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OUR UNION.
OUR FUTURE.

Our Union, Our Future

California Teachers Association Strategic Plan



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STRATEGIC PLANNING GROUP

Ann Adler
CTA Staff

Jesse Aguilar
Kern HS TA

Christopher Aguilar
Sylvan EA

José Alcalá
Moreno Valley EA

Larry Allen*
Middletown Unified TA

John Anderson
Tracy EA

Mia Banta
CTA Staff

Joe Bartell
Brea-Olinda TA

Dawn Basurto
CTA Staff

Ashley Bettas-Alcalá
San Bernardino TA

Gayle Bilek*
Templeton TA

Aisha Blanchard-Young
Santa Monica-Malibu Classroom TA

Annette Bonifacius*
Gridley TA

Toby Boyd*
Elk Grove EA

Amy Braden*
CTA Staff

Don Bridge*
Assn. of Chino Teachers

Shannan Brown
San Juan TA

Tyrone Cabell*
Los Angeles Co. TA

Mikki Cichocki*
San Bernardino TA

José Cintron
CSU Sacramento (CFA)

Elana Davidson
Patterson Assn. of Teachers

Don Dawson*
East Side TA

Dana Dillon*
Weed Classroom TA

Steven Dillon
Corning Elementary TA

Dominic Dirksen
Steele Canyon Charter EA

La Nita Dominique
Adelanto District TA

Brannin Dorsey
Fremont Unified District TA

Donna Dreith
Riverdale TA

Mike Egan*
CTA Staff

Brian Eldridge
Buena Park TA

Robert Ellis
United Teachers of Richmond

Junka Ezaki*
Tustin EA

Amy Feldman
CTA Staff

Florence Flesche*
Bakersfield Elementary TA

Bill Freeman
San Diego EA

David Goldberg
United Teachers Los Angeles

Jonathan Goldman*
CTA Staff

Ramón Gómez
CTA Staff

Raul Gonzalez
Visalia Unified TA

Jeff Good
CTA Staff

Margie Granado
Montebello TA

Susan Green
CSU Chico (CFA)

Jim Groth*
Chula Vista Educators

Rebecca Harper
San Bernardino TA

John Haschak
Willits TA

Eric Heins
Pittsburg EA

Ed Hilton*
Tahoe Truckee EA

Sue Holland
Dixie TA

Terri Jackson
United Teachers of Richmond

Denise Jennex
CTA Staff

Daymond Johnson*
Animo Classified EA

STRATEGIC PLANNING GROUP

Erika Jones
United Teachers Los Angeles

Stacey Noble*
Elk Grove EA

Donald Stauffer
Washington TA

Dennis Kelly*
United Educators of San Francisco

Joe Nuñez
CTA Staff

Michael Stone
Capistrano UE

Chuck King
CTA Staff

Lynette Nyaggah
Rio Hondo College Faculty (CCA)

Angela Su
CTA Staff

Cliff Kusaba*
TA of Long Beach

Betty Olson-Jones
Oakland EA

Kei Swensen
Oakland EA

Karen Kyhn
CTA Staff

Mary Rose Ortega*
United Teachers Los Angeles

Kenneth Tang
Garvey EA

Mary Levi
Upland TA

Steve Perry
CTA Staff

Julius Thomas
Rio Hondo College Faculty (CCA)

Leslie Littman
Hart District TA

Terri Pinkney*
CTA Staff

Amy Tompkins
Ontario-Montclair TA

Rosemary Louissaint
CTA Staff

Jennefer Porch
Chula Vista Educators

Dani Tucker
Hacienda LaPuente Unified

Dawn Madison
CTA Staff

Mike Richards*
San Bernardino TA

Kendall Vaught
Los Alamitos EA

Elizabeth Maloney
San Joaquin Delta College TA (CCA)

Jane Robb
CTA Staff

Dean Vogel
Vacaville TA

Doreen McGuire-Grigg
Lakeport Classified EA

Patricia Sabo
Healdsburg Area TA

KC Walsh*
Oak Grove EA

Frankie Medina
CTA Staff

Norma Sanchez
CTA Staff

Curtis Washington
San Mateo Union High School DTA

Marty Meeden*
Palmdale Elementary TA

Lysa Sassman*
Auburn Union TA

Christal Watts
Vallejo EA

George Melendez*
Palmdale Elementary TA

Barbara Schulman
Saddleback Valley EA

Frank Wells
CTA Staff

Theresa Montaña
CSU Northridge (CFA)

Charles Shannon
Orinda EA

Bill Wertz
CTA Staff

Katie Mullins
CTA Staff

Jennifer Skellet
Oceanside TA

Becky Zoglman
CTA Staff

Cecily Myart-Cruz*
United Teachers Los Angeles

Vicki Soderberg
Capistrano UE

Arielle Zurzolo
Assn. De Maestros Unidos



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Introduction

“I have a passion for helping kids find their passion in learning. I love it – even when it’s not in science – but that moment when the light bulb goes on and you know they get it. Especially, when you know it’s not just remembering a new fact, but when they learn to think at a deeper level. You see them connect the dots and mature. That’s what excites me. That’s what brings me back into the classroom every day.”

*Dominic Dirksen
High School Science Teacher*

It is about that “ah-ha” moment. That moment can happen at any time or any age. It might be in preschool, second grade or middle school. It might happen with the high school counselor, a special education paraprofessional or a cafeteria worker. It might be that moment in college when a student discovers a career that she never imagined was possible. These are the moments that change lives. They are the moments students remember and educators live for. In fact, this passion for inspiring students and making a difference is what brings many into the education profession.

To support this passion and dedication to teaching and learning, the California Teachers Association embarked on the journey of building a long-term strategic plan to carry our union into the future. This plan – *Our Union, Our Future* – is about listening to and engaging all members, advocating for our students, leading our profession, reaching out into our communities and standing up for a just society for all.

In April 2011, with public schools and educators under attack from billionaires and politicians who had their own agendas directed at public education and with the state facing more budget cuts, CTA’s State Council of Education declared a *State of Emergency*. State Council members also called for the development of a long-term strategic plan. That planning process began in early 2012. The CTA Board of Directors appointed the Strategic Planning Group (SPG) and hired the nationally-recognized Labor Education and Research Center at the University of Oregon to facilitate the planning process.

For more than a year, over 100 CTA members, leaders and staff have been actively involved in crafting strategies to build on CTA’s strengths and effectively meet the challenges ahead. The SPG has a diverse spectrum of members and staff that represent all voices and constituencies within CTA.

The planning process started with listening and talking to members to discover their priorities, their challenges, their views of CTA and the profession, and their hopes for the future. Relying on extensive data gathering and analysis, the SPG conducted an internal and external assessment of CTA and its operations. This rich trove of data led the SPG to identify eight Strategic Focus Areas, which provided the foundation for setting the specific directions contained in the comprehensive strategic plan. In August 2013, the group shared their recommended plans of action and after spirited discussion and debate, reached consensus on the overall plan that will serve as a framework to guide CTA's work.

Since its founding in 1863, CTA members have been steering the direction of public education in California, often times setting the direction for the nation. We are the original education reformers – speaking out for children, educators, our communities and a better California for all of us. CTA has had many successes over the past 150 years. Our first came in 1866 when we led the establishment of free public schools for *all* students. Our most recent victory was last year's historic efforts to stop the budget cuts and bring billions more to our schools and colleges – proving once again what we can achieve when we are united.

The promise of a free, universal and quality public education system is the foundation of our democratic society and the cornerstone of California's economy. In order to actualize that promise, each and every one of us is needed. Our students, our schools and our communities need us.

This is our time. It's our time as educators to unite around common goals, to work with parents and community groups, and to drive the education agenda in California. We can only achieve success together. This strategic plan recognizes that the mission of CTA is carried out by building a strong union on the foundation of educators who are active and engaged in their local schools, local unions and local communities.

The following pages provide a roadmap for CTA to ensure that we are moving in the right direction, engaging communities and meeting our members' interests so we can create the best public education system for all of California's students.

This plan is about all of us. It's our profession. It's our union. It is our time!



CTA Strategic Plan

Our Union, Our Future

CTA's Mission Statement:

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

This strategic plan brings to life the visionary aspirations embodied in CTA's mission statement. This eloquent statement reflects CTA's enduring commitment to enhance the status of education professionals and ensure the right of free, universal, and quality public education for all children. The mission statement also affirms public education's essential role in promoting democratic values and social justice. These commitments will continue to guide CTA in meeting both current and future challenges.

This strategic plan – *Our Union, Our Future* – builds on CTA's 150-year legacy of rich traditions and proud achievements as a respected advocate for public education, students, educators and the education profession. At the same time, the plan recognizes the many serious challenges facing educators today and creates a roadmap for CTA to organize, engage members, reach out into local communities and advocate for students and educators. In order to capitalize on the new opportunities its activism and political successes have created, CTA must build an even stronger presence at the local and community level.

From the outset, this realization has driven the planning process. Participants strongly believe that fulfilling the mission of CTA and building a stronger union will require an expanded group of educators who are integrally engaged in their local schools, their local unions and their local communities. Each strategic focus area identified in this plan seeks to support the fulfillment of these objectives.

This plan builds on CTA's many strengths and forthrightly confronts the new challenges it faces. Most importantly, it underscores the determination of an organization celebrating its 150th anniversary to make continued progress toward its visionary dream of a more just society for all.

STRATEGIC FOCUS AREAS

Driven by the voices and input of CTA members and with the above stated goals in mind, the Strategic Plan is structured around three categories and eight focus areas. The categories are: ***Quality Public Education and Our Profession, Building a Strong Union,*** and ***Structure and Governance.***

Providing quality public education to all students from early childhood through college and strengthening the ability of educators to transform our profession must guide CTA's work at all levels of the organization. The first two strategic areas focus on what matters most to CTA members: "improving the conditions of teaching and learning, and advocacy for children."

CTA is also deeply committed to becoming a more member-driven organization. A united and engaged membership can exercise the political and social influence needed to advance CTA's most valued goals: ensuring high quality public education and building "a more just, equitable, and democratic society." Five strategic focus areas encompass an overall approach that will help CTA realize its goal of building a strong union through active engagement at both the classroom and community levels.

CTA members and participants in the planning process agree that changes in the structure and governance of CTA will be needed to ensure successful implementation of the strategic plan. This final focus area outlines a process to align the organizational structure, governance, and budget allocations in order to support the initiatives outlined in the strategic plan.

Strategic Focus Areas: Quality Public Education and Our Profession

- **Advocacy on Education Reform**
- **Transforming our Profession**

CTA members first and foremost are educators. Helping children, guiding their learning and being part of a profession that creates a better society and future for all of us are the reasons most members give for choosing to become educators. These two focus areas reflect this realization and will guide the union's work at all levels of the organization.

Advocacy on Education Reform

The overarching aim of this focus area is urgent and ambitious: to shift the social narrative on education reform toward a student-centered agenda that fully incorporates the insights and expertise of education professionals. As educators, CTA members know how effective public schools should operate. This plan builds a platform for CTA members to lead the education agenda, to engage local communities in that discourse and to continue to be strong and effective advocates on educational policy and in the political arena.

Transforming Our Profession

CTA members represent the full spectrum of professions within California's schools and colleges and take enormous pride in their work. This plan supports establishing the highest standards of quality in student-centered education and increases the capacity of educators to help determine the most effective teaching methods, curriculum, and evaluation systems. It recognizes all education professionals for the experts they are; calls for facilitating networks to develop professional capital within CTA; acknowledges the importance of instructional leadership within the union; and challenges schools, colleges, and universities to improve the recruitment and retention of educators who represent the full diversity of the communities they serve.

Strategic Focus Areas: Building a Strong Union

- **Building an Organizing Culture**
- **Leadership Development**
- **Community Engagement and Coalition Building**
- **Social Justice, Equity, and Diversity**
- **Organizing Unrepresented Education Workers**

CTA's members are the heart of the union and determine its strength and vitality. The primary goal of building a strong union rests squarely on this shared belief. To reach our full potential, CTA must encourage greater member involvement and forge authentic relationships with community partners at local, regional and state levels in order to shape major policy decisions in the field of education.

Building an Organizing Culture

CTA aspires to be a union that is driven by deeper and more sustained member involvement. As defined in the plan:

An organizing culture is one where members have a relationship with their union that is active and involved, rather than seeing the union simply as a place from which to receive services. Leaders, members and staff engage in strategy development and problem solving based on listening for our common values, beliefs and interests. CTA will build a culture at the local, regional and state level that relies on organizing members to identify and address priorities and implement plans.

In an organizing culture member involvement is ongoing rather than episodic. Policies are developed through listening, extensive interaction and consultation among leaders, staff and members. This perspective shapes the specific objectives that will help CTA in its quest to develop a more interactive, member-driven culture.

Leadership Development

CTA supports the recruitment, retention and development of effective, responsible and accountable leaders at every level of the union. This plan expands the definition of leadership to include CTA members who serve as instructional leaders, promote initiatives to advance education reform and devise strategies to transform our profession. Supporting this work is central to establishing a broader definition of what constitutes leadership within CTA.

Accordingly, the plan urges an expansion of leadership at local, regional and state levels. Implementing this expansion will require the creation of support systems to develop and mentor leaders, especially the recruitment of leaders representing the full diversity of CTA members and the communities they serve.

Community Engagement and Coalition Building

Building vibrant, ongoing and mutually beneficial partnerships with parents, students, other unions and community organizations is essential for CTA's long-term success. We know that many organizations share our goals for quality public schools and recognize public education as the cornerstone of building strong local communities. The plan describes the purpose of community engagement as:

Building collaborative community relationships and strategic partnerships that advance free, universal and quality public education; recognize educators as positive contributing members of the community; and gain recognition for CTA and local unions as a source of expertise on education issues.

The plan provides for strategic assessment of partnership opportunities and support for community engagement teams at the local level, along with efforts to promote greater regional and statewide collaboration with current allies and potential supporters.

Social Justice, Equity and Diversity

CTA's long-standing commitment to social justice, equity and diversity is a core value of our organization. It dates back to CTA's first fight, which was to establish free public schools for all children, including students of color. The principles of social justice, equity and diversity integrally shape and guide the implementation strategies for all the other focus areas of the strategic plan.

The plan is built on the following definition of social justice:

We, as educators, have a responsibility for the collective good of students, members, community and society while ensuring human and civil rights for all. Social justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that equality is not necessarily equitable. Social justice means that we work actively to eradicate structural and institutional forms of oppression such as racism, sexism, classism, linguisticism, ableism, ageism, heterosexism, gender bias, religious bias, xenophobia, and other "isms" and biases.

Organizing Unrepresented Education Workers

Organizing the unorganized is fundamental to CTA's mission. All education professionals deserve a voice in determining their working conditions and shaping educational policy. New member organizing – including charter school workers, education support professionals, college faculty, substitutes and other unrepresented educators – is essential if CTA is to fulfill its goal of providing a quality education for all.

This plan outlines steps to raise awareness among CTA members and leaders about the threat posed by the proliferation of schools run by private management companies where education professionals receive substandard salaries and benefits, and lack an effective voice on the job. The plan then identifies organizing opportunities of strategic importance that will support vital organizational goals.

Strategic Focus Area: Structure and Governance

CTA recognizes that its structure and governance systems must respond to both short- and long-term challenges. Accordingly, all structures and entities within CTA – the Board of Directors, State Council, Service Center Councils, management and staff – must be aligned to support the implementation of the strategic plan and to retain CTA's long-standing commitment to a strong system of representational democracy. CTA's budget allocations also need to reflect the priorities and goals outlined in the strategic plan.

The plan calls for a year-long process of inquiry, examining each of these areas in depth and identifying changes that will support CTA's ability to carry out its mission. The plan anticipates the need for relevant changes in structure, governance and resource allocation. These changes will be recommended to the appropriate decision-making bodies throughout the first year, as the union gears up for full implementation of the strategic plan.

The plan also provides for the establishment of an implementation oversight group, advisory to the board and representing the diversity of the organization, to lead this inquiry process across CTA's internal structures.

ACTION PLANNING FOR IMPLEMENTATION: LOCAL, REGIONAL AND STATEWIDE RESPONSIBILITIES

Implementing this strategic plan is a shared responsibility that involves people at all levels of CTA. The foundation of the plan is YOU – the CTA members who work at a local school, college or county office and are members of their local union. It was your voice and input that shaped and directed the development of this strategic plan.

Each element of the plan describes how strong local chapters are the catalysts for actualizing the mission of CTA and building a stronger state organization. In order for local chapters to be effective, the structures, governance mechanisms and budget allocations in CTA must support local chapters as they implement the goals and objectives of the strategic plan. Most of the focus areas also identify regional and statewide responsibilities designed to help local unions engage members and become stronger institutions.

Implementation of this plan will not occur overnight. Some areas of the plan can be implemented quickly, while others will take more time to phase in. While benchmarks and timelines have been established for many of the implementation steps, we also recognize the need for flexibility as the work moves forward.

This idea of adaptation and modification is not new to CTA. The essential elements of the Constant Organizing Goals System (COGS) used within CTA are to Listen, Plan, Act and Evaluate. The development of the strategic plan included a lengthy period of listening and learning from CTA members and outside organizations, and the plan's recommendations reflect the insights gained during that listening process. With the adoption of the plan, CTA will begin its implementation, using regular monitoring and evaluation procedures to adapt and modify the plan when necessary.

It is critical to recognize that a successful strategic plan is fluid and resembles a living organism. If the plan is not present in *all* aspects of the union's work and does not adapt to a continuously changing environment, it will atrophy and die.

Ultimately, the CTA Board of Directors is responsible for overseeing the implementation of the plan in collaboration with the management and staff. The State Council of Education and the membership will receive regular progress reports on the implementation process and what modifications are needed as it unfolds.

Please note that as each Focus Area committee developed specific goals, some goals targeted all three levels of CTA, while others impacted only the local, regional or state level. The numbering within the plan reflects the goals as enumerated by each Focus Area committee.

BUILDING THE CTA LOCAL

Strong CTA locals that engage members are the building blocks of CTA's overall organizational effectiveness. In a strong CTA local, members actively support the strategic plan's major goals: promoting student-centered public education and seeking the transformation of our profession. A strong CTA local is characterized by a deep and diverse leadership; a systematic approach to leadership development; a strategic program of community engagement; and incorporation of the principles of social justice, equity and diversity in all of its work. A strong CTA local also assists CTA campaigns to organize unrepresented education workers in its area. A strong CTA local participates in regional and statewide CTA structures to advance the interests of students and educators and uses CTA trainings and conferences as tools for education and leadership development.

Local chapters can use elements of this plan to guide and shape their own internal strategies. If you are a local leader, this plan describes actions you can take to build an even stronger local union.

The regional and statewide structures of CTA have the responsibility to support the local union by providing training, resources, expert staff assistance and opportunities to share best practices with other local unions. As you read through the detailed activities you will see how the work intertwines at local, regional and state levels to build a cohesive plan.



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THE CTA LOCAL

Advocacy on Education Reform

Goal 1 – Develop a student-centered, proactive agenda for public education that advances our mission statement.

<ul style="list-style-type: none"> CTA members will be integrally involved in developing an advocacy agenda to frame CTA’s public message. 	begins January 2015
<ul style="list-style-type: none"> Locals will receive specific training on member education and public engagement. 	first roll out: Summer Institute 2015
<ul style="list-style-type: none"> 70% of local presidents will receive training on the advocacy agenda. 	by December 2018

Goal 2 – Use advocacy agenda to build power with students, parents, the community and elected officials.

<ul style="list-style-type: none"> Develop effective, authentic and functional community partnerships to move our advocacy agenda. 	by Summer Institute 2015
<ul style="list-style-type: none"> Initiate a process of systematically identifying and engaging members who are already in community groups. 	by Summer Institute 2015

Goal 3 – Use advocacy agenda to engage and build capacity with CTA members.

<ul style="list-style-type: none"> Use advocacy agenda to connect state and local issues that impact members in the classroom or their worksite. 	by Summer Institute 2015
<ul style="list-style-type: none"> Use and further develop a more effective database to update and maintain contact information on members. 	August 2014, ongoing
<ul style="list-style-type: none"> Use relational meetings to learn about members’ attitudes and priorities. Draw on this knowledge to increase member participation in education advocacy, local bargaining, and political and legislative action. 	by Summer Institute 2015
<ul style="list-style-type: none"> Statewide goal of making contact with 20% of CTA members in a year. 	by end of Institute 2015

Transforming our Profession

Goal 1 – Create the capacity to collectively drive the education profession.

• Work with the state organization to promote the use of common language for educators.	2014, ongoing
• Determine how to effectively use the Local Control Funding Formula to drive the education agenda and promote the learning environment.	by July 2014, ongoing
• Identify and share best practices for promoting a consistently high level of educator quality.	June 2015-June 2016

Goal 2 – Develop professional and cultural capital to strengthen teaching and learning.

• Assist the state organization in identifying networks of educators.	by June 2015
• Locals and members will have access to a map of networks created as a result of this joint effort.	by July 2015, ongoing

Goal 3 – Promote a whole-student, strength-based education system.

• Use research conducted by locals and the state organization on best practices in curriculum and instruction, support systems and assessment. Share these out at the local level.	by April 2017
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Building an Organizing Culture

Goal 1 – Build structures in locals to implement an organizing culture to support work in all focus areas.

• Create strategies that connect the values of all members to the purpose and mission of the union.	2014-2015
• Build school site or campus action teams to develop leadership and build power in the community.	2014-2015
• Utilize state training and mentoring on the organizing principles.	2014-Aug 2015
• Integrate an organizing culture into ongoing actions and programs.	2014-2015
• Partner with other local unions, Central Labor Councils and community organizations. (See Community Engagement focus area.)	by Feb. 2015, ongoing
• Build local organizing teams.	by May 2015
• Engage in an ongoing reflective process to strengthen the local's organizing culture (listen, plan, act, evaluate).	ongoing

Leadership Development

Goal 1 – Communicate the current leadership structures, as well as roles and responsibilities of leaders, at the all levels of CTA.

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|--|-------------------------------------|
| <ul style="list-style-type: none"> • Make available to all members the “CTA Owner’s Manual.” The manual, created by the state organization, will contain leadership roles, responsibilities, pathways to leadership, trainings and conferences. | to be launched during academic year |
|--|-------------------------------------|

Goal 2 – Examine and evaluate all existing leadership development and training programs, and create new definitions and additional pathways into all areas of leadership.

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|---|---------------------------|
| <ul style="list-style-type: none"> • Encourage members and leaders to attend state trainings. | start June 2014, annually |
| <ul style="list-style-type: none"> • Use the training developed by the state organization to reassess leadership structures and to include new definitions of leadership and new pathways to leadership. | start July 2014 |
| <ul style="list-style-type: none"> • Use the training developed by the state organization to build capacity and parity with employers. | start July 2014 |
| <ul style="list-style-type: none"> • Use the bargaining language and strategies developed by the state organization to bargain for shared decision-making roles. | ongoing |
| <ul style="list-style-type: none"> • Use the professional development curriculum training to build chapter capacity and parity. | Spring 2015 |
| <ul style="list-style-type: none"> • Take advantage of best practices and training opportunities developed by the state organization. | 2014-2015, ongoing |

Goal 3 – Create mechanisms to identify, recruit and retain leaders at all levels of CTA.

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|--|---------------|
| <ul style="list-style-type: none"> • Develop leadership surfacing plans. | 2014-2015 |
| <ul style="list-style-type: none"> • Work with CTA Board members and Service Center Councils to develop comprehensive outreach plans to | |
| <ul style="list-style-type: none"> • identify and recruit new leaders | 2014, ongoing |

Goal 4 - Expand support structures and recognition for local and CTA leaders by increasing mentoring and networking opportunities, taking into account all areas of diversity.

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|--|---------------|
| <ul style="list-style-type: none"> • Work with the state organization to create a list of past and current leaders for mentoring opportunities. | 2014-2015 |
| <ul style="list-style-type: none"> • Identify different new ways to acknowledge strong leadership. | 2014, ongoing |

Goal 5 – Implement programs and policies that would eliminate impediments to leadership.

• Participate in succession planning workshops, created by the state organization.	2014-2015
• Share any new policies created by the state organization.	2015-2016
• Take advantage of online trainings for local leaders, which will be developed by the state organization.	2015-2016

Goal 6 – Implement strategies to achieve representational equity in CTA leadership at all levels.

• Identify leadership positions to promote diversity.	2014-2015
• Continue to support pathways that promote diversity in leadership positions for underrepresented groups.	2014-2015, ongoing
• Develop new definitions of leadership and new pathways that provide diverse leadership.	2015-2016

Community Engagement and Coalition Building

Goal 1 – Raise the awareness of members and leaders of the need to establish community connections.

• Encourage members to participate in training on community engagement at all regional and state conferences.	ongoing
• Use updated documents provided by the state organization (e.g. the President’s Handbook) which include community engagement as a key function.	once program starts

Goal 2 – Create a CTA program to develop the community engagement team model (comprised of single or multiple locals, or Service Center Councils).

• Attend training on developing community engagement teams, developed by the state organization.	Fall 2014
• Urge engagement teams to set up rapid response ability to respond to issues that impact students and the community.	TBD

Goal 3 – Phase in community engagement teams across CTA.

• Establish at least one new community engagement team in each Service Center.	August 2015
• Establish at least one additional community engagement team in each Service Center.	August 2016
• At least 15% of local chapters will have established community engagement teams by August 2018.	August 2016-2018

THE CTA LOCAL

Goal 4 – Assess the effectiveness of partnerships with parents, other unions and community organizations.

• Work with state and regional organizations to develop an effectiveness rubric.	by January 2015
• Use rubric to evaluate the effectiveness of local partnerships to determine progress made.	2016-18

Goal 5 – Strengthen communication links between the state and local level in terms of relationships with community organizations.

• Receive from the state organization a list of organizations with which CTA has a relationship, including contact names and financial contributions.	June 2014
• Send to the state organization the names of organizations they have relationships with or that they have made contributions to.	June 2014

Goal 6 – Develop/Nurture Strong Community Engagement relations at the local level.

• Conduct a local power analysis of the local community.	see phases in goal 3
• Listen, plan, act and evaluate community engagement plans.	
• Attend training on importance of community connections, provided by the state organization.	
• Establish community engagement teams.	
• Engage the community (one-on-one conversations with leaders and members of community groups).	
• Locals are encouraged to allocate funding for community engagement activities within their budgets.	

Social Justice, Equity and Diversity

Goal 1 – Actualize the definition of social justice as an overarching core principle of CTA’s strategic planning.

• Seek out opportunities at conferences and meetings to learn about the definition of social justice.	2014, ongoing
• Disseminate the definition to members.	2014, ongoing
• Use presentations developed by the state organization to educate members so they understand that social justice issues are vital to unionism and the promotion of free, universal public education, and are necessary for the survival of CTA and local chapters.	2014, ongoing
• Participate in social justice campaigns created by the state organization that have an impact the lives of educators, students, and their communities (e.g. Common Core, Class Size Reduction, bullying, LCFF, etc.).	ongoing

THE CTA LOCAL

Goal 2 – Identify current CTA programs that address social justice, equity and diversity; assess their relevance and currency, if necessary and change them to meet the present conditions.

- Learn about the types of trainings and workshops available on social justice topics. 2014
- Work to expand social justice, equity and diversity offerings at the local level. 2016, ongoing

Goal 3 – Promote and improve educational equity for historically underrepresented groups of students.

- Engage in student-centered, community-based programs and activities to advance social justice, equity and diversity. 2014, ongoing

Goal 4 – Develop programs that recruit, support and retain historically underrepresented groups into the ranks of our education workforce.

- Participate in campaigns to urge employers to develop programs to recruit underrepresented groups into educator roles. 2014-2016
- Provide ongoing support for beginning educators from historically underrepresented groups. 2015-2016
- Locals that employ their own staff will review current programs for recruitment and retention of staff so that every effort is made to assure staff is reflective of the communities we serve. 2014, ongoing

Organizing Unrepresented Education Workers

Goal 2 – Educate and organize CTA members, leaders and staff on the importance of organizing unrepresented education workers.

- Participate in trainings on the importance and relevance of organizing unrepresented education workers. by end of January 2015
- Educate, organize and get support from members and local leaders to organize unrepresented education workers in California. by June 2015

Goal 3 – Identify unrepresented units in education in the local area and share with the state organization.

by end of 2014

Goal 4 – Participate in plans to organize unrepresented education workers in your local area.

ongoing, through 2018

REGIONAL STRUCTURES AND ACTIVITIES

Regional structures provide essential resources and learning opportunities that support strong CTA locals. Service Center Councils are existing regional structures that bring CTA locals and members together for a common purpose. The purpose of Service Center Councils may be reviewed or other structures may be necessary to support specific areas of this strategic plan. Listed below is an outline of how each strategic focus area's goals will be implemented at the regional level.



YOUR VOICE.
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CTA SERVICE CENTER COUNCILS AND OTHER REGIONAL STRUCTURES

Advocacy on Education Reform

Goal 1 – Develop a student-centered, proactive agenda for public education that advances our mission statement.

- Offer trainings, as appropriate, to support and promote the advocacy agenda with educators, parents and the community. begins
Summer
Institute 2015

Goal 2 – Use advocacy agenda to build power with students, parents, the community and elected officials.

- Utilize Service Center Councils to build alliances with community groups at the regional level and possibly open some Service Center Council meetings to the public (e.g. citizenship fairs, WHO awards for community members). by Summer
Institute 2015
- Service Center Councils work with locals to have ongoing participation in community meetings. by Summer
Institute 2015

Transforming our Profession

Goal 1 – Create the capacity to collectively drive the profession.

- Facilitate lateral networks of collaboration among locals to gather regional data for policy issues such as peer assistance and educator evaluation. by June 2016

Goal 2 – Develop professional and cultural capital to strengthen teaching and learning.

- Develop and organize a geographical map of educator and local chapter networks. July 2015,
ongoing

CTA SERVICE CENTER COUNCILS AND OTHER REGIONAL STRUCTURES

Building an Organizing Culture

Goal 2 – At regional levels create structures and systems for training, collaboration, mentoring and coalition building that support our organizing culture.

<ul style="list-style-type: none"> Build an organizing culture within Service Center Councils and other regional areas by bringing together local leaders to identify, coordinate and collaborate on issues and needs. 	begin March 2014
<ul style="list-style-type: none"> Identify locals that currently function in an organizing culture to set a baseline, enable goal-setting and target potential for growth. 	October 2014
<ul style="list-style-type: none"> Develop and deliver training programs on skills and practices for building an organizing culture that fosters strong connections between educators, local schools, families and communities. 	2014-2015 Leadership Conferences
<ul style="list-style-type: none"> Create a system of recognition at the Service Center Council/regional level for successful local organizing activities, with a goal of motivating and supporting further efforts by local chapters. 	2015-2016
<ul style="list-style-type: none"> Engage in an ongoing reflective process to strengthen and support our organizing culture (Listen, Plan, Act, and Evaluate). 	ongoing

Leadership Development

Goal 1 – Communicate the current leadership structures, as well as roles and responsibilities of leaders at all levels of CTA.

<ul style="list-style-type: none"> Disseminate the “CTA Owner’s Manual” containing leadership roles and responsibilities, pathways to leadership, trainings and conferences to Service Center Councils. 	2015-2016
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Goal 2 – Examine and evaluate all existing leadership development and training programs, and create new definitions and additional pathways into all areas of leadership.

<ul style="list-style-type: none"> Identify local chapters that have and have not attended conferences or trainings annually. Develop a list annually by directorial area and follow up with those chapters that didn’t attend to find out why. 	begin June 2014
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Goal 3 – Create mechanisms to identify, recruit and retain leaders at all levels of CTA.

<ul style="list-style-type: none"> Local chapters, board members, and Service Center Councils will work together to develop comprehensive outreach plans for new leadership development. 	2014, ongoing
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CTA SERVICE CENTER COUNCILS AND OTHER REGIONAL STRUCTURES

Goal 4 - Expand support structures and recognitions for CTA and local leaders by increasing mentoring and networking opportunities, taking into account all areas of diversity.

- | | |
|--|-----------------------------------|
| • Provide time and opportunities at CTA regional and state events for leadership networking. | 2014-2015 |
| • Create a formal mentoring program for those members interested in regional and state leadership positions. | begin 2014-2015, launch 2015-2016 |

Goal 5 – Implement programs and policies that would eliminate impediments to leadership.

- | | |
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| • Refer actions on CTA policies through appropriate regional structures. | 2014-2015 |
|--|-----------|

Goal 6 – Implement strategies to achieve representational equity in CTA leadership at all levels.

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| • Strongly urge Service Center Councils to consider diversity when making appointments. | 2014-2015 |
| • Evaluate and revise, as needed, the ethnic minority recruitment policies and programs at the Service Center Council level. | 2014-2015, ongoing |

Community Engagement and Coalition Building

Goal 1 – Raise the awareness of members and leaders of the need to establish community connections.

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|---|---------|
| • Provide training on community engagement at all regional conferences. | ongoing |
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Goal 2 – Create a CTA program to develop the community engagement team model (comprised of single or multiple locals, or Service Center Councils).

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|---|-----------|
| • Use training modules developed by CTA for regional conferences. | Fall 2014 |
| • Urge engagement teams to set up rapid response ability to respond to issues that impact students and the community. | TBD |

Goal 3 – Phase in community engagement teams across CTA.

- | | |
|---|------------------|
| • Establish at least one new community engagement team in each Service Center Council or regionally. | by August 2015 |
| • Establish at least one additional community engagement team in each Service Center Council or regionally. | by August 2016 |
| • At least 15% of local chapters will have established community engagement teams by August 2018. | August 2016-2018 |

CTA SERVICE CENTER COUNCILS AND OTHER REGIONAL STRUCTURES

Goal 4 – Assess the effectiveness of partnerships with parents, other unions, and community organizations.

-
- Work with the locals, Service Center Councils and state organization to develop an effectiveness rubric. by January 2015
 - Service Center Councils will assist locals in evaluating the effectiveness of partnerships to determine progress made. 2015, ongoing
-

Goal 5 – Strengthen communication links between the state and local level in terms of relationships with community organizations.

-
- Service Center Councils will receive from the local chapters in their region the names of organizations they have relationships with or that they have made financial contributions to. June 2014
-

Social Justice, Equity and Diversity

Goal 1 – Actualize the definition of social justice as an overarching core principle of CTA’s strategic planning.

-
- Disseminate and discuss the definition with State Council members at Service Center Council meetings and among members at regional conferences. 2014, ongoing
-

Goal 2 – Identify current programs within CTA that address social justice, equity and diversity; assess their relevance and currency if necessary and change them to meet the present conditions.

-
- Expand the Social Justice, Equity and Diversity Professional Development Model so it becomes a general session at regional conferences. TBD
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Goal 3 – Promote and improve educational equity for historically underrepresented groups of students.

-
- Create student-centered, community-based programs and activities to advance social justice, equity and diversity. 2014, ongoing
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STATEWIDE CONSIDERATIONS

The state level is the place within CTA's organizational structure where ultimate responsibility lies for overseeing and implementing the entire strategic plan. Under the CTA constitution, the State Council of Education serves as the highest governing authority. The CTA Board of Directors is elected by State Council and provides the regular governance functions mandated by the constitution. CTA's management and staff carry out the daily work of the union, guided by CTA policies and its budget allocations.

The overall strategic plan is built around three categories and eight focus areas, each of which has specific goals and objectives. Each focus area includes timelines that must be monitored and evaluated by CTA and implemented based on available resources. The plan contains some recommendations for areas that require resources and some suggestions for assignment of responsibility. CTA will need to determine more specifically how to allocate resources and assign responsibility in order to implement the strategic plan most effectively. The plan is designed to be fluid and adjust with the organization.

As the plan focuses on supporting members and building strong locals, the statewide CTA is responsible for helping local unions in their implementation of this plan. That support will include but not be limited to such actions as developing specific strategies, providing training programs, creating and disseminating materials, and providing staff support. The plan also recognizes and allows for local chapters to be at different stages of implementation.

CTA will also determine how best to deploy staff and distribute financial resources in order to implement the strategic plan. The Constant Organizing Goals of listen, plan, act and evaluate will continuously be used to make decisions about resource allocation as it relates to implementation of the plan.

The strategic plan would consistently drive the agenda of the Board of Directors, State Council, management and staff.

Following is an outline of how the strategic focus areas will be realized at the statewide level.



YOUR VOICE.
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STATEWIDE

Advocacy on Education Reform

Goal 1 – Develop a student-centered, proactive agenda for public education that advances our mission statement.

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|---|---|
| • Develop an inclusive process to define the advocacy agenda. | by October 2014 |
| • Engage members and the community to create the advocacy agenda and frame the message. | by January 2015 |
| • Create a campaign model to educate members and the public. | first roll out at Summer Institute 2015 |
| • Train 70% of presidents on CTA’s advocacy agenda. | by December 2018 |

Goal 2 – Use advocacy agenda to build power with students, parents, the community and elected officials.

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| • Monitor and expose hidden agenda of corporate education reformers. | by June 2014 |
| • Engage CTA members in state political parties. | by June 2014 |
| • Continue to grow and encourage CTA members to run for political office. | start by June 2014 |
| • Elect politicians that reflect our values and hold them accountable to the advocacy agenda. | start by September 2014 |
| • Promote and pass laws and policies that reflect our advocacy agenda. | publish September 2014, ongoing |
| • Use the advocacy agenda to develop community partnerships and create alliances for public education. | by Summer Institute 2015 |

Goal 3 – Use advocacy agenda to engage and build capacity with CTA members.

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| • Use advocacy agenda to connect state and local issues that impact members in the classroom or their worksite. | by Summer Institute 2015 |
| • Create local access to a more effective database of members. | August 2014, ongoing |
| • Update member data systems. | August 2014, ongoing |
| • Use relational meetings to listen to and engage members in education advocacy, local bargaining activities and political and legislative action. | by Summer Institute 2015 |
| • Make contact with 20% of members in a year. | by end of 2015 |

Transforming our Profession

Goal 1 – Create the capacity to collectively drive the profession.

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|---|-----------------------|
| • Develop legislation that supports educator professional capital. | 2014, ongoing |
| • Promote the use of common language for educators. | 2014, ongoing |
| • Determine how to effectively use Local Control Funding Formula to drive the education agenda and promote a quality teaching and learning environment. | by July 2014, ongoing |
| • Promote a consistently high level of educator quality through a variety of areas. | |
| ○ Identify best practices. | by June 2015 |
| ○ Promote best practices. | by June 2016 |
| ○ Develop a rubric to evaluate best practices. | by June 2016 |
| ○ Evaluate annually. | start by June 2017 |

Goal 2 – Develop professional and cultural capital to strengthen teaching and learning.

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| • Identify and assess current CTA networks of educators and chapters. | by June 2015 |
| • Identify other networks of educators. | by June 2015 |
| • Develop and map networks of educators to share locally and regionally. | by July 2015, ongoing |

Goal 3 – Promote a whole-student, strength-based education system.

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|---|---------------|
| • Research best practices on curriculum and instruction, support systems and assessment, and share them at the local level. | by April 2017 |
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STATEWIDE

Building an Organizing Culture

Goal 3 - At the state level, we will support and demonstrate our commitment to an organizing culture that is infused into our work at all levels by establishing a state entity to build, sustain and support an organizing culture and ensure that it permeates the whole organization.

• Train managers, staff and leaders to incorporate organizing culture practices into our regular activities.	phase 1: Feb. 2014-Aug 2014; phase 2: Aug. 2013-Feb. 2015
• Evaluate current structures for needed changes and dedicate resources to establish oversight/monitoring at the state level to support the CTA focus on building an organizing culture at local, regional and state levels.	begin Feb. 2014, ongoing
• Focus State Council on supporting an organizing culture. Incorporate organizing culture into speeches and committee meetings. Train Committee Chairs on organizing culture principles and practices.	begin June 2014
• Connect with local and regional organizing plans and engage in two-way communication.	begin Feb. 2014, ongoing
• Utilize the existing communication systems to promote and support an organizing culture at all levels.	begin Feb. 2014, ongoing
• Allocate budget to support a commitment to organizing culture, including release/reassigned time for members and chapter/Service Center activities.	for 2014-15 Budget cycle, initial proposals by Jan. 2014

Leadership Development

Goal 1 – Communicate the current leadership structures, as well as roles and responsibilities of leaders at the all levels of CTA.

• Map formal leadership structure.	done
• Modify existing database to capture leadership demographics.	January 2015
• Create a “CTA Owner’s Manual” containing leadership roles and responsibilities, pathways to leadership, trainings and conferences. Disseminate manual to locals and members.	2014-2015
• Communicate information above to all members through existing communication systems: <i>California Educator</i> , website, Facebook, State Council, Service Center Councils, etc.	2014-2015
• Establish a CTA Union/Leadership Academy on a digital platform.	2015-2016

STATEWIDE

Goal 2 – Examine and evaluate all existing leadership development and training programs, and create new definitions and additional pathways into all areas of leadership.

<ul style="list-style-type: none"> For designated programs, track all attendees from past 3 years to identify those who have moved into leadership positions. Use data to evaluate the effectiveness of the trainings. 	Fall 2014
<ul style="list-style-type: none"> Identify chapters that have and have not attended conferences or trainings annually. Develop a list annually by directorial area. Follow up with those chapters who have not attended to determine the reasons for non-attendance. 	annually, starting June 2014
<ul style="list-style-type: none"> Create training on how to help locals reassess leadership structures and to include new pathways to leadership. 	create by June 2014, implement July 2014
<ul style="list-style-type: none"> Develop training and assessment tools for chapter leaders on building capacity/parity with their school employers. 	create by June 2014, implement July 2014
<ul style="list-style-type: none"> Develop bargaining language and strategies to assist locals in bargaining shared decision-making roles. 	ongoing
<ul style="list-style-type: none"> Provide professional development curricular training on building chapter capacity and parity. 	Spring 2015
<ul style="list-style-type: none"> Communicate changes and best practices to all members including new training opportunities. 	2014-2015, ongoing

Goal 3 – Create mechanisms to identify, recruit and retain leaders at all levels of CTA.

<ul style="list-style-type: none"> Develop training for leaders and staff on how to identify a diverse pool of potential leaders. 	develop training by 2014; provide training to locals by 2015-16
<ul style="list-style-type: none"> Assist locals in developing leadership surfacing plans (best practices). 	2014-2015
<ul style="list-style-type: none"> Create canvass card and leadership survey. 	Spring 2014
<ul style="list-style-type: none"> Create a mechanism to store leadership data and information. 	January 2015
<ul style="list-style-type: none"> Chapters, board members and Service Center Councils work together to develop comprehensive outreach plans. 	2014, ongoing
<ul style="list-style-type: none"> Create a CTA leadership program focused on beginning to mid-career members. 	set-up 2014-2015, launch fall 2015-2016

STATEWIDE

Goal 4 - Expand support structures and recognitions for local and CTA leaders by increasing opportunities for mentoring and networking taking into account all areas of diversity.

• Identify and list existing support structures, recognitions and incentives for leaders.	Spring 2014
• Create a listserv or similar electronic avenue where people connect and ask questions.	Fall 2014
• Create a list of past and current leaders for mentoring opportunities. Create a rubric or standard for determining effective mentors.	2014-2015
• Provide time and opportunities at CTA events for leader networking.	2014-15 conferences
• Create different ways to acknowledge strong leadership on an ongoing basis such as newsletter recognitions, thank you cards, etc.	2014, ongoing
• Create a formal mentoring program for those interested in regional and state leadership positions.	begin 2014-2015, launch 2015-2016
• Create a buddy system for newly elected State Council representatives.	2014-2015

Goal 5 – Implement programs and policies that would eliminate impediments to leadership.

• Identify obstacles to leadership.	2014, ongoing
• Evaluate the reasons the obstacles exist.	2014-2015, ongoing
• Refer actions on policies through appropriate CTA structures.	2014-2015
• Communicate CTA policies through email, Twitter, Facebook, <i>California Educator</i> , etc.	2015-2016
• Develop programs/trainings online so people can do it at their own pace.	2015-2016
• Evaluate the notification and election process for State Council positions so they are more transparent and available to all members.	2014-2015
• Assess the equal distribution of representation with smaller chapters for seats to the NEA RA and State Council.	2014-2015
• Create succession planning workshops for locals.	2014-2015
• Develop new policies and communicate them.	2015-2016

STATEWIDE

Goal 6 – Implement strategies to achieve representational equity in CTA leadership at all levels.

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|--|--------------------|
| • Determine underrepresented groups. | 2014, ongoing |
| • Use data from Goal 1 to identify leaders and break the data down into overrepresented and underrepresented groups. | 2014-2015 |
| • Identify potential new leadership positions to promote diversity. | 2014-2015 |
| • Continue to support pathways to promote diversity in leadership positions for underrepresented groups. | 2014-2015, ongoing |
| • Develop new pathways that provide diverse leadership. | 2015-2016 |

Community Engagement and Coalition Building

Goal 1 – Raise the awareness of members and leaders of the need to establish community engagement.

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| • Internal Message: Highlight existing, successful community engagement projects in CTA media outlets: <i>California Educator</i> , Facebook, Twitter, messages from officers. | ongoing |
| • External Message: Use paid and earned media to highlight successful community engagement. | ongoing |
| • Provide training on community engagement at all regional and state conferences. Inform membership of corporate education reformers and public education opponents. | TBD |
| • Update existing documents (i.e., President's Handbook) to include community engagement. | once program starts |
| • Establish Community Engagement Awards. | TBD |

Goal 2 – Create a CTA program to develop the community engagement team model (comprised of single or multiple locals, or Service Center Councils).

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|---|-----------|
| • Create a training program that includes tool kits and modules for local, regional, and state conferences. | Fall 2014 |
| • Urge engagement teams to set up rapid response ability to respond to issues that impact students and the community. | TBD |
| • Utilize and update existing community outreach and engagement materials. | TBD |

Goal 3 – Phase in community engagement teams across CTA..

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|---|------------------|
| • Establish at least one new community engagement team in each Service Center Council or regionally. | by August 2015 |
| • Establish at least one additional community engagement team in each Service Center Council or regionally. | by August 2016 |
| • At least 15% of locals will establish community engagement teams by August 2018. | August 2016-2018 |

STATEWIDE

Goal 4 – Assess the effectiveness of partnerships with parents, other unions, and community organizations.

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|---|-----------------|
| • Work with locals to develop an effectiveness rubric. | by January 2015 |
| • Use rubric to evaluate effectiveness of partnerships and determine progress made. | TBD |

Goal 5 – Strengthen communication links between the state and local level in terms of relationships with community organizations.

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|---|-------------|
| • Send list of organizations with which CTA has a relationship, including contact names and financial contributions, to local leadership. | June 2014 |
| • Create link on CTA website for community engagement networking. | August 2016 |
| • Create a central clearing house of existing community partner relationships at any level (e.g. programs like BEN & Falcon). | June 2014 |

Goal 6 – Develop/Nurture strong community engagement relations at the local level.

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|---|----------------------|
| • Assist local unions to conduct a power analysis of the local community and develop community engagement plans and community engagement teams. | see phases in goal 3 |
| • Provide training on importance of community connections and how to reach out, including tool kit. | TBD |
| • Identify opportunities within CTA to fund community engagement activities. | TBD |
| • Encourage locals to allocate funding for community engagement activities within their own budgets. | TBD |

Social Justice, Equity and Diversity

Goal 1 – Actualize the definition of social justice as an overarching core principle of CTA’s strategic planning.

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|---|----------------|
| • Disseminate and discuss the definition with leadership at State Council and among members at conferences and professional development opportunities. Provide talking points, web links, etc. | 2014, ongoing |
| • Educate members so they understand that social justice issues are vital to unionism and the promotion of free universal public education, and are necessary for the survival of effective local associations. | 2014, ongoing |
| • Create social justice campaigns that impact the lives of educators, students and their communities (e.g. Common Core, Class Size Reduction, bullying, LCFF, etc.). | TBD |
| • Include social justice definition in President’s Report, in a <i>California Educator</i> column, and in Thursday Mail. | Feb-March 2014 |

STATEWIDE

Goal 2 – Identify current programs within CTA that address social justice, equity and diversity; assess their relevance and currency if necessary and change them to meet the present conditions

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|---|---------------|
| • Review current CTA training modules for their relevance and currency to the times. | 2014 |
| • Educate local leaders about the types of trainings and workshops offered and their importance to members. | 2014 |
| • Expand the Social Justice and Equity Professional Development Model so it may become general sessions at conferences. Include these social justice trainings as an exclusive strand at Summer Institute, as a pre-conference event, or as a track offered at all conferences. | TBD |
| • Expand social justice and equity trainings at the local level. | 2016, ongoing |

Goal 3 – Promote and improve educational equity for historically underrepresented groups of students.

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|---|---------------|
| • Initiate and support legislation, policy and curriculum in partnership with relevant educational entities on social justice, equity, and human rights for historically underrepresented groups. | 2016, ongoing |
| • Create, develop, and promote supplemental, student-centered, community-based programs and activities in pre-k–higher education that allow appropriate cultural responsiveness. | 2014, ongoing |
| • Create, develop, and implement student-centered, community-based programs and activities to advance social justice, equity, and diversity. | 2014, ongoing |
| • Work in partnership towards mandating curriculum for social justice, equity, and human rights as part of obtaining an AA/AS and BA/BS degree. | 2014, ongoing |
| • Create Social Justice/Equity Book Club. | 2014, ongoing |

Goal 4 – Develop programs that recruit, support and retain historically underrepresented groups into the ranks of our education work force and CTA staff.

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| • Develop a campaign to recruit, support, and retain historically underrepresented individuals from our high schools, adult education programs, community colleges and universities into the ranks of our education workforce. | 2014-2016 |
| • Provide local ongoing support for beginning educators from historically underrepresented groups. | 2015-2016 |
| • Use and develop a multi-media presentation for conferences, workshops and member orientations to show CTA’s history of supporting leaders and staff that reflect our historically underrepresented groups. Video linked to CTA website. | 2014, ongoing |
| • Review current and previous programs for recruitment and retention of staff (such as the staff internship program) and improve upon them so that every effort is made to assure that CTA staff is reflective of the diversity of the communities we serve. | 2014, ongoing |

STATEWIDE

Organizing Unrepresented Education Workers

Goal 1 – Develop a document/rationale to increase awareness and commitment on how organizing unrepresented workers benefits the worker, CTA, and the future of public education.	by end of July 2014
Goal 2 – Educate, organize and get support from CTA members, leaders and staff on the importance of organizing unrepresented education workers.	
<ul style="list-style-type: none">• Educate, organize and get commitment from CTA leadership and staff on the importance and relevance of organizing unrepresented education workers.	by end of January 2015
<ul style="list-style-type: none">• Educate, organize and get support from general membership to organize unrepresented education workers in California.	by June 2015
Goal 3 – Identify unrepresented workers and units in education.	by end of 2014
Goal 4 – Develop and implement a plan to organize unrepresented educators.	begin following completion of Goals 2 and 3; extends through 2018

Structure and Governance

Goal 1 – Align CTA structures to most effectively support the strategic plan.

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| <ul style="list-style-type: none">• The CTA Board of Directors shall establish an inquiry process for this strategic focus area. An implementation oversight group which is advisory to the CTA Board, representing the diversity of the organization, will be established to lead this inquiry process across CTA’s internal structures. Those internal structures are: the CTA Board of Directors, the State Council of Education and Service Center Councils. | by February 2014 |
| <ul style="list-style-type: none">• Develop recommendations. | by August 2014 |
| <ul style="list-style-type: none">• Make recommendations for action to State Council. | by January 2015 |
| <ul style="list-style-type: none">• The board is responsible for continuing oversight and implementation of the strategic plan so that the CTA strategic plan remains relevant in an ever changing environment. | ongoing |

Goal 2 – Align CTA staff structures to most effectively support the strategic plan.

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|---|-----------------|
| <ul style="list-style-type: none">• Conduct the same inquiry process described above for the staff structures of CTA. | |
| <ul style="list-style-type: none">• Develop recommendations. | by August 2014 |
| <ul style="list-style-type: none">• Implement recommendations. | by January 2015 |

STATEWIDE

Goal 3 – Align CTA management structures to most effectively supports the strategic plan.

- Conduct the same inquiry process described above for management staff structures of CTA.
- Develop recommendations. by August 2014
- Implement recommendations. by January 2015

Goal 4 – Align the CTA budget to most effectively support the strategic plan.

- Re-allocate funds within the current CTA budget that do not require approval from governance. as soon as practicable
- Develop initial budget transfers that do require governance approval. in June 2014
- Develop new budget recommendations for adoption by State Council. in June 2015