rice. I have been teaching for about 25 years, for almost the last ten I have been a presenter at various conferences. I have presented on topics supporting our ELD students, as well as our BIPOC and LGBTQ+ communities.”

**PIA VANMETER**  
(SHE/HER)



- Region 4, Riverside City TA
- Content Area(s): RJA
- Year 4 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.”

# CADRE TRAINERS

## REGION 4

**SARAH KANG**  
(SHE/HER)



- Region 4, Capistrano Unified EA
- Content Area(s): TSEL
- Year 1 Cadre Trainer



**VERONICA DOMINGUEZ**  
(SHE/HER)



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



2025-2026  
CADRE ADVISORY COMMITTEE

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**CHAIR**

Association of Educational Office and  
Technical Employees



**ANGELA DER RAMOS**  
**BOARD LIAISON**

Alisal TA



**FRANK MATA**  
**COMMITTEE MEMBER**

Corona-Norco TA



**VINITA RAJAH**  
**COMMITTEE MEMBER**

San Diego EA

# CTA HUMAN RIGHTS DEPARTMENT

## 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

## PROGRAMS

CTA Aspiring Educators

Human Rights Cadre Training Program

EMEID

Community Schools

TEAM Cadre

Service Center Council/ Local Equity Teams

Service Center Council REACs

## 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)

## CHAPTER WORK

Local Equity Teams

Crisis Action Teams

Cadre Training Requests

Chapter Requests

## CONFERENCES

Equity & Human Rights Conference

LGBTQ+ Issues Conference

Solidarity Conference

Women's Leadership Conference

