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December 1, 2023

Via email to: [pbirkmeier@nea.org](mailto:pbirkmeier@nea.org)

Mr. Paul Birkmeier  
NEA Center for Governance  
1201 16th Street, NW  
Washington, DC 20036

Dear Mr. Birkmeier,

Re: 2023-2024 State Association Bylaw 3-1(g) Implementation Plan

The Hawai'i State Teachers Association (HSTA) submits the following plan to the National Education Association Executive Committee to comply with NEA's Bylaw 3-1(g).

Now based on the 2020 Census, Hawaii's ethnic-minority population continues to be the largest of all the states within the US – at 78%.

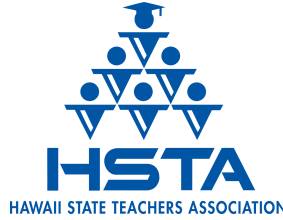
The HSTA is disappointed that, despite a robust plan submitted last year, we slipped even further in achieving our NEA Bylaw 3-1(g) numerical goal. To that end, the plan we submit this year is streamlined and focused on achievable goals with regular progress reporting built into the plan.

The HSTA is strongly committed to achieving proportional ethnic-minority representation at the 2024 NEA Representative Assembly and beyond through a variety of targeted actions. Further, HSTA is committed to increase diversity and ethnic-minority representation in leadership at all levels in the organization. Please do not hesitate to contact me if there are any questions.

Sincerely,

Osa Tui, Jr.  
HSTA President

Enclosure



## **HAWAII STATE TEACHERS ASSOCIATION**

### **NEA Bylaw 3-1(g) Implementation Plan for 2023–24**

The Hawai'i 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 2024 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.

## 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
<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	<ul style="list-style-type: none"> <li>• An application process where members who ran for an RA position and were not elected, will be eligible for</li> </ul>

			<p>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: Spring 2024</p>
Educate members on the importance of representation in HSTA and the NEA	<p>HSTA shall repost 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>	Communications	<p>Members feel empowered to identify as their race and become more involved and engaged in this work.</p> <p>Target dates: Dec. 8 and 15, 2023, and throughout January 2024 (closer to the nomination and election window compared to Oct. 2022)</p>
	<p><a href="#">Develop an updated 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>	3-1(g) team	<p>Leaders feel responsible for engaging and supporting members of color to become leaders.</p> <p>Target: Dec. 9, 2023 for BOD</p>
<p>Send full allocation (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</li> </ul>	<p>Candidates will be determined by the criteria mentioned while factoring in past experience.</p> <p>Attendees will be</p>	State president Governance specialist	<p>Additional attendees budgeted for this year with plans to continue.</p>

<ul style="list-style-type: none"> <li>• 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>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>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>Connect our 3-1(g) plan with other work within our union by encouraging additional participation in racial and social justice opportunities</p>	<p>Hold additional events and initiatives to further racial justice work in Hawai'i.</p>	<p>HSTA Human and Civil Rights Committee</p>	<p>Members who are interested in this work have opportunities to get involved in HSTA.</p>
	<p>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.</p>		<p>One non-delegate committee member can share their experience and lessons learned with the full HCR Committee to help further their work.</p>

	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.
Break down barriers for members of color to become union leaders; acknowledge and address issues of apprehension and confidence	As part of overall messaging, interview and feature non-white member leaders on the perspective participating in NEA RA and/or leadership empowerment.	Communications	Members realize that their voice and experience is important, valid, and can help others feel 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).	Conference planner(s)	Get members interested in leadership engagement. Members know what to expect in different leadership roles and can feel confident and successful.
	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	Standing committee members to record race/ethnicity	Governance specialist	HSTA collects and analyzes data to set a baseline of

leadership roles	representation on compliance forms.		participation.
	Make race/ethnicity identification a requirement with a “prefer not to answer” option in registrations for governance-driven HSTA events	Governance specialist Communications Chapter leaders and professional staff	Collect specific information and report broadly.  What is your race/ethnicity? This information is collected as part of HSTA's 3-1(g) commitment. Visit <a href="http://www.hsta.org/diversity">www.hsta.org/diversity</a> for more information. American Indian, Alaska Native Asian Black Hispanic Multiracial Native Hawaiian, Pacific Islander Other racial, ethnic minority White
	Add a reporting element in the Vice President’s report to the Convention to track if we are meeting the targets at events.	Vice president Governance specialist	The more we talk about it, the more people know it exists and promotes implementation. The report includes the history of the 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 Hawai‘i’s history,	Fulfill Convention NBI to develop opening protocol for the	3-1(g) team, targeted invitees, HSTA Human and Civil	Educate members on the importance of land

identity, and connection to 'āina (land)	beginning of all official HSTA meetings and events; explain purpose and provide framework that is flexible for committee and chapter needs.  Process is ongoing.	Rights Committee	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.
	Continue to support the Hawaiian Education Special Committee.	HSTA leadership	Research, inform, and lead HSTA work in Hawaiian education to reclaim and restore 'Ōlelo Hawai'i and 'ike Hawai'i in our schools.
Continuously assess progress on 3-1(g) plan action plan achievement	Provide a "progress report" to the Board of Directors at every board meeting.	President	Develop a spreadsheet of action items and report back at every board meeting what actions have been achieved and what actions have yet to be achieved.



## Data and accountability

	% 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
<b>2023</b> Orlando	78%	70%	63/70	-7	90	
<b>2022</b> Chicago Hybrid		70%	52/58	-6	74	
<b>2021</b> Virtual	77%	<b>77%</b>	67/67	<b>0</b>	87	
<b>2020</b> Virtual		74%	77/80	-3	104	4 did not identify ethnicity
<b>2019</b> Houston		<b>79%</b>	75/73	<b>+2</b>	95	1 did not identify ethnicity
<b>2018</b> Minneapolis		73%	53/56	-3	73	
<b>2017</b> Boston		<b>81%</b>	83/79	<b>+4</b>	103	
<b>2016</b> DC		75%	76/79	-3	102	3 did not identify ethnicity