

NEA Bylaw 3-1(g) Implementation Plan

2022-23

Developed by HSTA's 3-1(g) team

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What is NEA Bylaw 3-1(g)?

3. Representative Assembly

1. Allocation of Delegates
 - g) It is the policy of the Association to achieve ethnic-minority delegate representation at least equal to the proportion of identified ethnic-minority populations within the state.

The two overarching goals of the NEA Bylaw 3-1(g) are:

- To have comprehensive, cohesive, and sustainable race equity that reaches all levels of Association work.
- To have leadership throughout the Association that reflects the plurality of the students and education employees we serve and make decisions about every day.

History of ATA/NEA Merger

<https://www.youtube.com/watch?v=IEJNBl8i9CI>

Hawai'i's 3-1(g) target goal


Hawai'i	2020 Census
Hispanic	9.5
Black	1.5
American Indian/Alaska Native	0.2
Asian	36.5
Native Hawaiian/Pacific Islander	10.2
Other racial or ethnic minority	0.4
Multiple races	20.1
Ethnic minority % target goal	78

	% Ethnic minority (Census)	% Ethnic minority Hawai'i delegate attendance	Actual Hawai'i ethnic minority attendance/numerical goal	Surplus/deficit toward numerical goal	Total Hawai'i delegate attendance	Notes
2022 Chicago/Hybrid	78%	70%	52/58	-6	74	
2021 Virtual	77%	77%	67/67	0	87	
2020 Virtual		74%	77/80	-3	104	4 did not identify ethnicity
2019 Houston		79%	75/73	+2	95	1 did not identify ethnicity
2018 Minneapolis		73%	53/56	-3	73	
2017 Boston		81%	83/79	+4	103	
2016 DC		75%	76/79	-3	102	3 did not identify ethnicity

Purpose

One of the four points in HSTA's mission is to promote human and civil rights to support and nurture diversity in our multifaceted community.

To this end, HSTA will strive to meet or exceed its numerical goal to ensure members of color—including, but not limited to, Native Hawaiian, Pacific Islander, Asian, Black, and multiracial members—are reflected in both leadership and delegation roles.



Representation matters. A strong, active, productive organization must understand and make thoughtful, equitable decisions that acknowledge and support its members.

Having a diversity of voices in HSTA's leadership will help to ensure we properly represent the diversity within our membership. HSTA must take the initiative to encourage and foster these voices.

Enterprise-wide commitment

Does our plan focus on strengthening and promoting engagement with members of color at each level of the Association?

- Does our plan lift up and communicate all the work we are doing in support of racial justice?
- Does our plan create a culture of safety to express needs and concerns regarding racial equity and inequities, and are we taking steps to sustain this?

Hold additional events and initiatives to further racial justice work in Hawai'i.

Create video and/or article to promote attendance at the NEA Conference on Racial and Social Justice and NEA Human and Civil Rights Awards ceremony.

Fulfill convention NBI to develop opening protocol for the beginning of all official HSTA meetings and events; explain purpose and provide framework that is flexible for committee and chapter needs.

Produce a video to explain the importance of land acknowledgement to be played during committee on-boarding, trainings, and at the beginning of the school year.

Making the connections

Does our plan connect with other work within our union?

- Does our plan lift up opportunities to share how our racial justice work intersects with other priority work?
- Do we have strategies in our plan to ensure committees, task forces, and other groups working on issues have access to our plan so they are aware of the resources/expertise to drive their work?

HSTA shall explain the policy and importance of NEA Bylaws 3-1(g) and representation via video and member message posted on HSTA's website, social media, and Member Matters email newsletter.

Develop a presentation that explains HSTA's members of color involvement plan, the association's commitment to the plan, and the necessity for full support of the plan to be shared with the HSTA Board of Directors, at chapter RAs, and during Teacher Institute Day.

Hold informational sessions with all committee chairs about the 3-1(g) plan at least twice a year.

Member self-identification

How does our plan encourage members to self-identify their race and ethnicity?

- Does our plan help members understand the importance of and feel safe to self-identify?
- Does our plan state how the data will be used to enhance the engagement of members who self-identify?
- Does our plan have strategies to decrease “unknown” responses?

Standing committee members to record race/ethnicity representation on compliance forms.

Make race/ethnicity identification a requirement with a “prefer not to answer” option in registrations for governance-driven HSTA events.

Create a standard attendance form, shareable via QR code, to track race/ethnicity representation for additional HSTA events.

Funding

Is our plan clearly funded in our budget?

- Does our association have explicit conversations during the budgeting process about where and how the work outlined in our plan will be funded?
- Are members able to see the commitment to strategies outlined in our 3-1(g) plan in our budget?

Send full allocation (7) to the NEA Minority Leadership Training and Women Leadership Training (West) with at least:

- 4 members of color
- 2 non-male members
- 1 aspiring educator

2 additional HSTA funded attendees will be selected.

5 alternates will be identified with preference given to members of color and/or non-male groups.

Send full allocation to the NEA National Leadership Summit, at least 78% or more representatives are members of color. 2 additional HSTA funded attendees will be selected.

Establish the process of funding one non-delegate observer to NEA RA.

One-to-one interactions

Does our plan include intentional communication to grow participation?

- Does our plan provide the means for us to communicate with our members about this work in a meaningful way?
- Does our plan call for one-on-one conversations with key individuals who may not otherwise know about our work and therefore are not engaged?

Leaders identify potential leaders for committees, task forces, training opportunities, interviews, etc.

Organize HSTA interest caucuses/open meetings as a stepping stone to leadership.

Inclusivity

How does our plan make space for all to support this critical work?

- Does our plan create a welcoming space for our members to engage in this work?
- Are we differentiating our communication with each constituency group in a way that will reach them effectively?

Hold informational sessions with chairs of all of the committee about the 3-1(g) plan at least twice a year.

Establish enterprise-wide meeting norms.

Create professional development courses to be offered through HSTA's PD program that focuses on incorporating racial justice principles in education and the classroom.

As part of overall messaging, interview and feature non-white member leaders on the perspective participating in NEA RA and/or leadership empowerment.

Leader identification

How does our plan help identify potential leaders?

- Has our team defined who possible potential leaders might be and who would be best suited to suggest individuals?
- Does our plan include a process for seeking out potential leaders that involves board members, local leaders, and committee chairs?

HSTA Human and Civil Rights Committee selects a non-delegate member to participate in the pre-NEA RA Conference on Racial and Social Justice, with the option to stay and observe NEA RA. Preference will be given to a member who has not previously attended the conference.

Host an open form for members to submit their interest for future leadership positions or opportunities.

Hold informational sessions separate from school-level leader training to show members different paths they can take to self-advocate.

Establish the process of funding one non-delegate observer to NEA RA.



Mahalo!

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