ADVOCATING THE CT PTA WAY!

Presented by
Connecticut Parent Teacher Association
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203-691-9585
In this workshop you will:

1. Understand the rich history of PTA advocacy.
2. Learn Connecticut PTA’s current initiatives.
3. Find valuable resources.
Desegregation

- In 1954, the Brown vs. Board of Education decision declared school segregation unconstitutional and changed the face of public education.
What surprised you about all of PTA’s accomplishments?
Presentations/Testimony:
- School Safety Committee
- Student and Student Athlete Opioid Misuse Prevention Act at the request of Representative Esty

Current Activities:
- Connecticut Coalition on Public Education
- Classroom Safety Bill Workgroup
- Water Safety for Kids
- Social Emotional Learning and School Climate Advisory Collaborative

https://www.ctpta.org/advocacy
Advocacy takes many forms

Direct Service
Research and Education
Speaking out for others
Grassroots- The power of the people with the problem taking collective action on their own behalf.

It’s about building relationships!
Win solid improvements.
Make people aware of their own power.
Alter the relationships of power.
<table>
<thead>
<tr>
<th>GOALS</th>
<th>ORGANIZATIONAL CONSIDERATIONS</th>
<th>CONSTITUENTS ALLIES &amp; OPPONENTS</th>
<th>TARGETS</th>
<th>TACTICS</th>
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<tr>
<td>GOALS</td>
<td>ORGANIZATIONAL CONSIDERATIONS</td>
<td>CONSTITUENTS, Allies &amp; Opponents</td>
<td>TARGETS (Decision Makers)</td>
<td>TACTICS</td>
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<td>Goals are what we want to WIN!</td>
<td>1. List the resources that your organization brings to the campaign. Include: money, number of staff, facilities, reputation, canvass, etc. <strong>What is the budget, including in-kind contributions, for this campaign?</strong></td>
<td>1. Who cares about this issue enough to join or help the organization?</td>
<td>1. <strong>Primary Targets</strong> A target is always a person. It is never an institution or an elected body. There can be more than one target but each need a separate strategy chart as your relationships of power differs with each target.</td>
<td>1. For each target, list tactics that each constituent group can best use to put pressure on the target to win your intermediate and/or short-term goals.</td>
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<td>1. List the long-term goals of your campaign.</td>
<td>2. State the intermediate goals for this issue campaign. What constitutes victory?</td>
<td>• Whose problem is it?</td>
<td><strong>Tactics must be:</strong></td>
<td><strong>Tactics include:</strong></td>
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<td>2. State the intermediate goals for this issue campaign. What constitutes victory?</td>
<td></td>
<td>• Into what groups are they already organized?</td>
<td>• In context</td>
<td>• Phone, email, petitions, LTE, OP ED,</td>
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<td>How will the campaign:</td>
<td></td>
<td>• What do they gain if they win?</td>
<td>• Directed at a specific target</td>
<td>• Media events</td>
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<td>• Win concrete improvements in people’s lives?</td>
<td>3. What short-term or partial victories can you win as steps toward your long-term goal?</td>
<td>• What risks are they taking?</td>
<td>• Backed up by a specific form of power</td>
<td>• Actions for information</td>
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<td>• Give people a sense of their own power?</td>
<td></td>
<td>• What power do they have over the target?</td>
<td>• Flexible and creative</td>
<td>• Public Hearings</td>
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<td>• Alter the relations of power?</td>
<td></td>
<td>2. <strong>Secondary Targets</strong> (You don’t always have or need secondary targets)</td>
<td>• Make sense to members</td>
<td>• Non-Partisan Voter Registration and Education</td>
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<td>3. List the internal (organizational) problems, that must be considered if the campaign is to succeed.</td>
<td>1. Who are your opponents?</td>
<td>• Who has power over the people with the power to give you what you want?</td>
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<td>• Non-Partisan GOTV</td>
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<td>• What will your victory cost them?</td>
<td>• What power do you have over them?</td>
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<td>• Accountability Sessions</td>
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<td></td>
<td>• What will they do/spend to oppose you?</td>
<td><strong>Notes:</strong></td>
<td></td>
<td>• Negotiations</td>
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<td></td>
<td>• How strong are they?</td>
<td></td>
<td></td>
<td>• Elections</td>
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<td></td>
<td>• What power do they have over the target?</td>
<td></td>
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<td>• Law Suits</td>
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<td>• Strikes</td>
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CONNECCTICUT PARENT TEACHER ASSOCIATION
2020 PUBLIC POLICY AGENDA

Education Funding

Connecticut PTA supports providing access to a well-rounded curriculum and quality instruction for all students. The current educational funding model is not providing the necessary funds to adequately fund the needs of the state’s public schools.

Connecticut PTA believes that the State of Connecticut, needs to assume a reasonable share of the cost of education. The state of Connecticut mandates most of the standards governing education. Unfunded mandates place an unreasonable burden on boards of education, from budgets and taxpayers. Additionally, the state also authorizes the creation of alternative or additional education opportunities for students including magnet and charter schools. Funding for one must not be diverted to support another.

Connecticut PTA believes that all children in Connecticut deserve an opportunity for a quality public education regardless of where they live.

Social Emotional Intelligence

Connecticut PTA supports initiatives that promote social emotional skills and resiliency in children to include a licensed model of evidence-based practice that addresses prevention and response.

Connecticut PTA supports initiatives that promote healthy social emotional development from birth to adulthood recognizing that this teaches overall self-awareness to build positive social skills and self-regulation as children are ready and able to learn.

Family Engagement in Education

Connecticut PTA supports requirements that higher education institutions include parental and family involvement, as well as community engagement in education certification programs to increase the capacity for culturally competent family engagement practices and student achievement.

Connecticut PTA supports the expansion of family engagement initiatives that begin at birth, in the home, and in other early learning environments, to ensure coordinated family engagement throughout childhood.

Safe and Supportive Schools

A founding principle of Connecticut PTA is the promotion of the safety and well-being of all children and youth. School safety is one of the greatest shared responsibilities of all parents, educators, administrators, students, and community members.

School safety is a multi-faceted issue with no “one size fits all” solution. All efforts to address the various aspects of school safety must involve parents, students, families and all other stakeholders to protect both the physical and the psychological safety of students.

Additionally, CTPA advocates for a comprehensive school safety plan that involves all stakeholders, including students, families, and community members. Connecticut PTA believes that all children, no matter their immigration status, have the right to a quality education and such supports are provided within the school and community environment.

2020 PUBLIC POLICY AGENDA

Special Education

Connecticut PTA advocates to ensure that all students graduate from high school being college and career ready and that the rights of children with disabilities and their parents are fully protected.

Connecticut PTA supports requirements that school staff know how to respond to behavior issues with positive behavioral interventions and supports (PBIS).

Juvenile Justice and Delinquency Prevention

Connecticut PTA supports protecting the rights of children and youth involved in the justice system.

Connecticut PTA supports family and community-based alternatives to incarceration which are less expensive to taxpayers and more effective than detention, which frequently leads to the alienation of education, children failing to return to school after release and future delinquency.

Other Initiatives

- Child Health and Nutrition
- Professional Development
- Opioid Abuse
- High School Reform
- Vaping

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203-691-9685 / office@ctpta.org
www.ctpta.org
What would you like to see CT PTA advocate for?

What’s important to your community?
Ideas for bills often come from lawmakers and constituents like you!

If you see a need in your community, you can contact your legislator to make it happen!

Types of state legislators:

Senators
Representatives


Our legislators
Constituents

All the people and organizations that can be activated in some way to support you.

The level of participation may vary – know what you can expect.
(ex. Who can be counted on to sign a petition and who can be counted on to testify at a hearing, etc.)
PTA typically interacts with...

Children’s Committee

and

Education Committee

Bill Tracking and Testimony
How A Bill Becomes A Law In Connecticut

1. The Proposed Bill is sent to the desk of the chairman of the appropriate committee in the House and Senate journals.

2. Committee may recommend the bill be reported, either with or without report.

3. Committee sends its report to the clerk, who assigns the bill to the committee to be considered.

4. Clerk assigns the bill a calendar number.

5. Final printing of bill.

6. Other chamber votes on the bill.

7. A "yes" vote sends the bill to the other chamber for placement on calendar.

8. Vote on bill.

9. Debate and amendments in the House of Origin. Chamber may send the bill to another committee before voting.

10. Bill returned to bill chamber or conference if rejected by second chamber. If not amended, bill is sent to the governor. If House and Senate cannot agree, the bill is sent to a joint conference committee.

11. The conference committee's report is sent to both chambers.

12. If both chambers agree to the changes, the bill becomes law.

13. If the governor vetoes the bill, the bill is returned to the chamber in which it originated.

14. If neither chamber passes the bill, it is returned to the governor.

15. The governor may:
   a. Sign the bill.
   b. Veto the bill.
   c. Take no action.

16. The bill becomes law if it has been signed by the governor within 10 days during the legislative session or 15 days after adjournment.
Connecticut State Department of Education Covid-19 Resources
SEL4CT
Connecticut Pyramid Model
CPAC
Commission on Women, Children and Seniors

CONNECTICUT PARENT TEACHER ASSOCIATION TODAY
CREDIT AND RESOURCES

National Parent Teacher Association.


https://www.cga.ct.gov/lco/resources-aboutbills.asp

https://www.cga.ct.gov/