

Human Rights Cadre Training

2022-2023 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 components of public education, including student learning and achievement, school culture, teacher quality, and parent and community engagement.

What is a Cadre Trainer?

Do tell!



The Human Rights Cadre Training Program supports CTA members who are passionate about developing racial and social justice perspectives of other CTA members. Locals can work with their CTA Primary Contact Staff and Human Rights Regional Staff to learn how to bring cadre trainings to your local, and build them into your equity plans.

Our trainers have:

- Strong adult learning, teaching, and facilitation skills
- Advocate for educators, students, and the community
- Understand CTA mission, focus, and vision,
- Have training and content expertise in racial and social justice issues,
- ***Are committed to delivering an authentic, inspiring & transformative program for CTA members!***



We have 55 cadre trainers this year!



Cadre Training Program

Overview of Content Areas

Transformative Social Emotional Learning

Transformative SEL examines and addresses root causes of inequity, in order 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 trainings will give a clear definition of LGBTQ+ safe spaces and how to create and maintain them to prevent and end violence. This work is dedicated to creating these spaces for our members to foster joy, community, and empowerment.

Women's Leadership Advocacy

In the womxn'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 in order to promote womxn's rights.

Black, Indigenous, People of Color (BIPOC) Leadership Advocacy

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

Cadre Training Program

Overview of Available Sessions

•• Transformative SEL

1. So, You Think You Know SEL?
2. Empathy and Compassion Dialogues
3. Overworked, Over-Tasked, Overwhelmed, Over It?
4. Beyond Straight Care

•• Racial Justice Advocacy

1. Decolonizing the Classroom and Me
2. Moving Beyond Awareness to Allyship: How Educators Can Take Action
3. Confronting the Rise of White Nationalist Ideology in Schools

•• LGBTQ+ Leadership Advocacy

1. Seeing the Framework in Rainbow: Working with the CA Social Studies Framework
2. Supporting LGBTQ+ Youth at All Levels
3. Closets are for Clothes
4. Supporting Trans Students

•• Women's Leadership Advocacy

1. Intro to Women in Leadership: Make Your Seat at the Table
2. Inclusive Feminism
3. It's the Right Thing to Do - Period! Period Justice and Supporting the Dignity of Our Students
4. What is Rape Culture and What Can We Do as Educators to End It?
5. The Balancing Act: Parenting & Caretaking While Marginalized

•• BIPOC Leadership Advocacy

1. BIPOC Leadership: Is it a Secret?
2. Hey Siri, What Now? CTA Structures and Resources
3. Where My People At? Finding and Creating BIPOC Groups
4. 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 in order to work effectively with students. This session will provide the opportunity for participants to explore their personal experience with stress. Strategies for self-managing stress in both educators and students will be shared.

●●● Empathy and Compassion Dialogues

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

●●● Overworked, Over-Tasked, Overwhelmed, Over It?

Teaching 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 already 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 to take place. 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.

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 further break down internalized colonialism and racism within our own thinking, practices, and schools. Facilitators for this session aim to invite dialogue about our own internalized colonial mentality and how it can affect our professional interactions, campus culture, and our individual students. Topics discussed include but are not limited to: the microaggressive 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

We as educators wear different capes! In this workshop we will share how you can further develop your social justice activism. Activists that attend this workshop will get a better understanding of the importance of their growth within the social justice movement. Over the course of 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. Outcomes for this workshop are for activists to find ways to take meaningful action in a safe manner.

●●● Confronting the Rise of White Nationalist Ideology in Schools

Schools have become battlegrounds and recruitment sites for extremist organizing and for 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 Western States Center) to support prevention strategies throughout their school and communities.

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, as well as 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+ Youth at All Levels

Looking for ways to ensure that LGBTQ+ students feel safe, welcomed, and encouraged to learn? Wanting to increase LGBTQ+ visibility and affirmation in your curriculum? This session will help you be the empathetic heroes that 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

This session is meant for our LGBTQ+ members who are not out in the classroom, but who have a desire to be and are just not sure how to do it. In addition, we welcome allies who want to do the important work of supporting LGBTQ+ colleagues and students. We will also equip participants with laws and tools to combat LGBTQ+ hate.

Cadre Training Program Session Descriptions



Women's Leadership Advocacy

●●● Intro to Women in Leadership: Make 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 others' experience, 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 womxn.

●●● 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 that menstruate, and educators may be unaware of the issues impacting our students. Many people in our schools also may not 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 students who menstruate.

●●● What is Rape Culture and What Can We Do as Educators to End it?

Rape culture is ubiquitous in our society. The oversexualization of women and girls and the normalization of victim-blaming contribute to this culture. In this session, we will address how to teach consent from a young age; how to teach consent in the classroom; and how rape culture works and how you can combat and counter it at your school. Participants should be aware this session could be triggering.

●●● The Balancing Act: Parenting & Caretaking While Marginalized

Being an educator is already a challenging career, and 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 together about how our union can support parents and caregivers in the workplace, our rights and mental health.

Cadre Training Program Session Descriptions



BIPOC Leadership Advocacy

●●● BIPOC Leadership: Is it a Secret?

In this session we will share ways to center BIPOC (Black, Indigenous, & People of Color) voices and perspectives within the union structure. We will also discuss how to navigate 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 looks at union structures, prioritizes BIPOC voices and perspectives, and navigates barriers preventing BIPOC engagement. By cultivating a shared space where BIPOC thrive, 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 learn about.

●●● Where My People At? Finding and Creating BIPOC Groups

Do you need help getting connected with others who want to advocate for Human Rights? We want to reveal to you the many resources CTA has to help our BIPOC members get and stay involved. We will also discuss the many ways you can start to create 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? Start here with a discussion about what you have seen and heard in your own local union meetings. Learn tools to deal with racist comments and to analyze your own local agenda items and budget for social justice and equity issues. Leave with an action plan to advocate in your own local and beyond.

Bring a Cadre Training to a Local Near You



cta.org/cadre
cta.org/hrrequest

- Brand new cadre trainings are now available!
- Work with your local chapter and Primary Contact Staff, as well your Regional Human Rights staff person
- Build cadre trainings into your equity plans for the year

CADRE ADVISORY COMMITTEE



Erika Jones
Chair & Board Liaison

UTLA/NEA



Angela Der Ramos

Alisal TA



Raul Gonzalez

Visalia Unified TA



C. Scott Miller

Santa Ana EA



Maya Walker

Association of Education
Office and Technical
Employees

CADRE TRAINERS

Region 1



Gabriel S. Alegre (He/Him)

Region 1, San Mateo
Elementary TA
Content Area(s): Racial
Justice Advocacy
Year 2 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!



Charquita Arnold (She/Her/Queen)

Region 1, Oakland
EA
Content Area(s):
Women's, LGBTQ+
Year 2 Cadre
Trainer
In Public Education
10 years

Deep within my heart, I hope that every educator seeks to contribute to building a fairer and more just world. The reality is that many of us have been conditioned and socialized into perpetuating the very oppression we should fight to eliminate. Education truly does provide the tools needed to make schools, classrooms, and communities more liberated spaces. Quality training can contribute to everlasting change. Therefore, to interrupt systems of oppression and create transformative spaces for change, I joined the CTA Human Rights Trainers Cadre. I am proud to be among a diverse group of educators who share my passion for justice and the actualization of human rights for everyone.



Jayson Chang (He/Him)

Region 1, East Side TA
Content Area(s): BIPOC
Year 2 Cadre Trainer
In Public Education 7 years

I got involved for very simple reasons. I want to help create an environment that is safe and equitable for all of our students. This is something I work hard on doing every single day in my classroom and CTA has been very instrumental in that. Being a part of the Cadre Training Program is my way of giving back by supporting others just like how CTA has been supportive of my own professional growth as an educator.



Angela Der Ramos (She/Her)

Region 1, Alisal TA
Content Area(s): Social Emotional Learning
Year 2 Cadre Trainer
In Public Education 27 years

Because we are not all free and equal...yet.



Naqiba Gregory (She/Her)

Region 1,
West
Sacramento
TA
Content
Area(s):
Women's
Year 1 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/BPOC leadership, and racial and social justice advocacy.

CADRE TRAINERS

Region 1



Korby Saunders (They/Them)

Region 1, Ramon Valley EA
Content Area(s): Social
Emotional Learning
Year 2 Cadre Trainer
In Public Education 20+
years

I wanted to be apart 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.



Charles Shannon

Region 1, Orinda EA
Content Area(s): LGBTQ+
Year 2 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.



Kassandra Talbot (She/Her)

Region 1, La Honda-Pescadero
Content Area(s): Racial
Justice Advocacy
Year 2 Cadre Trainer
In Public Education 7 years

What inspired me to be a Social Justice Human Rights Cadre Trainer is to contribute and learn from fellow educators about what it means to decolonize and disrupt white supremacy in the classroom. The current political and cultural climate around Critical Race Theory,



Veronica Talton (She/Her)

Region 1, Alum
Rock Educ Assn
Content Area(s):
Racial Justice
Advocacy
Year 1 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.



Rafael Valezquez Cardenas (He/Him)

Region 1, Hayward EA
Content Area(s): Racial
Justice Advocacy
Year 2 Cadre Trainer
In Public Education 12
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.

CADRE TRAINERS

Region 1



Rachel Foster

Region 1, Pittsburgh EA
Content Area(s): Social
Emotional Learning
Year 1 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.



Andrea Reyna (She/They)

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

I am a queer Chicana middle school educator and I am unapologetic about it. To that end, I decided to become a Human Rights Cadre trainer to support other educators in creating open and safe classrooms and schools for LGBTQ+ students and staff as well as navigating their potential pathways out of the closet. Our stories are all unique and have myriad twists and turns. Together we are stronger and ever more vibrant.



Alberto Nodal (He/Him)

Region 1, San Lorenzo TA
Content Area(s): BIPOC
Year 1 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.



Vanessa Robinson

Region 1, Greenfield TA
Content Area(s): Social Emotional
Learning
Year 2 Cadre Trainer

CADRE TRAINERS

Region 2



Yvonne Alexander (She/Her)

Region 2, Twins
Rivers United
Educs
Content Area(s):
Women's
Year 1 Cadre
Trainer
In Public
Education 22

"Education is not only a ladder of opportunity, but it is also an investment in our future," an anonymous quote with a prolific statement. As a BIPOC Educator, I want to be a continuing force that creates and develops opportunities as a "bridge" in our educational system. I strive to be a voice, a beacon of light, and a motivator that does not mind getting in "good trouble" to ensure effective changes. As the fight continues to break down the barriers to providing a voice for all, and equitable education for all, I have been an active BIPOC Educator for seventeen years. I have been fighting for diversity and inclusion in the curriculum, mentoring educators, and being one of our students' biggest motivators and advocates during their educational journey. My dedication and continued activism have allowed me such an opportunity as a Cadre Trainer.



Ed DeLaVega (He/Him/El)

Region 2, Bakersfield Elementary TA
Content Area(s): Social Emotional
Learning
Year 2 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.



Nichole DeVore (She/Her)

Region 2, Sacramento City TA
Content Area(s): LGBTQ+
Year 1 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.



Alma Galapon (She/Her)

Region 2, Elk Grove
EA
Content Area(s):
BIPOC
Year 2 Cadre Trainer
In Public Education
17 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.



Aldrich Sabac (He/Him)

Region 2, Stockton TA,
Stockton USD
Content Area(s): BIPOC
Year 1 Cadre Trainer
In Public Education 10 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.

CADRE TRAINERS

Region 2



Jackie Howard (She/Her)

Region 2, Twin Rivers UE
Content Area(s): ethnically diverse, allowing me to witness, firsthand, the injustices of the system.
LGBTQ+
Year 2 Cadre Trainer
In Public Education 17 years

My dedication to equity began as a member of the LGBTQ community and morphed into something more when I began teaching in a school where my students were very diverse, allowing me to witness, firsthand, the injustices of the system. However, it was not until I began teaching US history that my passion took on a shift from passive participant to empowered advocate and I realized that justice cannot occur until we all make it our mission to fight oppression. Initially, because of my political science degree background, I tried to fight this oppression in the political sphere; but I knew that was not enough. I knew that I needed to be a part of working to dismantle previous held beliefs within my own profession. Combining my passion for teaching with my passion for equity, led me to the Human Rights Cadre Trainer role.



Erica Nuss (She/Her)

Region 2, Westside Union TA
Content Area(s): LGBTQ+
Year 2 Cadre Trainer
In Public Education 14 years

For the past four years I have been a fierce advocate for LGBTQ+ students in the Westside Union School District. I have taught both 3rd grade and 6th grade, was appointed Minority-At-Large by my Union last year, and was awarded the We Honor Ours award by our local chapter for my work with equity. I established the district's first Equity Team for educators and am chairperson of our Social Justice Allies project. I also started the district's first student driven peer affinity support group. My wife and I live in Palmdale, California with our four cats.



Elise Sotello (She/Her)

Region 2, Kern High School TA
Content Area(s): LGBTQ+
Year 2 Cadre Trainer
In Public Education 22 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.



Nico Vaccaro (He/Him)

Region 2, Natomas TA
Content Area(s): Social Emotional Learning
Year 1 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.

CADRE TRAINERS

Region 3



Kyna Collins (She/Her)

Region 3, UTLA
Content Area(s):
BIPOC
Year 2 Cadre
Trainer
In Public
Education 10+
years

The Cadre program brings together dynamic educators who are committed to promoting racial and social justice, liberating classrooms and reimagining educational systems for equitable transformation. Being a Cadre Trainer means being able to empathize with others, learn from others, and grow as an individual. Engaging in this work makes me a better educator and human being while propelling the collective work of our union. Doing this work to influence public education and advocate for our communities is central to our progress and goals as educators. Cadre Trainers help improve the profession by providing resources, connecting folx, and engaging in meaningful reflection.



Georgia Flowers Lee (She/Her)

Region 3, UTLA
Content Area(s):
Women's
Year 2 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.



Erin Githens (She/Her)

Region 3, UTLA &
LAUSD
Content Area(s):
LGBTQ+
Year 2 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.



Gina Gray (She/They)

Region 3, UTLA
Content Area(s): Women's
Year 2 Cadre Trainer
In Public Education 6 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.

CADRE TRAINERS

Region 3



Margaret Hicks (She/Her)

Region 3, Palmdale
Elementary TA
Content Area(s): Social
Emotional Learning
Year 2 Cadre Trainer
In Public Education 15 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.



Mel House (They/Them)

Region 3, UTLA
Content Area(s): Racial
Justice Advocacy
Year 2 Cadre Trainer
In Public Education 25
years

When it comes to racial justice, white folks need to step in and call other white folks in, to move the needle. I feel that intersectionality really aids in this process, as I have come out twice - once as LGBTQ, and then again as non-binary. Through telling my story as a non-binary human, I can open the door to deeper discussions about race. The racial justice work has been borne for far too long on the backs of BIPOC individuals. Again, it's time for more white people to step up and step in.



Yvonne Miranda (She/They)

Region 3, Antelope
Valley TA
Content Area(s):
Racial Justice
Advocacy
Year 2 Cadre Trainer
In Public Education 7
years

From the moment I decided to enter the field of education, I knew I would only be successful as a teacher if I promoted a classroom where every student was treated with dignity and respect for their whole being and they were honored in that way through my delivery of content and practices of inclusion. After some years trying to live by this standard, I feel confident that I have tried each and every day to teach in that manner, and I now want to help guide others on their path to do the same. As a teacher, I know how much more valuable and relevant trainings are to me when they are led by fellow teachers, which was further motivation to become a trainer myself.



Shandreka Rankin (She/Her)

Region 3, Hesperia
TA
Content Area(s):
Women's
Year 2 Cadre Trainer
In Public Education
15 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.



MaryKay Scheid

Region 3, Ontario-Montclair
TA
Content Area(s): Women's,
LGBTQ+
Year 2 Cadre Trainer
In Public Education 23years

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.

CADRE TRAINERS

Region 3



Julius B. Thomas (Julius)

Region 3, Rio Hondo College FA
Content Area(s): BIPOC, Racial
Justice Advocacy
Year 2 Cadre Trainer
In Public Education 24 years

I want to be a part of the CTA Cadre Training Program to help dispel myths, misunderstandings and ignorance about the Social Justice movement within Public Education. Further, I look forward to working with colleagues to promote legislation which moves Public Education forward progressively benefitting society.



Jennifer Villaryo (She/Her)

Region 3, UTLA
Content Area(s): Racial Justice
Advocacy
Year 2 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.



Skye Tooley (They/Them)

Region 3, UTLA
Content Area(s): LGBTQ+
Year 1 Cadre Trainer

Our schools and union should be safe and equitable places for all. Being part of the Cadre Training Program is one way we can work towards this. From unpacking our bias, learning new ways to support all learners, to how we can reevaluate our teaching practices, I can support other educators and help our union grow to be inclusive, brave space. As a trans nonbinary educator, I am excited to share space with many educators and learn together.

CADRE TRAINERS

Region 4



Christina Alaniz (She/Her)

Region 4, Palm Springs
TA
Content Area(s): Racial
Justice Advocacy
Year 2 Cadre Trainer
In Public Education 9
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..

CADRE TRAINERS

Region 4



Irene Amezuca (She/Her)

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

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



Vanessa Annaguey Aranda (She/Her)

Region 4, Redlands TA
Content Area(s): Social
Emotional Learning
Year 1 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.



Jackie Cope (She/Her)

Region 4, Hemet TA
Content Area(s): BIPOC
Year 2 Cadre Trainer
In Public Education 10
years

I wanted to be apart of the Human Rights Cadre Training Program because I fully believe in the mission of CTA. I want to help teachers and students who are underrepresented in our communities. As a Washoe person, I have struggled to find myself in our complex society. I hope to help others in their identity journey.



Lisandra Cazares De Gomez (She/Her)

Region 4, Chula Vista
Educators
Content Area(s): BIPOC
Year 2 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.

CADRE TRAINERS

Region 4



Salina Gray (She/They)

Region 4, Moreno Valley EA
Content Area(s): Social
Emotional Learning
Year 2 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'.



Danyelle Hodge (She/Hers)

Region 4, Lake Elsinore TA
Content Area(s): Racial
Justice Advocacy
Year 1 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.



Jessica Holmes (She/Her)

Region 4, Tustin EA
Content Area(s): Racial
Justice Advocacy, Social
Emotional Learning
Year 2 Cadre Trainer
In Public Education 9
years

While working in TUSD, I have become more active in my role as Union Rep, SEL Champ, and Reimagining Committee within my school site. As well as joining the Human Rights committee with our Union. I wanted to broaden my work beyond my school and district and felt that by joining CTA's Human Rights Cadre Program, I'd be able to learn from teachers who have ventured on this journey long before me and gain powerful insight that I could bring back to my school, union, and district, to help better us as a community. As well as continue my growth and work outside of the walls of my district. I wanted to make an impact with not only my coworkers, but fellow teachers in surrounding communities.



Frank Mata (He/Him)

Region 4,
Corona-Norco TA
Content Area(s):
Racial Justice
Advocacy
Year 2 Cadre
Trainer
In Public
Education 20
years

Upon first encounter, it was obvious to me that CTA's Cadre program aims to provide the imperative space educators need to address not just the social issues of our times, but also the internalized sense of supremacies that ironically reinforce our oppressive structures. CTA's Cadre program is the courageous attempt to decolonize the mindsets that inherently put educators in these crucial paradoxes-- professionally and personally. Selfishly, I wanted to be part of this experience to expose myself to a community that I believe to be at the forefront of issues so often feared and even willfully neglected. My motivation to be part of this is definitely not just for the experience of facilitation, but more so being part of a discourse that prides itself in acceptance and criticality that authentically aims to unpack our own oppressive internalizations.

CADRE TRAINERS

Region 4



Salina Gray (She/They)

Region 4, Moreno Valley EA
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Emotional Learning
Year 2 Cadre Trainer
In Public Education 27
years

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Emotional Learning
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In Public Education 9
years

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Content Area(s):
Racial Justice
Advocacy
Year 2 Cadre
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In Public
Education 20
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CADRE TRAINERS

Region 4



C. Scott Miller

Region 4, Santa Ana TA
Content Area(s): LGBTQ+
Year 2 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 CADoE LGBTQ+ Resource website. I also serve as Treasurer of the NEA LGBTQ+ Caucus and served on NEA's SOGI Committee for seven years.



Monica Rice (She/Her)

Region 4, Beaumont TA
Content Area(s): Racial Justice Advocacy
Year 2 Cadre Trainer
In Public Education 20 + years

We know that every student is unique. Every student has their own experiences and culture that shape who they are. It shapes how they learn and grow. The same is true for our educators. We all are unique. For far too long we have not heard from our own marginalized educators. CTA is working to give voice to all our members. I applied to the cadre training team because I want to be a part of this transformative work.



Karen Ridley (She/Her)

Region 4, Anaheim Secondary TA
Content Area(s): Women's
Year 2 Cadre Trainer
In Public Education 22 years

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



Juli Stowers

Region 4, Saddleback Valley EA
Content Area(s): LGBTQ+
Year 2 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.



Pia VanMeter (She/Her)

Region 4, Riverside City TA
Content Area(s): Racial Justice Advocacy
Year 1 Cadre Trainer

RAs 1st generation immigrant from the Philippines, I always new 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.

CADRE TRAINERS

Region 4



Lee Wygand (They/Them)

Region 4, Riverside County Office
CTA
Content Area(s): LGBTQ+
Year 1 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.



Erika Zamora (She/Her)

Region 4, Alvord EA
Content Area(s): Social
Emotional Learning
Year 2 Cadre Trainer
In Public Education 20+
years

I truly believe the Cadre Training Program is a valuable and critical part of CTA's commitment to racial and social justice equity. It is vital that educators are aware of the issues that concern our school communities and most importantly that they have resources on how to ensure equity and access to all. Being a Cadre trainer is an honor because we are sharing information with educators, we are collaborating with people who believe in the mission of CTA, we are learning from experts that are in the classrooms and in the offices of our schools. I wanted to be a part of this program because it allows me to continue to advocate for our students, colleagues and the communities we serve.



Veronica M Dominguez (She/Her)

Region 4, San Diego EA
Content Area(s): Social Emotional
Learning
Year 1 Cadre Trainer



Penny McNeil (She/Her)

Region 4, San Diego County of
Educators
Content Area(s): BIPOC
Year 2 Cadre Trainer



Vinita Rajah (She/Her)

Region 4, San Diego EA
Content Area(s): Social Emotional
Learning
Year 1 Cadre Trainer



Gretel Rodriguez (She/Her/Ella)

Region 4, Sweetwater EA
Content Area(s): Women's
Year 1 Cadre Trainer

CTA HUMAN RIGHTS DEPARTMENT



Region 1

Sam DeMuro,
she/her
sdemuro@cta.org

Region 2



Michael Flores-Castañeda,
he/him
mcastaneda@cta.org



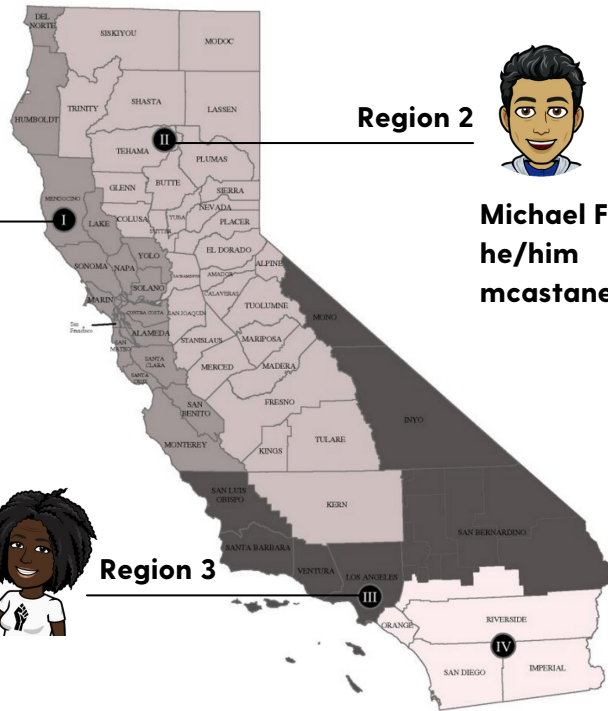
Aisha Blanchard-Young,
she/her
ablanchard-young@cta.org

Region 3



Region 4

Lisa Adams,
she/her
ladams@cta.org



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