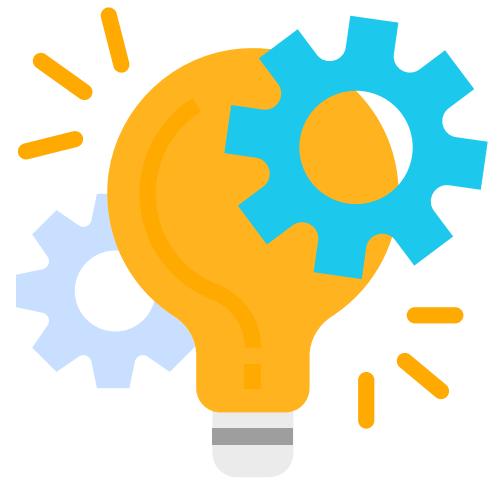


Human Rights Cadre Training 2023-2024 Program Overview



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.

Human Rights Department | Cadre Training Program 2023-2024

Last updated February 2024

#WeAre
CTA

Cadre Training Program

Overview of Content Areas

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.

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.

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.

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.

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.

Cadre Training Program

Overview of Available Sessions

Transformative SEL

- So, You Think You Know SEL?
- Empathy and Compassion Dialogues
- Overworked, Over-Tasked, Overwhelmed, Over It?
- Beyond Straight Care
- Unconscious Bias

Racial Justice Advocacy

- Decolonizing the Classroom and Me
- Moving Beyond Awareness to Allyship: How Educators Can Take Action
- Confronting the Rise of White Nationalist Ideology in Schools
- Climate Justice: Bridging Accessibility Gaps for Student Success

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+

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

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

Cadre Training Program Session Descriptions

Transformative Social Emotional Learning

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.

Empathy and Compassion Dialogues

This session will define empathy through an SEL lens and explore how sympathetic responses have impacted marginalized communities. Participants will also learn how empathetic listening can build authentic relationships and how a collective healing approach can create a sense of belonging for all 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.



NEW

Cadre Training Program Session Descriptions

Racial Justice Advocacy

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.

Climate Justice: Bridging Accessibility Gaps for Student Success

This workshop delves into the critical intersection of climate justice and education accessibility. We will explore how environmental factors directly impact the health and well-being of our youth across race, geographic location and socio-economic status affecting their ability to attend school and thrive academically. Through interactive discussions, participants will gain a deeper understanding of the systemic barriers faced by students due to environmental challenges. We will collect and brainstorm practical strategies and solutions to promote equitable access to education in the face of climate change.



NEW

Cadre Training Program Session Descriptions

LGBTQ+ Leadership Advocacy

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.

Cadre Training Program Session Descriptions

Women's Leadership Advocacy

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.

Cadre Training Program Session Descriptions

BIPOC Leadership Advocacy

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.

Cadre Training Program Session Descriptions



Co-Conspirator Learning and Dialogue Series

Co-Conspirator Series Part 1 - White Accountability

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 and how to disrupt them, discuss the dos and don'ts of allyship, and examine where apathy comes from and how to overcome it. This workshop empowers participants to confront and learn from missteps, fostering a more inclusive and equitable future. Join us for a focused exploration of accountability on the journey toward positive change.

Co-Conspirator Series Part 2 - Taking Action

Join us for Part 2 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 TA
Content Area(s): BIPOC
Year 2 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.



Charles Shannon (He/Him)

Region 1, Orinda EA
Content Area(s): LGBTQ+
Year 3 Cadre Trainer
In Public Education 30+ years

As an openly Gay CTA member, I wanted to become part of the CTA Cadre Training Program to help teachers create schools that are healthy, just, and fully equal for all LGBTQ+ people. Every student has the right to a safe, supportive, and LGBTQ+-inclusive K-12 education. To advance civil rights and social justice in our schools and communities, I will inspire, advocate, and mobilize members to work tirelessly toward LGBTQ+ liberation, with a focus on intersectionality.



Gabriel S. Alegre (He/Him)

Region 1, San Mateo
Elementary TA
Content Area(s): RJA
Year 3 Cadre Trainer
In Public Education 20+ years

Not everyone gets involved in a leadership role at their local. I wanted to get involved because as a BIPOC there aren't enough opportunities for leadership. Being in this program I get the chance to bring to the forefront what I feel is important to my community, my ethnicity, my students, families and myself. I enjoy working with ALL educators fighting the fight against an unjust system. Understanding that we are not alone in all the obstacles set forth. Social Justice is a must in CTA and this is one way to make a difference!



Jennifer Gripman (She/Her)

Region 1, Albany TA
Content Area(s): LGBTQ+
Year Cadre Trainer
In Public Education 25 years

I believe that teachers have a unique opportunity to promote equity and inclusivity within a system that has been designed to create systemic inequity. Teaching in CA public schools for 25 years, I've had the opportunity to observe patterns where particular students continue to be marginalized in our educational spaces. We are living in a time where our judgement as educators is being challenged; we see classroom libraries being papered over, lessons about accurate history being attacked, and our attempts to make all students feel included get punished. This only strengthens my dedication to equipping educators with the knowledge and tools they need to provide inclusive and equitable learning environments for all their students. The CTA Human Rights Cadre Trainer Program is a perfect place to provide some of those tools.

CADRE TRAINERS

Region 1



Kassandra Talbot (She/Her)

Region 1, La Honda-Pescadero TA
Content Area(s): RJA
Year 3 Cadre Trainer
In Public Education 8 years

What inspired me to be a Social Justice Human Rights Cadre Trainer was to utilize my skills and experiences to create a space to disrupt white supremacy with fellow educators. The current political and cultural climate around Critical Race Theory, Antiracism and Equity is filled with tension and conflict. Right now is the time to organize and collaborate to transform our schools into a space that serves all children.



Korby Saunders (They/Them)

Region 1, Ramon Valley EA
Content Area(s): LGBTQ+
Year 3 Cadre Trainer
In Public Education 20+ years

I wanted to be a part of the CTA Cadre Training Program because it is an opportunity to talk to more teachers about how to support so many people in the margins. I facilitate many trainings around equity and the LGBTQ+ community in my own district but wanted to in community with educators who are also fighting to make the education system more responsive and inclusive.



Naqiba Gregory (She/Her)

Region 1, West Sacramento TA
Content Area(s): Women's
Year 2 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. Being actively involved with CTA has given me a seat at the table to make positive changes in education and our profession. Finding my voice in a female-dominated profession, yet still underrepresented in leadership, has made me passionate about ensuring women express their strengths, as well as problem-solving ways to address the root causes of inequity. As a trainer for the CTA Cadre Training Programs, I look forward to empowering more educators on SEL, Women/BIPOC leadership, and racial and social justice advocacy.



Rachel Foster (She/Her)

Region 1, Pittsburg EA
Content Area(s): TSEL
Year 2 Cadre Trainer

Before I became an educator, I worked in the social work field assisting and supporting run-away, throw-away, and pregnant youth who were ostracized by society. I poured my heart into getting these youth back into school and ensuring they were given the resources they needed to be productive in society. I continued my advocacy when a family member was classified with ED and I had to fight for services on their behalf. 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.

CADRE TRAINERS

Region 1



Rafael Velazquez Cardenas (He/Him)

Region 1, Hayward EA
Content Area(s): RJA
Year 3 Cadre Trainer
In Public Education 13 years

I believe that knowledge sharing and community building are important steps for organizing and building up fights for justice. I wanted to be a part of the CTA Cadre Training program to share my knowledge and to learn from other justice minded educators as we collaborate to create workshops for educators and a supportive community. I hope that these workshops and our network of support can help us and our colleagues think deeply about our practice and imagine ways to use our agency for a more just world.



Veronica Talton (She/Her)

Region 1, Alum Rock EA
Content Area(s): RJA
Year 2 Cadre Trainer

As an African American woman and graduate of a historically Black college, I've been empowered with knowledge of my own heritage & culture, yet I dream of a day when the systemic fair treatment of all races will exist and include equitable opportunities and outcomes. Seeing the possibility of races united motivates me to continue the work despite current and persistent injustices in our world. Frederick Douglass once stated, "No man can put a chain about the feet of his fellow man without at last finding the other end fastened about his own neck." I aim to build a legacy of racial unity as part of the cadre with the goal of liberating others along the way.

CADRE TRAINERS

Region 2



Aldrich Sabac (He/Him)

Region 2, Stockton TA,
Stockton USD
Content Area(s): BIPOC
Year 2 Cadre Trainer
In Public Education 11 years

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.



Alma Galapon (She/Her)

Region 2, Elk Grove EA
Content Area(s): TSEL
Year 3 Cadre Trainer
In Public Education 18 years

I wanted to surround myself and learn from educators who are passionate about all of the areas that we should be paying attention to like SEL, SOGI, and elevating and amplifying BIPOC leadership. This program reminds me and helps me to be the teacher that I needed when I was younger. I needed teachers who looked like me, teachers who listened even when I didn't say a word, and teachers who saw me as a whole child with personal experiences and culture that did not mirror that of my peers. Collaborating with my CTA siblings is energizing and much needed.

CADRE TRAINERS

Region 2



April Silva (Ella/She/Her)

Region 2, Hanford
Elementary TA
Content Area(s): TSEL
Year 1 Cadre Trainer
In Public Education 22
years

I believe that knowledge is power. Through knowledge we empower each other to impact our world which in turn impacts our students and communities we work in. Being a Cadre Trainer is my way of giving back to my colleagues and impacting the communities in my area.



Christina Cook (She/Her)

Region 2, Folsom
Cordova EA
Content Area(s): TSEL
Year 1 Cadre Trainer
In Public Education 25
years

I'm excited to be part of the CTA Human Rights Cadre program, a community of educators passionate about promoting racial and social justice. My goal is to actively support, listen to and learn from fellow educators across our diverse state. 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. Being part of this program inspires me to continue my own growth and offer engaging professional development opportunities to my colleagues, encouraging inspiration and growth for all



Ed DeLaVega (He/Him/El)

Region 2, Bakersfield Elementary TA
Content Area(s): TSEL
Year 3 Cadre Trainer
In Public Education 20+ years

I just complete a Strength Test for NEA and my top strength was empathy. I feel that Human Rights are the soul of CTA and I love that the Cadre Training Program is gathering like minded educators to strengthen CTA's vision and mission.



Elise Sotello (She/Her)

Region 2, Kern High School TA
Content Area(s): LGBTQ+
Year 3 Cadre Trainer
In Public Education 23 years

As an LGBTQ+ educator who came out as a lesbian more than a decade into her career, I finally feel comfortable in my skin and want to assist others to achieve the same. Helping others discover their authentic selves through education and empowerment is important to me. I strive to help create a better world for all, while also honoring those who came before me and who will come after.

CADRE TRAINERS

Region 2



Gia Moreno (She/Her/Ella)

Region 2, Elk Grove EA
Content Area(s): BIPOC
Year 1 Cadre Trainer
In Public Education 10 years

When I first started teaching, I didn't have much support. I often felt lost and confused. I hope that by being a CTA Cadre Trainer, I can help educators navigate places and experiences that might be new or uncomfortable to them. I would like to be able to be supportive to educators of all levels as they make their way through their Equity journey.



Nichole DeVore (She/Her)

Region 2, Sacramento City TA
Content Area(s): LGBTQ+
Year 2 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.



Nico Vaccaro (He/Him)

Region 2, Natomas TA
Content Area(s): TSEL
Year 2 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.



Vanessa Zepeda (She/Her/Ella)

Region 2, STA
Content Area(s): LGBTQ+
Year Cadre Trainer
In Public Education years

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. I want to be the example and leader to show other educators how to provide support to students who may be struggling the way I did. With collaboration and persistence, I know that we can make the necessary changes to bring us closer to equality for all. I will never forget what it was like coming out and having nobody to look up toward. -Harvey Milk

CADRE TRAINERS

Region 3

Elizabeth Garcia (She/Her/Ella/They)



Region 3, Hesperia TA
Content Area(s): LGBTQ+
Year 1 Cadre Trainer
In Public Education 10 years

As an undergrad student at UC San Diego, I began a long healing journey to heal from all the things in my childhood no one apologized for. I did this by learning about all the social inequities I experienced throughout my schooling and found myself validated by authors, research, and countless books that not only validated my experiences but armed me with the intellectual knowledge and vocabulary to name the racism, sexism, and homophobia I remember experiencing as a student. 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. As Queer Latinx elementary educator, I am so grateful and excited to share space with other educators who want to engage in thoughtful and critical reflection as it pertains to creating systematic change within the educational system.

Georgia Flowers Lee (She/Her)



Region 3, UTLA
Content Area(s): Women's
Year 3 Cadre Trainer
In Public Education 20+ years

Region 3, UTLA I am an educator and I view the CTA cadre training program as a very necessary educational vehicle. Even though we live in a diverse society, many of us live in our own silos. We may intentionally or unintentionally surround ourselves with people who look, speak and think the way we do. Offering information that allows our colleagues to see and open up to people, cultures and communities they may not otherwise interact with can only be helpful in building the community I want to live in. The cadre training program, in addition to calling in those who may not otherwise engage, is also creating a beautiful space for those who are or want to do the work of creating inclusive, loving communities that further racial, social and gender justice.

Gina Gray (She/They)



Region 3, UTLA
Content Area(s): Women's
Year 3 Cadre Trainer
In Public Education 7 years

Ms. G continues her advocacy work as a Cadre Trainer for the 2022-23 school year. She has decided to continue in this work to elevate the social justice issues impacting our education system. She believes through strategic and intentional training sessions, with other members of CTA, they can begin to dismantle systems of oppression within our schools.

Jennifer Villaryo (She/Her)



Region 3, UTLA
Content Area(s): RJA
Year 3 Cadre Trainer
In Public Education 20+ years

Our educators touch the lives of people from many different backgrounds. I am excited to develop and offer trainings that will help educators provide an equitable and racially just education in their classrooms. I know that helping educators improve their practice will help students learn and feel more present, recognized and included in their education.

CADRE TRAINERS

Region 3



Leticia Urias (She/Her)

Region 3, Mountain View TA
Content Area(s): LGBTQ+
Year 1 Cadre Trainer
In Public Education 28 years

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. As an educator and part of CTA ILC, training became an important component for me to be able to guide my colleagues in instructional practices in their classrooms. By being a Human Rights Cadre Trainer, I can work with other colleagues with the same goals and create the trainings our educators need in order to promote social justice. I have attended social justice trainings by cadre trainers in the past and have left inspired every time. I want to be that inspiration to others as a Human Rights Cadre Trainer.



Margaret Hicks (She/Her)

Region 3, Palmdale
Elementary TA
Content Area(s): TSEL
Year 3 Cadre Trainer
In Public Education 16 years

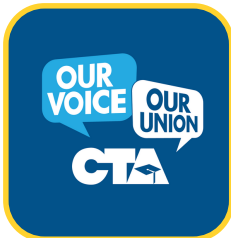
The CTA Cadre Training Program, is truly a program for the people, by the people. It is a chance to co-create with educators across California and build bridges where there are gaps and truly develop an educational ecosystem where all members thrive. The Cadre Training Program addresses the social justice issues that we all face as educators/community members, but sometimes are not covered in traditional trainings.



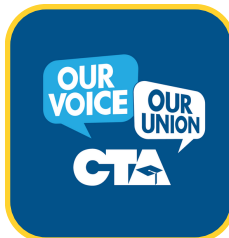
MaryKay Scheid (She/Her)

Region 3, Ontario-Montclair TA
Content Area(s): Women's
Year 3 Cadre Trainer
In Public Education 24 years

For years, I have been inspired by the passion and energy of the trainers I have been privileged to see in CTA trainings. 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.



Martiza Avila
(Ella/She/Her)



Monica Rodela
(She/Her)

CADRE TRAINERS

Region 3



Ramona Chandler (She/Her)

Region 3, Mountain View TA
Content Area(s): LGBTQ+
Year 1 Cadre Trainer
In Public Education 33 years

I want to learn about ways we can positively impact not only our students but their teachers, in supporting and fighting for all human rights. Coming a family that has worked tirelessly for human rights as part of the United Farmworkers, I grew up on picket lines. I want to make sure that our students, children, and grandchildren don't go through life with their rights being taken away and their opportunities being denied. This is the time we are needed the most. 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. I want to continue to help CTA bring these critical issue to the forefront and train others in making a difference for all of us.



Shandreka Rankin (She/Her)

Region 3, Hesperia TA
Content Area(s): Women's
Year 3 Cadre Trainer
In Public Education 16 years

I desired to be a member of the CTA Cadre Training Program because I am a change agent who is committed towards creating a more equitable experience for all students and educators. This program allows me to unlearn problematic practices pushed upon us by systems not created for people like me. With my new understanding, this program also creates space for change agents like me to share our learning knowledge, experiences, and research as it relates to topics most District shy away from. As a transplant to the state of California, this space feels like home and reminds me that my voice is valued and necessary to create change.



Skye Tooley (They/Them)

Region 3, UTLA, LASUD
Content Area(s): LGBTQ+
Year 2 Cadre Trainer
In Public Education 9 years

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. As a trans nonbinary educator, I am excited to share space with many educators and learn together.

CADRE TRAINERS

Region 4



Adrianna Toon (She/Her)

Region 4, Murrieta EA
Content Area(s): LGBTQ+
Year 1 Cadre Trainer
In Public Education 9
years

An OUT elementary educator, it is nearly impossible to go about the day without seeing all the inequities that LGBTQIA+ individuals experience. My children experience it, by being part of a two mom family. I experience it every time I'm told I can't talk or say something about my family. The advocacy I have done at my site has led me to want to use my voice in order to encourage change in ALL elementary schools. During this extremely toxic climate where LGBTQIA+ rights are being stripped away, it is even more important to stand up in resistance and teach others the importance of protecting, accepting, and welcoming ALL students into our classrooms. The cadre program opens the doors for educators to learn and see the difference they can make in their students and families lives.



C. Scott Miller (He/Him)

Region 4, Santa Ana TA
Content Area(s): LGBTQ+
Year 3 Cadre Trainer
In Public Education 30+
years

I began my LGBTQ+ advocacy journey with CTA during the 2008 Proposition 8 campaign. Prior to this, I was a site representative, local segment director, and local officer fighting for the rights of all members. Being an OUT educator, I could no longer stand idle while attacks were being made on LGBTQ+ members and students. I was appointed and later co-chaired CTA's GLBT Issues Advisory Committee, launched the CTA LGBTQ+ Issues Conference, served on the CTA Safety in Schools LGBTQ+ Grant Committee, and now serve on the CTA LGBTQ+ Conference Planning Committee. Currently, I am an Equality California Board Member, developed the EQCA Safe & Supportive Schools Index, reviewed CA Social Science textbooks, and was an advisor on the CDoE LGBTQ+ Resource website. I also serve as Treasurer of the NEA LGBTQ+ Caucus and served on NEA's SOGI Committee for seven years.



Christina Alaniz (She/Her)

Region 4, Palm Springs TA
Content Area(s): RJA
Year 3 Cadre Trainer
In Public Education 10
years

As a Native American woman, I understand the challenges many of our students are facing, but are unable to speak up about. I know the challenges of overcoming generational trauma and why it is so important to educate others about the Human Rights issues that affect our children, families, and their communities. These are some of the reasons why I wanted to be a part of the CTA Cadre Training program. As a Cadre trainer, I offer a California Indian perspective which allows me to best advocate for our Native communities while breaking harmful stereotypes and depictions of Native people.



Danyelle Hodge (She/Hers)

Region 4, Lake Elsinore TA
Content Area(s): RJA
Year 2 Cadre Trainer

As a Black woman educator, I am so often the only one in the room. And after hundreds of years of fighting for that to not be so, it still is so. 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. My fellow CTA Cadre Trainers are truly my people, and I am so grateful to have found a space where I am not the only one in the room.

CADRE TRAINERS

Region 4

Erin Githens (She/Her)



Region 4, La Habra EA
Content Area(s): LGBTQ+
Year 3 Cadre Trainer
In Public Education 4 years

"Abolition is about presence, not absence. It's about building life affirming institutions." -Ruth Wilson Gilmore

As a growing abolitionist, I am excited by the idea of holding space and holding change within our dynamic movement. Our larger society is putting pressure on educators, students, and communities to move on from the trauma caused by the ongoing COVID-19 pandemic and white supremacy. 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.

Frank Mata (He/Him)



Region 4, Corona-Norco
TA/USD
Content Area(s): RJA
Year 3 Cadre Trainer
In Public Education 20 years

UCTA 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, CTA Cadre gives a pathway for all of us to participate in understanding what abolitionist and liberatory communities can look like. CTA Cadre, for me, is where I can gain both intellectual and community cups filled. It's where I get to be reminded that I can be whatever my radical imagination let's me be.

Gretel Rodriguez (Ella/Her)



Region 4, Sweetwater EA
Content Area(s): Women's
Year 2 Cadre Trainer
In Public Education 22 Years

It's an honor to be a CTA Human Rights Cadre trainer. It's important to represent the ChicanX community as an indigenous Chicana. For so long our erasure has been upheld and it's important along with other amazing members to decolonize the curriculum, and our classrooms, and reimagine public education. How many of our indigenous histories have been erased and what are we doing to liberate all spaces? We are in an era we have to advocate within all our intersectional plights and we can't use already existing oppressive structures. to do this work in a collective format is how our union is progressively and proactively providing our members the tools to protect the human rights of all our members.

Irene Amezuca (She/Her)



Region 4, San Dieguito FA
Content Area(s):RJA
Year 2 Cadre Trainer
In Public Education 4 years

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. I continue to learn from my colleagues about best practices when fighting for a fully funded quality public education for the communities we serve, especially for students with disabilities.

CADRE TRAINERS

Region 4



Juli Stowers (She/Her)

Region 4, Saddleback Valley EA
Content Area(s): LGBTQ+
Year 3 Cadre Trainer
In Public Education 25+ years

As a teacher, I know that many school districts don't provide the proper training to help us support LGBTQ+ youth. As a mother of two LGBTQ+ children, I am acutely aware of what these children need to succeed and to feel safe in a classroom and school community. LGBTQ+ youth are more prone to homelessness, depression, suicide, and bullying. As a CTA cadre trainer, I feel that I can provide unique insight into how educators can create and provide a safe space for our LGBTQ+ students - so that our LGBTQ+ youth can thrive.



Karen Ridley (She/Her)

Region 4, Anaheim
Secondary TA
Content Area(s): Women's
Year 3 Cadre Trainer
In Public Education 22 years

Education IS human rights. To change systemic injustice, we must start with educating our members and students.



Lee Wygand (They/Them)

Region 4, Riverside County
Office CTA
Content Area(s): LGBTQ+
Year 2 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 Cazares De Gomez (She/Her)

Region 4, Chula Vista
Educators
Content Area(s): BIPOC
Year 3 Cadre Trainer
In Public Education 20 years

Unions have been designed to create the best educational experience for our students. Therefore, it is our responsibility as CTA members to advocate for social, economic and racial justice for our students and members since it directly impacts learning and working conditions. 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.



Monica Guevara Rice (She/Her)

Region 4, Beaumont TA
Content Area(s): RJA
Year 3 Cadre Trainer
In Public Education 23 years

When I began teaching I felt very alone in my classroom. I was fortunate to find support with union colleagues. Their guidance helped me continue to develop as an educator and as an advocate. I have worked for years to understand and grow in my union. Through the Cadre Training program I hope to connect my passion for education and motivate others in the possibilities in our union.

CADRE TRAINERS

Region 4



Pia VanMeter (She/Her)

Region 4, Riverside City TA
Content Area(s): RJA
Year 2 Cadre Trainer

RA's 1st generation immigrant from the Philippines, I always knew that I need to advocate and represent Asian Americans. 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.



Salina Gray (She/They)

Region 4, Moreno Valley EA
Content Area(s): TSEL
Year 3 Cadre Trainer
In Public Education 27 years

Salina Gray, PhD, has spent 25 years teaching in traditional public, charter and graduate schools. In 2014, she received her doctorate from Stanford University in Curriculum and Instruction in Science Education. Her work focuses on healing, equity and social justice. She is the coauthor of a published framework called 'The (W)holistic Science Pedagogy'.



Vanessa Annaguey Aranda (She/Her)

Region 4, Redlands TA
Content Area(s): RJA
Year 2 Cadre Trainer

I was inspired to join this coalition of educators seeking to dismantle harmful practices and help build and bridge more just learning spaces through social justice and anti-bias anti-racist work. The goal of encouraging more understanding, equity and joy in educational communities is critically important and more likely to be achieved through collective action. If we want to grow forward, let's call each other in, wherever we may be in our journey towards liberatory education.



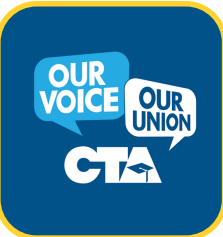
Veronica M Dominguez (She/Her)

Region 4, San Diego EA
Content Area(s): RJA
Year 2 Cadre Trainer



Penny McNeil (She/Her)

Region 4, San Diego County of Educators
Content Area(s): BIPOC
Year 3 Cadre Trainer



Vinita Rajah (She/Her)

Region 4, San Diego EA
Content Area(s): RJA
Year 2 Cadre Trainer

2023-2024 CADRE ADVISORY COMMITTEE



Maya Walker

Chair

Association of Educational
Office and Technical
Employees



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San Jose TA



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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
Program

Committees

Racial Equity Affairs Committee

Sexual Orientation & Gender Identity
Issues Affairs Committee (SOGIIAC)

Racial Justice Steering Committee

Racial and Social Justice
Advisory Committee

Women's Rights Committee

Civil Rights & Education (CRE)

SCC Equity Team Work

Service Center Councils

Equity Teams

REACs

Programs

Student CTA Program &
Scholarships

Human Rights
Cadre Training Program

Tuesday Takeovers for RSJ

EMEID

Community Schools

Conferences

Equity & Human Rights
Conference

LGBTQ+ Issues Conference

Chapter Work

Region 1

Region 2

Region 3

Region 4