



## **HAWAII STATE TEACHERS ASSOCIATION**

### **NEA Bylaw 3-1(g) Implementation Plan for 2022–23**

The Hawaii State Teachers Association (HSTA) is committed to the attainment of NEA Bylaws 3-1(g) compliance and achieving proportional ethnic-minority delegation representation at the 2023 NEA Representative Assembly and beyond. We are also strongly committed to increase diversity and representation in leadership at all levels of the organization.

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. Current leaders must help members understand that when decisions are made on any level, an individual's voice—their background, perspective, and lived experiences—can help guide the organization in a positive direction. We want members to understand the value of their voice and contributions, and their role in effecting change that betters the whole. As a campaign once expressed to local voters: no vote, no grumble.

While HSTA's president is tasked with submitting this plan, the responsibility to implement it falls on all areas of the organization, from staff to governance. HSTA is also committed to accurate reporting, which will help us determine whether we are meeting these goals and hold our organization accountable.

This plan was updated by HSTA's 3-1(g) team: State President, Vice President, Secretary/Treasurer, NEA Director, Human and Civil Rights (HCR) Committee State Chair, Governance Specialist, a Board Director, a Chapter President, and a Communications Specialist.

## 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.

## Hawaii's 3-1(g) target goal

Hawaii	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
<b>Ethnic minority % target goal</b>	<b>78</b>

## Implementation

Strategy	Action	Responsible	Outcome
Expose members to the NEA RA experience	Establish the process of funding one non-delegate observer to NEA RA.	Secretary-Treasurer, Finance Committee, Governance Specialist	Build into 2023–24 budget <ul style="list-style-type: none"> <li>• In the budget request, include an application process where member must</li> </ul>

			<p>run for an RA position and, if not elected, may be eligible for funded observer opportunity.</p> <ul style="list-style-type: none"> <li>• Priority given to members of color.</li> <li>• Assign a delegate mentor.</li> </ul> <p>Target date: Spring 2023</p>
Educate members on the importance of representation in HSTA and the NEA	<p>HSTA shall explain the policy and importance of NEA Bylaws 3-1(g) and representation via <a href="#">video</a> and <a href="#">member message posted on HSTA's website</a>, social media, and Member Matters email newsletter.</p>	<p>State officers HCR chair Member leaders Communications</p>	<p>Members feel empowered to identify as their race and become more involved and engaged in this work.</p> <p>Completed: Sept. 29, 2022</p>
	<p><a href="#">Develop a presentation</a> 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.</p>	<p>3-1(g) team</p>	<p>Leaders feel responsible for engaging and supporting members of color to become leaders.</p> <p>Completed: Saturday, Sept. 24, 2022 for BOD</p>
	<p>Hold informational sessions with all committee chairs about the 3-1(g) plan at least twice a year.</p>	<p>Chairs (or designated representatives) from every standing committee</p>	<p>October 2022, April 2023</p>
Send full allocation	Candidates will be	State president	Additional attendees

<p>(7) to the NEA Minority Leadership Training and Women Leadership Training (West) with at least:</p> <ul style="list-style-type: none"> <li>• 4 members of color</li> <li>• 2 non-male members</li> <li>• 1 aspiring educator</li> </ul> <p>2 additional HSTA funded attendees will be selected.</p> <p>5 alternates will be identified with preference given to members of color and/or non-male groups.</p>	<p>determined by the criteria mentioned while factoring in past experience.</p> <p>Attendees will be provided (virtually if needed) a pre-meeting and a post-debrief and work on action plans at the state and/or chapter level at the conclusion of the event.</p> <p>State leadership shall endeavor to be in attendance.</p>	<p>Governance specialist</p>	<p>budgeted for this year with plans to continue.</p>
<p>Send full allocation to the NEA National Leadership Summit, at least 78% or more representatives are members of color.</p> <p>2 additional HSTA funded attendees will be selected.</p>			
<p>Connect our 3-1(g) plan with other work within our union by encouraging additional participation in racial and social justice opportunities</p>	<p>Create video and/or article of past attendees reflecting on their experience to promote attendance at the NEA Conference on Racial and Social Justice and Human and Civil Rights Awards ceremony among the NEA RA delegates (including retirees and aspiring educators)</p>	<p>Communications Governance specialist</p>	<p>More members consider running for RA and attend the conference, and more delegates know about the pre-RA conference opportunity.</p> <p>Target date: Late October/early November</p> <p>Election packets go out in November/ December to be</p>

			distributed by faculty reps. Nominations are due in January.
	Hold additional events and initiatives to further racial justice work in Hawaii.	HSTA Human and Civil Rights Committee	Members who are interested in this work have opportunities to get involved in HSTA.
	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.		One non-delegate committee member can share their experience and lessons learned with the full HCR Committee to help further their work.
	Create professional development to be offered through HSTA's PD program that focuses on incorporating racial justice principles in education and the classroom	HSTA CARES professional development and training team	Members passionate about racial justice, many of whom are members of color, learn to become trainers and PD developers for the union, and engage fellow members to pursue these same tracks.
	Establish enterprise-wide meeting norms	State officers	Create spaces that are not dominated by privileged voices. Insert in governance manual pending Board approval.
Break down barriers for members of color to become union leaders; acknowledge and address issues	As part of overall messaging, interview and feature non-white member leaders on the perspective	Communications	Members realize that their voice and experience is important, valid, and can help others feel

of apprehension and confidence	participating in NEA RA and/or leadership empowerment.		supported and able to succeed.
	Host an open form for members to submit their interest for future leadership positions or opportunities.	State officers	Members can express their interest in leadership positions.
	Hold informational sessions separate from school-level leader training to show members different paths they can take to self-advocate (Start of Year Conference, Fall Break virtual session). <ul style="list-style-type: none"> <li>• HSTA Convention</li> <li>• NEA RA</li> </ul>	Conference planner(s)	Get members interested in leadership engagement. Members know what to expect in different leadership roles and can feel confident and successful.  Completed: Informational, in-person session held at Start of Year Conference. Additional sessions to be held later in the school year.
	Organize HSTA interest caucuses/special committees/open meetings as a stepping stone to leadership.	State president or designee	Members have additional leadership paths with less pressure to take higher roles.
	Leaders identify potential leaders for committees, task forces, training opportunities, interviews, etc.	HSTA leadership and staff	HSTA has a list of potential leaders to call on when opportunities arise.
Track race/ethnicity representation among HSTA leadership roles	Standing committee members to record race/ethnicity representation on compliance forms.	Governance specialist	HSTA collects and analyzes data to set a baseline of participation.

	<p>Make race/ethnicity identification a requirement with a “prefer not to answer” option in registrations for governance-driven HSTA events</p>	<p>Governance specialist Communications Chapter leaders and professional staff</p>	<p>Collect specific information and report broadly. Have a template to use with registration.</p> <p>Check all that apply:</p> <ul style="list-style-type: none"> <li>● American Indian or Alaska Native</li> <li>● Native Hawaiian</li> <li>● Samoan</li> <li>● Tongan</li> <li>● Black</li> <li>● Japanese</li> <li>● White</li> <li>● Guamanian/Chamorro</li> <li>● Chinese</li> <li>● Korean</li> <li>● Indo-Chinese (Ex. Cambodian, Laotian, Vietnamese)</li> <li>● Micronesian (Ex. Chuukese, Marshallese Pohnpeian,)</li> <li>● Other Asian</li> <li>● Filipino</li> <li>● Portuguese</li> <li>● Hispanic</li> <li>● Other Pacific Islander</li> </ul>
	<p>Create a standard attendance form, shareable via QR code, to track race/ethnicity representation for additional HSTA events</p>	<p>Governance specialist</p>	<p>Chapter leaders can track race/ethnicity representation at chapter-level events, gather data to establish their own baselines.</p>
	<p>Add a reporting element in the Vice President’s report to the Convention to track if we are meeting the targets at events.</p>	<p>Vice president Governance specialist</p>	<p>The more we talk about it, the more people know it exists and promotes implementation. The report includes the history of the</p>

			bylaw amendment. Report broad categories.
	Add a report about attendance in the report to the Audit and Evaluation Committee following all major events.	Staff liaisons to Committees	Use registration for an event or a QR code to sign in at the event. Report broad categories.
Educate and acknowledge Hawaii's history, identity, and connection to 'āina (land)	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.  HSTA Human and Civil Rights Committee to initiate process at Sept. 3 meeting	3-1(g) team, targeted invitees, HSTA Human and Civil Rights Committee	Educate members on the importance of land acknowledgement, how it's done with recognition of where we are and how we came to be here, and provide members with the tools and support they need to feel more comfortable with the practice.
	Produce a video to explain the importance of land acknowledgement to be played during committee on-boarding, trainings, e.g., summer conferences, and at the beginning of the school year	3-1(g) team Communications	
	Post video and accompanying article on HSTA's website with additional resources	Communications	
	Create a Hawaiian Education Special Committee	HSTA leadership	



			education to reclaim and restore 'Ōlelo Hawai'i and 'ike Hawai'i in our schools.
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## Data and accountability

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

# Board of Directors presentation

[Link to presentation](#)

## NEA 3-1(g) convening in Washington, D.C. Aug. 13–14, 2022

Question posed prior to convening: Why don't retirees and Aspiring Ed count toward the goal? It was incorporated into the bylaws before retirees, aspiring attended, and did not change partly because factoring them in would make it harder to fulfill the goal.

Change ethnic-minority to Native people or people/members of color.

Purpose: Add HSTA Board of Directors representative and chapter president (Kelli and Sarah)

Long-term goals:

- Require on-boarding training for HSTA directors and leaders (Aaron)
- Add additional ethnic breakdown, including multiethnic/multiracial options, Filipino, etc. (Sarah)
  - Some of these things are already identified in IMS, but we don't have easy access to that data. (Logan)
- Explore the process of peer mentoring in leadership roles
- Finance committee should prioritize 3-1(g) projects

Change "option" to "requirement" for ethnic representation tracking.

Establish enterprise-wide meeting norms.

Target areas with largely white representation: Maui, Hawaii Island.

Questions for discussion:

- How do we build in checks and balances for racial equity and discourse?
- How do we include aspiring educators?

Next meeting: ~

## Key actions and strategies to consider

Purpose

Does our plan have a clearly stated purpose?

- Clear understanding of work
- Accessible language
- Inspire members to get involved

## Enterprise-wide commitment

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

- Uplift all racial justice work
- Communicate work to members
- Create and sustain a culture of safety to express needs and concerns regarding racial equities and inequities.

## Member self-identification

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

- Help members understand the importance of and feel safe to identify
- Use data to enhance engagement of members who self-identify
- Strategies to decrease “unknown” responses

## Actionable strategies

How does our plan spell out specific short- and long-term goals, and who is responsible?

## 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?

## 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?

## One-on-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?

## 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?

## 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?