



NATIONAL PTA[®]

DIVERSITY AND INCLUSION TOOLKIT

JUNE 2016

DIVERSITY AND INCLUSION TOOLKIT

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About National PTA

National PTA® comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of parent involvement in schools. PTA is a registered 501(c)(3) nonprofit association that prides itself on being a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for public education. Membership in PTA is open to anyone who wants to be involved and make a difference for the education, health and welfare of children and youth.

LETTER FROM THE PRESIDENT

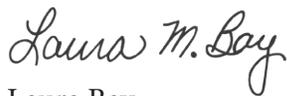
It is with great pleasure that I introduce you to the 2016 National PTA Diversity and Inclusion Toolkit. This toolkit is about making PTA welcoming and inclusive for all children and families by honoring their differences as we advocate for the well-being of our communities.

We know the United States has become a broadly diverse, multicultural nation. Our families and children have many different talents, backgrounds, opportunities and challenges. This Toolkit is part of an ongoing effort to recognize and address the diversity of our communities and to make sure that all families feel welcome to participate in PTA meetings, events, governance and advocacy. Inside, you will find practical help at all PTA levels—local, council, district and state—to energize our outreach efforts so that we effectively engage all families and communities.

The Diversity and Inclusion Toolkit was developed by the 2013–2015 National PTA Diversity and Inclusion Committee, based on needs identified in a 2014 survey of PTA leaders. I extend my thanks to this year's the current 2015–2017 Diversity, Inclusion and Outreach Committee for adding even more groups and resources to this update.

The Toolkit is a living document. We want to hear from you about what to include in future updates, to make this an even more effective resource for you.

We know that although our differences matter, our shared mission to advocate for all children brings us together. When we are truly inclusive, PTA will be an even more powerful voice for ALL children.



Laura Bay

National PTA President, 2015–2017

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INTRODUCTION FROM THE CHAIR

I want to take this opportunity to thank you for your commitment to PTA. Please take a moment to review our updated and expanded 2016 Diversity and Inclusion Toolkit.

Why Diversity and Inclusion?

The Toolkit directly supports the future of PTA. Today's society reflects a blend of different ethnic groups, cultures, languages and family traditions. Our communities and demographics are changing and will continue to evolve. With such diverse populations in our schools, there is no single way to promote parental involvement.

That's why it is imperative that our committees and programs reflect the diverse interests of the people being represented. Having a diverse PTA is a wonderful opportunity to learn from each other while creating positive change in our community. Involving an assembly of diverse individuals in decision making is an important way to engage, educate and equip new members to get involved in PTA initiatives and activities. When leadership and committees reflect their communities, they are more likely to receive "buy-in" from the community; as a result, they are more likely to create initiatives that are supported and successful.

Diversity and Inclusion in PTA

Today's PTA recognizes that diversity and inclusion are about more than gender and race/ethnicity. While those remain key, we now define diversity to include the many differences that distinguish people, including mental, emotional, psychological and physical disabilities; learning styles; geographic residence; languages used; cultural heritage; educational level and more.

The role of PTA leaders at every level—local, state and national—is to engage all families and communities as we build our membership. It is important to have formal roles such as a Diversity Chair to provide leadership, support and encouragement for this effort. These roles will have a variety of names, but having a designated point of contact allows for cohesion and consistency. Local diversity leaders are supported by Diversity Chairs (or other designated diversity leaders) at the state level, and by the National Diversity, Inclusion and Outreach Committee.

Although a Diversity Chair is critical to guide diversity and inclusion efforts, forming a committee for Diversity, Inclusion and Outreach can be even more effective than vesting all responsibility in just one person. Such a committee can include members addressing the particular communities that populate your PTA area.

INTRODUCTION FROM THE CHAIR

In This Toolkit

In November and December 2014, the National PTA Diversity Committee conducted a survey of PTA leaders at the state and regional levels to ask about their needs and concerns. The contents of this Toolkit are based on what the committee learned from the survey answers and written comments. (See infographics on the following page.)

This National PTA Diversity and Inclusion Toolkit has resources to assist PTAs at all levels with creating diversity committees, policies, activities and events. Part I includes tips and tools for diversity leaders, including Quick Tips to get you started, an overview of relevant National PTA policies, frequently asked questions, and tips for state leaders hosting Emerging Minority Leader Conferences. Part II offers resources to support all PTAs in increasing multicultural membership. It includes an overview of how to engage with diverse groups and key strategies for specific groups. Even more resources are available on the National PTA website: PTA.org/diversitytoolkit

If you are interested in volunteering or serving in a leadership position in your school community, please contact a PTA representative affiliated with the school. The PTA organization is always looking for individuals with an interest and passion for serving our children and communities. You can schedule a meeting (or attend an event) to speak with a PTA leader or member to see where you may best serve.

The National PTA Diversity, Inclusion and Outreach Committee has devoted much effort to broadening the scope of this Toolkit for 2016, with additional sections on the many diverse groups that make up our communities. We look forward to sharing more strategies and resources with you in the future, as we continue to learn from each other.

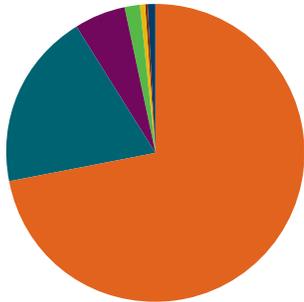
Warm regards,

Frank Kwan

National PTA Diversity, Inclusion and Outreach
Committee Chair 2015–2017



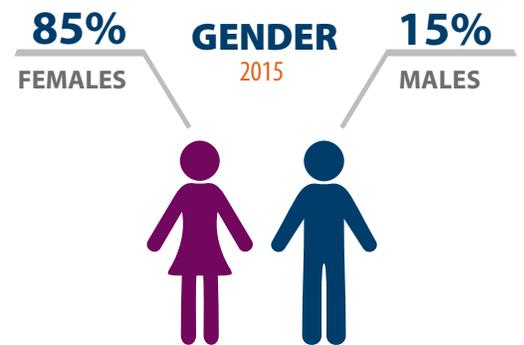
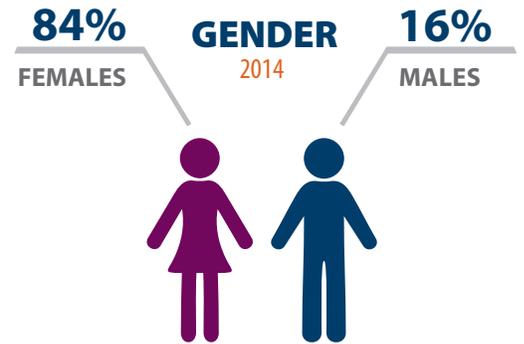
DIVERSITY OF PTA STATE BOARDS IN 2014



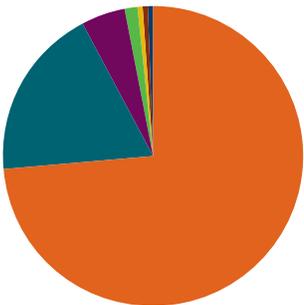
Caucasian/White, Non-Hispanic **72.1%**
 African American **19.2%**
 Hispanic/Latino **5.6%**
 Asian/Pacific Islander **1.6%**
 Native American **.4%**
 Other **.5%**
 Unknown **.6%**

ETHNICITY

27.9% are Minorities



DIVERSITY OF PTA STATE BOARDS IN 2015



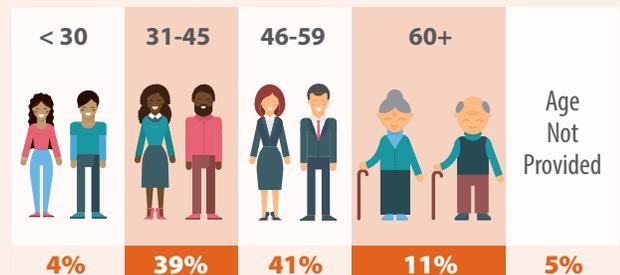
Caucasian/White, Non-Hispanic **73.7%**
 African American **18.5%**
 Hispanic/Latino **4.8%**
 Asian/Pacific Islander **1.4%**
 Native American **.6%**
 Other **.5%**
 Unknown **.4%**

ETHNICITY

26% are Minorities

AGE

2014 & 2015



1.3% increase under age 46 since September 2014

PART I: LEADERSHIP TIPS AND TOOLS

Quick Tips: Getting Started

Starting and maintaining a diversity initiative can be incredibly rewarding—but it also can be a little overwhelming. The following are some quick tips to get you started on your journey to create or enhance your PTA's diversity initiatives.

ASSEMBLE A DIVERSITY COMMITTEE

To better understand the children and families that you are serving, assemble a diversity committee that fully represents your community. Who are the leaders and key influencers in your community? What are the key diversity groups that should be represented in your initiative? Remember to think beyond ethnicity. (See Part II of this Toolkit, "Supporting Multicultural Membership Growth," for ideas.) Having a well-balanced team of diverse members can assist you in identifying the most pressing concerns and help you gain "buy-in" from others in the community to support and contribute to your diversity and inclusion initiatives.

SET GOALS, MILESTONES, AND REALISTIC EXPECTATIONS

To keep your diversity initiatives on track and to measure the effectiveness of your efforts, the diversity committee needs to establish goals. Goals are crucial to the success of your initiatives, enabling you to:

- Hold leaders and members accountable
- Establish a budget
- Plan for staffing
- Set timelines for completion

Setting milestones for your goals will allow you to pace and streamline your diversity efforts for efficiency and success. To stay on track, you will need to reassess your milestones monthly or quarterly and make adjustments accordingly.

Setting realistic expectations among the diversity committee members and the groups that you represent is important. New committees often start very passionately with big goals and many objectives in mind. However, if they do not have the required resources or approval to achieve those goals and objectives, it can become disappointing to both leaders and members. Consistently failing to meet expectations also can create a negative perception of the initiative among the groups being served.

To avoid this pitfall, establish realistic goals that can be accomplished with the resources that you have and within the timeframe allocated. Communicate regularly with your membership across various channels to minimize misconceptions and keep everyone informed.

TRY NEW IDEAS

Having a diversity committee allows your PTA to explore and learn through new experiences. Some of the best ideas come from hearing many different perspectives during the brainstorming and planning phases of an initiative. As you plan your events and activities for the year, make sure that you get input from as many viewpoints as possible. Solicit ideas from team members who may be more quiet or reserved; their contributions are just as valuable. Don't be afraid to try something new or step outside of the box. Some ideas may work well, and some may not. Either way, your committee will learn and grow from the experience.

LEADERSHIP TIPS AND TOOLS

COMMUNICATE WITH OTHER DIVERSITY GROUPS

When implementing diversity initiatives, you do not need to operate in a vacuum. PTA affiliates across the United States have organized diversity committees that have executed very successful initiatives. In addition, you can reach out to diversity groups within your community, in your state or a neighboring state, or across the United States. Connecting with other diversity groups or leaders can provide insight and best practices to enrich your initiatives.

CELEBRATE YOUR SUCCESSES

As you pursue your diversity and inclusion goals, be sure to applaud your own hard work and success. You and the groups that you serve all have daily demands and responsibilities. Therefore, it is important to pause and take time to celebrate milestones and accomplishments and recognize the progress that you have made.

Celebrations and recognition can take many forms: an informal, inexpensive “thank you” email, letter or greeting card; a public acknowledgement to the entire committee; an informal potluck meal; or thoughtful keepsakes. The key is to take time to acknowledge and celebrate accomplishments, to keep committee members motivated and encouraged.

PART I: LEADERSHIP TIPS AND TOOLS

NATIONAL PTA POLICIES THAT SUPPORT DIVERSITY AND INCLUSION

National PTA has a long-standing commitment to diversity and inclusion. This commitment is codified in the association's primary Diversity and Inclusion Policy, as well as in a number of other Resolutions and Position Statements.

NATIONAL PTA DIVERSITY AND INCLUSION POLICY†

The National Congress of Mothers, irrespective of creed, color or condition, stands for all parenthood, childhood, homehood.

Alice McLellan Birney, 1898, Cofounder of National PTA

Those words, true in 1898, are even truer today.

PTAs everywhere must understand and embrace the uniqueness of all individuals, appreciating that each contributes a diversity of views, experiences, cultural heritage/traditions, skills/abilities, values and preferences.

When PTAs respect differences yet acknowledge shared commonalities uniting their communities, and then develop meaningful priorities based upon their knowledge, they genuinely represent their communities. When PTAs represent their communities, they gain strength and effectiveness through increased volunteer and resource support.

The recognition of diversity within organizations is valuing differences and similarities in people through actions and accountability.

These differences and similarities include age, ethnicity, language and culture, economic status, educational background, gender, geographic location, marital status, mental ability, national origin, organizational position and tenure, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.

Therefore, PTAs at every level must:

- Openly assess beliefs and practices to assure inclusiveness and guard against discrimination;
- Make every effort to create a PTA board and membership that is inclusive and reflective of its community;
- Encourage that all PTA activities at the school be planned by a committee which is representative of the population;
- Foster programs and practices that eliminate bias, prejudice and misunderstanding within their communities;
- Become acquainted with the leaders of the many diverse groups in the community and collaborate with them to increase parent, family and community involvement;
- Educate its leaders and members to the needs, cultural beliefs, traditions and family structures of the population they serve; and
- Propose change wherever discriminatory practices are perceived.

PTA values and appreciates diversity, which enriches and strengthens the structure of our society within our state and nation.

†This policy should be used in its entirety with no portion quoted out of context.

LEADERSHIP TIPS AND TOOLS

OTHER NATIONAL PTA POLICY STATEMENTS SUPPORTING DIVERSITY AND INCLUSION

The following is a list and brief description of other National PTA policy resolutions and position statements that support diversity and inclusion. Full text of these statements can be found under the “Advocacy” tab on the National PTA website.

- **Resolution on Bullying** takes a zero-tolerance stand against bullying and urges education of the public about the risks and cost of bullying for the bully, the target and children who witness bullying.
- **Resolution on Recognition and Care of School-Age Children with Diabetes** urges general training for school personnel on diabetes and specific training for at least two school staff in diabetes emergency procedures.
- **Resolution on Educational Opportunity for Military Children** promotes the adoption by state and local educational agencies of the Interstate Compact on Educational Opportunity for Military Children.
- **Resolution on Restraint and Seclusion** advocates non-aversive interventions, with restraint and seclusion as a last resort in emergency situations; promotes education about the dangers of excessive use of such measures; and advocates parental engagement in decision-making about the use of restraint and seclusion.
- **Resolution on Violence in Schools** advocates school safety guidelines and parent/community advisory safety teams, both subject to parental review before adoption.
- **Position Statement on Education Emphasis** advocates accountability throughout the national system of education, recognizing especially the special needs of underserved populations such as children with disabilities, limited English proficient children, homeless children, migrant children, gifted and talented children and undocumented children in our nation’s schools.
- **Position Statement on National Health Reform and Access to Care for Children, Youth, Families and Pregnant Women** advocates universal coverage and equitable access to health care regardless of language, culture, geography, homelessness, HIV/AIDS or physical barriers; promotes services for low-income and other high-risk groups of children, families and pregnant women; and encourages collaboration among all child-serving organizations and legislative measures to contain health care costs.
- **Position Statement on Services for Undocumented Children** advocates that schools provide for the safety and education of all children, regardless of immigration status. Urges the confidentiality of school records.
- **Position Statement on the U.S. Supreme Court Decision Regarding Segregation** supports the educational integration of different races and ethnic groups and promotes the welfare of all children and youth in home, school, community and place of worship.

DIVERSITY AND INCLUSION INITIATIVES: FREQUENTLY ASKED QUESTIONS

WHAT DO YOU MEAN BY DIVERSITY AND INCLUSION?

Diversity and inclusion are about more than gender and race/ethnicity. While those remain key, we now define diversity to include the many differences that distinguish people, including mental, emotional, psychological and physical disabilities; learning styles; geographic residence; languages used; cultural heritage; educational level and more.

However, recognizing the value of differences is just one part of a PTA initiative. Inclusion is equally critical. This means reaching out to people, engaging them in ways that address their needs and perspectives, and encouraging all families to become actively involved in PTA activities and membership.

WHAT “COUNTS” AS A PTA DIVERSITY AND INCLUSION INITIATIVE?

Given the broad definition of diversity in PTA, there are many forms of outreach and engagement that serve the commitment to diversity and inclusion. Here are just a few:

- Providing PTA materials or events in multiple languages
- Sponsoring members to attend Emerging Minority Leader or Diversity and Inclusion Conferences at the national or state levels (Note that alumni from these events can serve as role models and leaders in your PTA.)
- Participating in the Every Child in Focus campaign
- Having members who complete PTA training sessions such as male engagement training, special needs training, cultural competence training (including e-learning), Spanish language training (including e-learning), or military family training
- Conducting PTA outreach, networking and events focused on the specific needs and opportunities related to the circumstances of families with children in foster care; or inner-city urban, rural or suburban families; or immigrant, refugee or homeless families

- Conducting PTA outreach, networking and events designed to engage multicultural communities, including African American families, Hispanic/Latino families, Asian American families, American Indian/Alaska Native families, Pacific Islander American families, families involved in foster care, and families with LGBTQ members
- Increasing male presence and perspectives in PTA at all levels and in all activities
- Addressing issues specific to families with children who have special needs, military families, and families with gifted children
- Hosting or participating in diversity summits, town halls or community gatherings devoted to children’s educational success and well-being
- Developing advocacy initiatives addressing specific issues affecting PTA families

WHY IS IT IMPORTANT TO HAVE SPECIFIC LEADERSHIP ROLES TO ADDRESS DIVERSITY AND INCLUSION INITIATIVES?

It is important to have formal roles such as a Diversity Chair to provide leadership, support and encouragement for local, council and district diversity and inclusion initiatives. Having a point of contact to provide guidance and assistance allows for cohesion and consistency of diversity initiatives. Some state and regional groups have decided to assign leadership roles for more specific diversity initiatives, such as a Male Engagement Chair or Special Needs Chair. These leaders can help PTA groups keep up with legislation, requirements and opportunities affecting specific communities, as well as maintain outreach and assistance efforts.

DIVERSITY AND INCLUSION INITIATIVES: FREQUENTLY ASKED QUESTIONS

WHAT IS THE ROLE OF A DIVERSITY CHAIR AT THE STATE LEVEL?

At the state level, a Diversity Chair assists the PTA in meeting its strategic plan objective to diversify all aspects of membership and leadership throughout the state through multicultural outreach, initiatives, activities and events. Regardless of whether this role is called the “Diversity Chair” or is performed under another title, the position is key to diversity, inclusion and outreach efforts. The person in this role should have a strong interest in ensuring that diversity and inclusion strategies throughout the state are in compliance with the national policy and reflective of their communities.

The Diversity Chair should be a leader in spearheading and supporting diversity efforts throughout the state and serve as a liaison to the National Diversity, Inclusion and Outreach Committee. In addition, this person should work closely with the state president on recruitment, minority leader identification and membership growth (specifically to address representation gaps), as well as engagement and outreach to teachers, administrators and youth.

WHY SHOULD A LOCAL, REGIONAL OR STATE PTA CREATE A DIVERSITY, INCLUSION AND OUTREACH COMMITTEE?

A Diversity Chair can be instrumental in guiding diversity and inclusion efforts and maintaining multicultural growth. However, given PTA’s broad definition of diversity, forming a committee for Diversity, Inclusion and Outreach is more effective than vesting all responsibility in just one person. Such a committee can include members addressing the particular communities that populate your PTA area. For example, a committee might include specific members who focus on male engagement; military families; multicultural issues affecting African Americans, Asian/Pacific Islanders, Hispanic/Latino families, American Indian/Alaska Natives, and other ethnic groups; LGBTQ children and families; children with special needs and their families; immigrant, refugee, and homeless families; and so on.

HOW DOES THE PTA NATIONAL DIVERSITY, INCLUSION AND OUTREACH COMMITTEE SUPPORT THE LOCAL AND STATE ORGANIZATIONS?

The National Diversity, Inclusion and Outreach Committee’s goal is to serve as a resource and partner to state diversity and inclusion programs by providing guidance and resources to assist them with their initiatives. In addition to this guide, the National PTA Diversity, Inclusion and Outreach Committee has created an online Diversity and Inclusion Toolkit (www.pta.org/diversitytoolkit) to provide resources that are available 24/7, throughout the year. The National PTA Diversity, Inclusion and Outreach Committee also can provide training recommendations, recommend speakers and activities and offer leadership support to state and local diversity and inclusion initiatives.

WHY IS IT IMPORTANT TO MAKE ACCOMMODATIONS FOR MEMBERS IF ENGLISH IS NOT THEIR FIRST LANGUAGE?

Poor communication is often a key factor when a PTA struggles with growth and engagement. If an organization is trying to grow and engage membership, but cannot effectively reach the designated audience, that organization will have some challenges attracting new members. Offering PTA and school materials in a family’s native language is one way to include more families and keep them informed. Similarly, providing an interpreter at meetings and events can foster positive outreach to attract new members. One very effective way to address the needs of communities that speak languages other than English is to get parents who speak those languages involved in organizing and leadership roles within the PTA.

DIVERSITY AND INCLUSION INITIATIVES: FREQUENTLY ASKED QUESTIONS

WHY ARE PTA ALLIANCES WITH STATE EDUCATIONAL BOARDS, SCHOOL DISTRICT OFFICES, COMMUNITY GROUPS AND BUSINESS ORGANIZATIONS IMPORTANT?

Creating alliances and networks of support beyond the school itself can enhance the opportunities and resources available to a PTA. Here are just a few possibilities:

- **Translation.** Members of outside groups may include people willing to translate PTA materials or interpret at PTA events, or such groups may have relevant materials available in languages other than English.
- **Outreach.** Alliances can facilitate PTA outreach; for example, PTA might partner with local churches doing youth-focused programs or programs involving parents who speak languages other than English.
- **Leadership identification.** Parents involved in local groups and organizations may be interested in PTA leadership opportunities.
- **Sponsorship.** Outside groups and organizations are often willing to sponsor or co-sponsor PTA events, scholarships and supplies.
- **Volunteering.** Volunteer opportunities offer PTA members and students a chance to work together, participate in larger networks and accomplish specific goals.
- **Workshops/training.** Tap the expertise available in external groups and organizations for workshops and training sessions that benefit parents and PTA leaders.
- **Meeting venues.** Alliances with external groups and organizations can open possibilities for alternative venues suitable for large or special PTA events.
- **Co-host activities.** Invite leaders of other organizations to co-host PTA activities; this can be a way to involve community role models or foster alliances with external groups.
- **Representation.** PTA leaders can represent PTA issues, concerns and membership by serving on school district boards, state boards of education or on the boards of community-based organizations.

EMERGING MINORITY LEADER CONFERENCES

As we expand our reach to communities that have been overlooked in the past, building leadership capacity is a critical step. Emerging Minority Leader Conferences, typically held at the state level, allow PTA members from different regions an opportunity to meet, network, share best practices and build new relationships. An Emerging Minority Leader Conference provides both training for minority leaders and a platform for PTA members to present workshops and develop their skills. These events also offer people in leadership positions the chance to step away from their busy day-to-day lives to focus on diversity initiatives, re-energize and recharge. This helps to keep leaders motivated as they move forward to create change throughout the organization.

This section of the Toolkit contains critical points and advice that state PTAs can use in planning and implementing an Emerging Minority Leader Conference. A more complete **Conference Planning Guide and Appendices** can be requested from the National PTA office or found on the National PTA website. For additional information or help with any challenges, please contact the National PTA Diversity, Inclusion and Outreach Committee member liaison assigned to your state congress and/or National PTA staff liaisons at diversity@pta.org.

TASK FORCE/PLANNING TEAM

Proper planning of your event is essential for its success. Consider appointing a Diversity Committee Chair and/or a Team Lead to plan and implement your conference.

Under the direction of the State Diversity and Inclusion Chair (or other leadership position responsible for Diversity and Inclusion initiatives in your state), a task force/planning team should be composed of people who can bring a wide variety of perspectives to the table. Consider including the following: a school administrator, a teacher, a community stakeholder, a state PTA representative, a local PTA representative and a corporate representative.

The task force will be essential in determining your conference goals and objectives. Is the goal to train future leaders, or is it to equip parents with the skills they need to advocate effec-

tively for children in the school or community? Potential goals for an Emerging Minority Leader Conference include the following:

- To stimulate inclusive decision models
- To prepare a pool of leaders to lead and represent diverse groups and communities
- To support multicultural membership growth

Suggested outcomes for attendees include the following:

- To strengthen skills needed to take a leadership role at state, council, region and district levels
- To build capacity to lead and represent diverse demographic groups
- To build relationships with staff members at Title 1, English language learner and Department of Education Offices

BUDGETING AND FUNDING

Early in your planning, you will need to determine your budget and identify a source of funding. Consider including some or all of the following items in your budget:

- Facility fees
- Speakers (honorariums, thank-you gifts, travel expenses)
- Handouts and other workshop materials
- Travel costs for task force members, staff and participants
- Refreshments

SCHEDULE

To make sure your event goes off without a hitch, it is important to develop a timeline for when things should be completed. Remember the five Ps: Prior preparation prevents poor performance. Your timeline should include tasks to be completed before your event, on the day of the event, and after the event. It also should list who is responsible for each task.

EMERGING MINORITY LEADER CONFERENCES

SPEAKER INFORMATION

Speakers or workshop facilitators are an important part of your event. Your choice of presenters will be driven by your goals and target audience.

Your state PTA may be able to recommend speakers. State PTAs have a lot of experience holding conventions. It is wise to use the expertise right in your backyard before you spend countless hours investigating and researching speakers yourself.

It is a good idea to develop a formal agreement with speakers to ensure that everyone is on the same page and help eliminate any surprises. This also will help you determine how much to budget for speakers. These agreements should be completed three to six months prior to your event.

Have your speaker complete a housing request form, so you will not have to guess your speakers' needs. A similar form can be helpful for your participants, if your conference runs more than one day.

TRAINING/MATERIALS

Whether you use PTA training resources or an outside trainer, you will have to decide who will be responsible for duplicating materials. Some questions to consider in planning:

- Do you have the capacity to duplicate and collate materials yourself?
- Will you need to put together a team of people to handle this task? Who is available to help?
- How much will it cost? Did you include this cost in your budget?

Again, check with your state PTA to see what resources are available to assist you in providing handouts. Keep in mind that you will probably need to give outside speakers a deadline to get handouts to you if you decide to perform the duplicating and collating yourself.

FACILITY

As you select the location, think about the format for your event. Questions to consider:

- Will you have simultaneous breakout sessions? How many sessions will be held at one time?
- Do you need a large space to hold a general session?
- If you will be providing meals and refreshments, who will provide them and where will they be served?

TRAVEL

Make sure you make participants and speakers aware of your travel policies. If travel is required, include airfare, per diem, mileage, and other similar costs in your budget.

REGISTRATION AND PROMOTION

Registration and promotion should be simultaneous activities. Work with relevant organizations, community stakeholders and parent leaders to help you to get the word out.

Asking participants to register in advance will help you plan your event by giving you a running count of how many participants to expect. This count will give you an idea of how many handouts to prepare, how much food to order and how many breakout rooms you may need. Many speakers also like to know in advance how many people will be attending their session. This helps them develop appropriate workshop activities.

RESOURCES

Consider what resources you would like to make available to participants. For example, will you use this opportunity to promote PTA membership, programs or leadership opportunities? Some states accomplish this by setting up a resource table at the conference.

EMERGING MINORITY LEADER CONFERENCES

FOLLOW-UP

Follow-up may be the most important aspect of your event. How will you measure the success of your training? How will you find out if the skills and leadership training are being put to use (for example, through follow-up phone calls to participants)? Will attendees be asked to participate in council-, region- or state-level activities? Discuss these options with your state leadership to see how best to engage these new leaders.

The National PTA Diversity, Inclusion and Outreach Committee wishes you success with your conference! Remember, you are not alone. Feel free to contact National PTA's Diversity Committee Liaisons for help. We are always interested in hearing about successes out in the field. Be sure to share your great ideas and strategies with your peers across the country.

JAN HARP DOMENE DIVERSITY AND INCLUSION AWARDS

Jan Harp Domene served as National PTA President from 2007 to 2009. Her aim was to ensure that families of all backgrounds felt welcomed to the PTA family. She was a strong supporter of the Emerging Minority Leader Conferences, and the Urban Family Engagement Network Initiative originated during her term. After her death, the Diversity, Inclusion and Outreach Committee proposed a contest in her honor.

The purpose of the **Jan Harp Domene Diversity and Inclusion Award** contest is to recognize PTAs that are dedicated to the needs of all families represented in their schools. The contest acknowledges PTAs that develop practices that are inclusive and equal for all families and that result in positive change.

We celebrate all PTA units that have submitted an application for this award. Past nominations have described all of the following:

- Sincere and successful efforts to diversify PTA boards and membership
- Creative, effective programs and events that not only bring families together but provide opportunities to learn about each other and overcome stigmas, inequities and misunderstandings
- Thoughtful and well-designed training and mentoring for emerging leaders at all levels
- Strong partnerships with local, state and national organizations in order to benefit all children and their families
- Concrete and convincing evidence of the impact and lasting outcomes of diversity and inclusion initiatives

Past award winners:

2013

Thirty-Third District PTA, Lakewood, California
Ohio State PTA

2014

Vandenberg Elementary PTA, Southfield, Michigan
Washington State PTA

2015

Russell Elementary PTA, Smyrna, Georgia
Ninth District PTA, San Diego, California
Florida State PTA

PART II: SUPPORTING MULTICULTURAL MEMBERSHIP GROWTH

Overview: How to Engage With Underrepresented Groups

Reaching out to traditionally underrepresented groups is an essential step in maintaining the strength of PTA's grassroots advocacy. Following are simple steps that local PTAs can take to engage and empower every family:

1. Do a self-assessment.
2. Create effective messaging.
3. Promote meaningful family engagement.
4. Create community connections.
5. Serve as an information resource for parents, families, educators and community groups.

1. Do a self-assessment.

Start with a diversity profile of your PTA families, school and community. In your PTA area, what demographic data are available to help you learn more about school-age children, their families and their neighborhoods?¹ Such information might include income levels, race/ethnicity, family configurations, special needs, religious preferences and geographic distribution. How well does the current membership and leadership of your PTA reflect these demographics? What other significant differences characterize the children, families, neighborhoods and schools served by your PTA? The online version of this Toolkit includes a useful **Diversity & Inclusion Worksheet** to assist with your Diversity Profile.

Then, **define your target audiences**. Which groups are not as well represented in your PTA structure and practices? Which groups are difficult to reach because of language, geography, cultural perspectives or religious differences, or have been resistant to a PTA membership invitation?

Then, **inventory your communication resources, opportunities and challenges** in reaching out to these underrepresented groups:

- **Resources.** Consider what outreach resources are available from individual volunteers, your schools, and community groups and organizations: talents, materials, money, time, goods and services. What are the school policies on distributing flyers, displaying posters and using parent listservs? Remember that the National PTA website includes marketing materials in both English and Spanish.
- **Opportunities.** What prescheduled school or community events provide an opportunity for connecting with every family, including those from traditionally underrepresented groups?
- **Challenges.** Which languages are used in the schools? Do you have translators (paid or volunteer) for each language present in your community? How do you contact local media (radio, television)? Do you have the money, facilities and talent to produce messages in both print and digital forms? Which forms of communication are most accessible and useful for your target audience(s)?

Other questions to ask when assessing your PTA's communication practices include the following:

- Are materials informative, published regularly and accessible by all families?
- Do the school and your PTA provide opportunities for families and staff to share information in a variety of ways (e.g., email, home visits, phone calls, printed materials)?
- Is it easy and convenient for parents to contact teachers and provide feedback to the school around policies and issues of concern?

¹ Some sources for local demographic data include the KIDS COUNT data center (<http://datacenter.kidscount.org/>), National Center for Education Statistics (<http://nces.ed.gov/programs/maped/>), and Pew Research Center (<http://www.pewhispanic.org/>).

PART II: SUPPORTING MULTICULTURAL MEMBERSHIP GROWTH

2. Create effective messaging.

Effective messaging requires more than just providing clear, accurate and useful information or persuasive arguments for the value of PTA. To be most effective, messages must be adapted to the perspectives, needs and concerns of their target audiences. Groups that have not historically participated in PTA may not understand the benefits of participating or may not feel a connection to the issues for which PTA advocates. Becoming familiar with what matters most to the families and communities you seek to engage will help you adapt your messaging about PTA to these audiences.

SOME TIPS FOR EFFECTIVE MESSAGING:

- **Begin by asking.** What do these families need to understand about the benefits of PTA? For those who are not familiar with PTA, it may be important to spell out why PTA exists, what PTA has achieved, what PTA expects of members and how parents' membership in PTA benefits themselves, their children and the school community.
- **Make and maintain contact.** A primary strategy should be to talk frequently with members of the families or groups you are trying to reach. Personal relationships are critical in making people feel welcome, understood and respected. Maintaining communication is critical; the basis for PTA involvement will be created not just from an initial welcome but through ongoing interaction. Mentoring underrepresented parents and families can help them understand informal expectations and informal rules. Be careful to be culturally sensitive. Avoid blunt questions about differences, and be vigilant about preconceptions and making inferences.
- **Make messaging a two-way, ongoing process.** Frame your message about PTA in ways that relate to the needs and concerns of your target audiences. Put your message in their terms, their language, and the forms they prefer. Ask for feedback and listen carefully. Be prepared to change in response to feedback, to show people that their perspective matters.
- **Remember that you are always communicating.** What you do and how you do it speak as loudly as your carefully crafted messages. Where people sit; who talks with whom; how differences are recognized, respected and accommodated; which differences go unrecognized or are treated as unimportant; and even routine methods of conducting PTA meetings and events can make people feel more or less welcome. For example: single working parents may have different time constraints and child care needs than two-parent working families. How are these differences addressed when planning a PTA meeting or event?
- **Use the resources available from National PTA for help with presentations.** Examples of resources include PowerPoint presentations, an e-learning course called "Creating and Delivering a Speech," and a PTA One Voice blog series on **Best Practices for Effective Presentations**.

3. Promote meaningful family engagement.

Research shows that there are good reasons to develop family engagement. Across income and background differences, students whose families are engaged are more successful. Parental engagement also has been shown to be an essential ingredient in improving schools in urban, low-income areas.

There are three critical aspects of family engagement:

- Shared school-family responsibilities and meaningful opportunities for family involvement
- "Cradle to career" family involvement
- Expanded arenas for engagement beyond the classroom

PART II: SUPPORTING MULTICULTURAL MEMBERSHIP GROWTH

Follow the **PTA National Standards for Family-School Partnerships**

1. Create a welcoming PTA climate and contribute to a respectful, inclusive school community.
2. Communicate effectively with regular, two-way, meaningful communication about student learning.
3. Support student success by sharing information between parents and teachers and creating meaningful opportunities for family involvement in student development and learning.
4. Speak up for every child by helping families understand how the school system works and empowering families to be self-advocates.
5. Share power by giving all families a voice in decision-making and developing connections between families and local and state officials.
6. Connect families to community resources and develop the school as a community hub.

Create a strategic plan for engaging diverse families. National PTA offers a number of resources to support you in reaching out to a variety of families. One way to focus your self-assessment, outreach and engagement activities is to enroll in the **National PTA School of Excellence** program, which is designed to promote family-school partnerships for enriching children's educational experiences and well-being.

The PTA One Voice blog is a regular source for tips shared by PTA leaders around the nation. See especially, **"How to Engage All Families"** (February 2015). National PTA also offers programs specifically for engaging families, such as the **Family Reading Experience** and **Annual Take Your Family to School Week**. You also can find great ideas for activities and programming by reviewing information about past winners of National PTA awards such as the **Jan Harp Domene Diversity and Inclusion Award** and the **Phoebe Apperson Hearst Awards**.

Strategies for engaging specific groups are shared through the Every Child in Focus series and in the following section of this Toolkit.

4. Create community connections.

Which groups and organizations are active in the neighborhoods served by your PTA? Not only can partnering with such organizations create greater shared resources and alliances to serve families and schools, but these groups can help connect you with traditionally underrepresented families through their own activities, leaders and members.

Some tips to consider:

- Reach out to social clubs, service agencies, public libraries and parks, civic organizations, foundations, police and fire stations, hospitals, religious organizations and community service groups.
- In deciding which groups to engage, ask yourself: What can these groups potentially bring to a collaborative relationship with PTA that would be useful, valuable or a resource in advocating for children? Consider the ways that potential partners' missions overlap with PTA goals, as well as any challenges in reaching out to these groups.
- Collaborate with community-based organizations that serve target populations. For example, developing partnerships with organizations that serve Hispanic families can create important alliances.
- Additional resources for creating community connections can be found in the online version of this Toolkit under Best Practices. They include: "Building and Working with Communities" and Collaborative Leadership."

PART II: SUPPORTING MULTICULTURAL MEMBERSHIP GROWTH

5. Serve as an information resource for parents, families, educators and community groups.

Families and community groups are more likely to partner with PTA when they see the benefits that PTA provides. Some ways you can demonstrate your value to the school and community include the following:

- Provide information about current issues. Make use of PTA position statements and resolutions.
- Distribute information about community resources that serve cultural, recreational, academic, health, social and other needs of families and educators.
- Provide information to the community, including those without school-age children, about school programs, events and needs.
- Empower parents with access to conference workshops and e-learning modules on parenting skills.
- Publicize information about National PTA's corporate sponsors and discounts.
- Spread the word about PTA leadership and training opportunities, including Emerging Minority Leader Conferences, state and national conventions, and the online E-Learning Library.

KEY STRATEGIES FOR SPECIFIC GROUPS

The following pages contain information, resources and key strategies to enhance PTA's inclusion of traditionally underrepresented children and families.

The National PTA website offers a wealth of resources to help. The following are some of the resources that National PTA has created to support engagement of all families:

- **National Standards for Family-School Partnerships:** Six key ways that parents, schools and communities can work together to support student success
- **Parents' Guides to Student Success:** Information and activities to help your child in English language arts and mathematics at each grade
- **Overcoming Obstacles to Parent Involvement:** Seven common obstacles and what to do about them
- **Building and Working with Communities:** Interactive workshop with script, slides and exercises
- **Three for Me:** Materials and resources to help PTAs and parents find creative ways to volunteer at home, in school and in the community in support of student learning and positive school environments

National PTA offers an e-learning course, "**Cultural Competency**," to help PTAs build more effective relationships across cultural groups. It can be found in the National PTA E-learning Library: <http://www.pta.org/elearning>

AFRICAN AMERICAN CHILDREN AND FAMILIES

In Focus: African American Children

- In 2012, there were more than 10.2 million non-Hispanic black children under age 18 living in the United States—14% of the U.S. child population.²
- Approximately 40% of non-Hispanic black children under age 18 live in families with incomes below the federal poverty level.
- In 2009–10, 34% of non-Hispanic black high school students were not graduating on time.

KEY STRATEGIES FOR INCLUSION

- **Be responsive to family needs.** Schedule PTA meetings to accommodate parent schedules, transportation concerns, and child care needs.
- **Publicize school registration and annual enrollment.** Almost 600,000 African American children ages 3–4 (52%) did not attend preschool in 2011–2013.
- **Engage parents in children’s educational progress.** Encourage communication with school staff and involvement in programs like the PTA Family Reading Experience or Academic Parent-Teacher Teams.
- **Help families make education a priority.** Educate families about the value of learning, advantages of staying in school, and opportunities that open with a high school diploma.
- **Increase involvement of African American men.** Create opportunities for male engagement and alliances with influential African American men in the local community as role models and mentors for youth.
- **Celebrate African American history.** Promote education about figures, events and developments beyond those included in customary popular histories.
- **Create school and community partnerships and forums.** Bring together school staff, local agencies and community resources to address the challenges African American children face.
- Advocate for African American children and families. Share information and promote policies about civil rights, school discipline and respect, children’s health and safety, and special needs assistance.

² Statistics are from KIDS COUNT Data Center of the Annie E. Casey Foundation and the Department of Education Office for Civil Rights.

AFRICAN AMERICAN CHILDREN AND FAMILIES

PTA RESOURCES

- **Marian Wright Edelman**, “Every Child in Focus”: Campaign spotlight on African American children, video message
- **Otha E. Thornton**: First National PTA African American President, 2011–2013

RESEARCH

- **“The State of Black Children in America: A Portrait of Continuing Inequality”** (summary from the Children’s Defense Fund 2014 report, “State of America’s Children”)
- **“Being Black Is Not a Risk Factor”** (National Black Child Development Institute)
- **“Equity and Excellence: African-American Children’s Access to Quality Preschool”** (National Institute for Early Education Research)

OTHER RESOURCES

- **NAACP** works to eliminate education-related racial and ethnic disparities in public schools.
- **National Black Child Development Institute (NBCDI)** improves and protects the lives of African American children.
- **National Action Council For Minorities in Engineering (NACME)** offers support to African Americans and other minorities who want to pursue careers in engineering, technology, math and science.
- **National Alliance of Black School Educators (NABSE)** provides advocacy, research and professional development on behalf of African American education.
- **My Brother’s Keeper** is a White House Initiative to connect boys and young men of color to mentoring, support networks and educational and professional skills.
- **The Urban League** promotes programs to secure economic self-reliance, parity, power and civil rights for African Americans.

HISPANIC CHILDREN AND FAMILIES

In Focus: Hispanic Children

- Hispanics are the largest minority group in the country. In 2014, Hispanic children made up 24% of the U.S. child population.³
- In 2010, the high school dropout rate for Latino students was 15.1%—higher than the rate for white, black, American Indian/Alaska Native, or Asian/Pacific Islander students in the United States.⁴

KEY STRATEGIES FOR INCLUSION

- **Honor the diversity of Hispanic families.** Work with school staff and families to welcome their differing demographics and perspectives.
- **Work with community groups and organizations.** Build relationships with community and faith-based organizations, youth-serving groups and businesses to expand networks of support and opportunity.
- **Be responsive to language differences and cultural expectations.** Provide information to assist families in understanding American culture, parenting and school expectations. When possible, create materials in both English and Spanish.
- **Seek out and involve Hispanic parents in PTA leadership.** Empower parents as advocates for children's success.
- **Encourage parent engagement.** Facilitate two-way communication between school and families; work with the diverse ways that parents may define involvement.
- **Address obstacles to PTA involvement.** Bilingual materials, flexible meeting times, transportation and child care assistance, and translators can foster commitment.

³KIDS COUNT, "Child population by race": <http://datacenter.kidscount.org/data/tables/103-child-population-by-race?loc=1#detailed/1/any/false/869,36,868,867,133/68,69,67,12,70,66,71,72/423,424<?>>

⁴U.S. Department of Education, National Center for Education Statistics. (2012). The Condition of Education 2012 (NCES 2012-045), Indicator 33. Retrieved from <http://files.eric.ed.gov/fulltext/ED532315.pdf>.

HISPANIC CHILDREN AND FAMILIES

PTA RESOURCES

- **7 Strategies to Integrate Hispanic Families with PTA:** Article in the March 2015 issue of *Our Children* magazine
- **Three for Me:** Creative ways for parents and family members to volunteer at home, in school and in the community (materials in English and Spanish)
- **Estándares Nacionales Para las Asociaciones Familia-Escuela:** National Standards for Family-School Partnership resources in Spanish
- **Every Child in Focus Leadership Series: Hispanic Students:** Includes a discussion guide and video series

RESEARCH

- **“Preparing Young Latino Children for School Success: Best Practices in Family Engagement”** (National Council of La Raza)
- **“Taking the Pulse of the High School Student Experience in America”** (Hispanic Heritage Foundation)

OTHER RESOURCES

- **Abriendo Puertas** is a school readiness program that strengthens the leadership and advocacy skills of Latino parents with children ages 0–5.
- **Pacer Center** offers bilingual workshops, individual assistance and translated publications focusing on issues facing families of children with special needs.
- **En Camino: Educational Toolkit for Families** is an interactive online resource to support Spanish-speaking families from the National Center for Families Learning.
- **League of United Latin American Citizens National Educational Services Centers** offer educational counseling, scholarships, mentorships, leadership development and literacy programs.
- **MALDEF Parent School Partnership Program** trains Latino parents to become change agents in their communities.
- **The National Compadres Network** focuses on reinforcement of the positive involvement of Latino males in the lives of their families, communities and society.
- **¡Colorín Colorado!** is a bilingual website for educators and families of English language learners.

AMERICAN INDIAN/ALASKA NATIVE CHILDREN AND FAMILIES

In Focus: American Indian/Alaska Native Children

- Almost More than one-third of the American Indian population is under the age of 18, compared to 24% of the U.S. population.⁵
- There are approximately .5 million 644,000 American Indian students in the U.S. K–12 education system., with 90% of these students attending public schools.⁶
- The graduation rate from public high schools in 2014 was 67% compared to 80% among other racial/ethnic student populations; for American Indian/Alaska Native students in Bureau of Indian Affairs schools the graduation rate in 2014 was 53%.⁷
- Suicide among Native American/Alaska Native youth 18-24 years old is the second leading cause of death and higher than for any other ethnic/racial youth population. The suicide rate for young Native American/Alaska Native young men is twice the rate of other groups.⁸ About 51% of American Indian/Alaska Native students in the class of 2010 received a high school diploma.

KEY STRATEGIES FOR INCLUSION

- **Understand the structure of federal-tribal relations.** Federally recognized tribes hold sovereign nation status. Two major pieces of legislation embody the important concepts of tribal self-determination and self-governance: The Indian Self-determination and Education Assistance Act of 1975, as amended (25 U.S.C. 450 et seq.) and the Tribal Self-Governance Act of 1994 (25 U.S.C. 458aa et seq.).

- **Build relationships one family at a time.** Recognize the diversity among American Indian/Alaska Native families:
 - » When referring to American Indian/Alaska Native children and families, all of these terms are generally acceptable: American Indian, Indian, Native American or Native. However, many Native people prefer to refer to their specific tribal name: Navajo, Cherokee, Ute, etc.⁹
 - » Like other cultural groups, there are many American Indians of mixed race. These children may struggle to identify with the Indian roots of one parent and the race of the other parent.
 - » Some American Indian/Alaska Native youth hold membership in tribes. Others do not.
 - » Not all American Indian/Alaska Native students have the same experience growing up, especially those removed from reservations for several generations.
- **Focus on removing the barriers standing between Native youth and their opportunity to succeed.** Through new investments, partnerships and increased engagement, this focus takes a comprehensive, culturally appropriate approach to ensure that all Native students can reach their full potential. PTA units across all congresses should be aware of U.S. Department of Education Title VII programs and coordinators in their area. Title VII requires all school districts to help American Indian/Alaska Native students and families succeed.

⁵ U.S. Census 2008. National Congress of American Indians, About Native Youth: <http://www.ncai.org/native-youth/about>

⁶ National Center for Education Statistics, May 2016 (http://nces.ed.gov/programs/coe/indicator_cge.asp) Congress of American Indians, Education: <http://www.ncai.org/policy-issues/education-health-human-services/education>

⁷ Executive Office of the President, 2014 Native Youth Report; citing Congressional hearing on Indian Education testimony by William Mendoza, Exec. Dir., White House Initiative on Am. Indian and Alaska Native Education.

⁸ U.S. Centers for Disease Control and Prevention (CDC), "Racial and Gender Disparities in Suicide Among Young Adults Aged 18-24: United States 2009-2013." Issued Sept. 2015.

⁹ Education Week, Diplomas Count 2013: <http://www.edweek.org/ew/toc/2013/06/06/index.html>

⁹ National Smithsonian Museum of the American Indian, Washington, D.C.

AMERICAN INDIAN/ALASKA NATIVE CHILDREN AND FAMILIES

- **Be sensitive to the impact of intergenerational trauma.** Intergenerational trauma and grief continue to impact the educational success of Native youth, even in large urban communities. These concerns often manifest as significant rates of alcoholism, drug abuse, suicide, domestic violence, sexual violence and drop-out.
- **Respect cultural traditions.** Native culture is a big part of the lives of many students and families, and a source of pride. Cultural education grounds students with traditional values and sets them on the path to success. Tips:
 - » Go to pow-wows if you want to see whole family engagement. These are often pan-Indian events with representation from many tribes.
 - » Go to Native American festivals, markets and urban center events to ask questions. Is there a nearby Native family center that PTA can join?
 - » Consider inviting Indian artists to attend or drum to open an event with reverence. American Indian scholars, poets, writers and storytellers are rich resources for conferences and conventions.
 - » Contact your state arts agency (there is one in every state and American territory) for funding to support activities with American Indian artists. The National Endowment for the Arts (arts.gov) has contact information for each state.

OTHER RESOURCES

- **National Museum of the American Indian** is part of the Smithsonian in Washington, D.C. Their website is one of the most helpful sites for general information about American Indians and offers educational activities that PTAs can implement locally.
- **Alaska Federation of Natives** seeks to promote the cultural, political and economic voice of the Alaska Native community.
- **The Alaska Native Heritage Center** is a cultural center and museum in Anchorage offering educational resources.
- **First Alaskans Institute** works to advance Alaska Natives through community engagement, information and research, collaboration and leadership development.
- **National Congress of American Indians** (NCAI) lists tribal organizations, national organizations and all federally recognized tribes (including contact information for tribal leadership), searchable by geographic location.
- **National Indian Education Association** offers rich information and resources for Indian education.
- **American Indian/Indigenous Education** provides a collection of materials about history and current thinking about indigenous education, as well as an annual teacher education conference.
- **The Bureau of Indian Affairs** offers a **Parent Guidance Handbook** to assist parents in advocating to enhance the quality of education and academic achievement of their children.

ASIAN AMERICAN CHILDREN AND FAMILIES

In Focus: Asian American Children

- “Asian” refers to a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. The U.S. Census Bureau reports the Asian population to include people who indicated their race(s) as “Asian”; or who reported entries such as “Asian Indian,” “Chinese,” “Filipino,” “Korean,” “Japanese” or “Vietnamese”; or who provided other detailed Asian responses.
- Between 2000 and 2010, the Asian American population increased 43%, and the increase is 46% when mixed Asian identities are included. This rate was faster than any other U.S. racial group.
- The stereotype of Asians as a “model minority” (unhampered by the challenges facing other minority and at-risk populations) creates undue pressures and a reluctance among students and families to seek help.

KEY STRATEGIES FOR INCLUSION

- **Build one-on-one relationships, one family at a time.** Not all Asian Americans are the same. They come from a vast geographic area that includes many countries, each with a unique history, culture, language and pathway to America. Their faiths range from Jainism to Buddhism to Sikhism to Islam. Most do not respond to the term *Oriental*.
- **Address the challenges families face.** New refugee, immigrant and non-English speaking students and families face formidable challenges entering schools and communities.
- **Celebrate unique cultures and traditions.** Asian cultural festivals celebrate cultural identities through gathering, food, dance, song, theatre and visual arts. They are one of the most effective ways to meet and build friendships with Asians. Some of these festivals include Vietnamese Tet New Year, Chinese New Year, Hindu Festival of Colors, Japanese Obon or Nihon Matsuri. PTAs also can invite cultural and artistic groups to perform or present at events and conventions.

- **Make connections with Asian community groups and leaders.** Seek out Asian American Chambers of Commerce; some major cities have Chinese Chambers of Commerce. Other places to find leaders and connect with cultural and family events include mosques, Buddhist temples and Christian congregations such as the Korean Presbyterian Church, the Tongan Methodist Church, and others.
- **Maintain relationships with state and local educational agencies addressing English as a second language (ESL) and discrimination issues.** At both state and local levels, PTA leadership must be actively involved with education agencies and bias/sensitivity review panels to address issues of racial, ethnic and religious bias.
- **Invite Asian American mentors and role models to PTA events.** There are many accomplished Asian Americans who can serve as role models for students and communities.

RESEARCH

- **“Great Expectations: Exploring Family Dynamics and Stress Among Asian-Americans/Pacific Islanders”** (American Psychological Association)
- **“Why Immigration Is an Asian American Issue”** (*American Progress* magazine, Center for American Progress)

ASIAN AMERICAN CHILDREN AND FAMILIES

OTHER RESOURCES

- **Diversity Best Practices** online offers a list of “**20 Asian-American Organizations You Need to Know!**”
- **Asia Society** is a rich source of educational and cultural resources.
- The **Asian Women in Business** (AWIB) website includes a list of Asian and Asian American organizations by state.
- **KoreAm Journal** is a bimonthly magazine of Korean American news and cultural events, including an article on “The Top Five Stand-Alone Asian Museums in America.”
- **OCA – Asian Pacific American Advocates**, formerly the Organization of Chinese Americans, is a national organization dedicated to advancing the social, political and economic well-being of Asian Pacific Americans.
- **National Federation of Filipino American Associations** promotes the active participation of Filipino Americans in civic and national affairs.
- **Asian American Experience, Issues, and Resources** is a website maintained by Ithaca College that offers links to many useful resources.

PACIFIC ISLANDER AMERICAN CHILDREN AND FAMILIES¹⁰

In Focus: Pacific Islander American Children

- The term *Pacific Islanders* refers to Polynesians, Melanesians and Micronesians—the indigenous people of Oceania, which includes a large number of island nations.
- Pacific Islanders have traditionally been included with Asian Americans due to their similar underrepresentation in higher education, government leadership and most professions. Although Asian American leaders have advocated for Pacific Islander communities and children, there are distinct differences.
- The majority groups of Pacific Islanders in the United States are Native Hawaiians (527,000), Samoans (184,000), Tongans (57,000), Chamorro or Guamanian people of Guam and the Marianas islands (147,798), Fijians (32,304), and Marshallese (22,434).
- Today there are 1.2 million Pacific Islanders in the United States, representing 0.5% of the nation's population.¹⁰
- From 2000 to 2010, the Pacific Islander population grew 35%, from 399,000 to 540,000, making Pacific Islanders the second fastest growing race nationally.
- 87.4% of Pacific Islanders in the United States have earned high school diplomas, 20.7% have bachelor's degrees, and 6% hold graduate degrees.

KEY STRATEGIES FOR INCLUSION

- **Understand the need for inclusion.** Continuing underrepresentation in leadership and teaching roles highlights the importance of including Pacific Islanders in PTA's diversity efforts. Currently in California, there is only one school board member, one school superintendent and just 30 school administrators of Pacific Islander ancestry.
- **Participate in community events.** Many Pacific Islanders live in close-knit communities due to their ties to families, churches or community centers. Educators can develop trust by participating in community events.

- **Be responsive to students' circumstances.** According to the U.S. Census Bureau, 19% of Pacific Islanders live at or below the federal poverty level. Often multiple families reside together. Be aware of the potential lack of places to study or do homework at home.
- **Be sensitive to parents' circumstances.** Pacific Islanders often lived in villages where they were expected to share their possessions with others. When parents are asked to share food and time with schools, they may do so at great personal expense.
- **Help parents and students navigate educational processes.** The workings of bureaucracies and the school system itself may be unfamiliar and intimidating. Parents also may feel uncomfortable communicating with educators. They may be reluctant to participate in school activities due to lack of understanding of how to engage in the process or lack of time due to work commitments.
- **Celebrate Pacific Island cultures.** Pacific Islanders appreciate music, dance and cultural festivals. Encourage students to participate in school arts programs. Ask parents to provide entertainment and expertise at Pacific Islander-themed activities, but be aware of possible expenses, as parents are very generous.
- **Encourage parent involvement.** Athletic booster clubs are another way to involve parents. Athletics are popular activities for many Pacific Islander children and youth, although schools must be careful not to stereotype Pacific Islander students as athletes.
- **Seek out resources for Pacific Islander students, including mentors and support organizations.** Because Pacific Islanders are very underrepresented in many careers and fields, seek out educators, business people, athletes, musicians and others from the community to serve as role models and mentors. Engage organizations that operate under the Asian American umbrella to determine if they also provide services for Pacific Islanders.

¹⁰ This information was compiled by Dr. Victor Thompson. His time and expertise are greatly appreciated.

¹¹ 2010 Census.

PACIFIC ISLANDER AMERICAN CHILDREN AND FAMILIES

RESEARCH

- **“The Relevance of Asian Americans & Pacific Islanders in the College Completion Agenda”** (CARE: National Commission on Asian American and Pacific Islander Research in Education and the Asian and Pacific Islander American Scholarship Fund)
- **“Pacific Islanders Lagging Behind in Higher Educational Attainment”** (UCLA Asian American Studies Center)
- **“The Native Hawaiian and Other Pacific Islander Population: 2010”** (U.S. Census Bureau)
- **“A Report on the Status of Asian Americans and Pacific Islanders in Education”** (National Education Association)

OTHER RESOURCES

- **Pacific Islander histories, traditions and cultures:** AlohaWorld.com, Chamorro.com, Planet Tonga, Hawaiian Cultural Center: Kaiwakiloumoku
- **Cultural festivals:** E Hula Mau, Long Beach, CA; Pacific Islander Festival Association, San Diego; Tafesilafa’l Festival, Long Beach, CA
- **Educational resources:** California Teachers Association, Hawaii Department of Education, Leadership Education for Asia Pacifics (LEAP), National Education Association, National Pacific Islander Education Network (NPIEN), and Pacific Resources for Education & Learning (PREL)
- **Legal resources:** Asian Pacific American Dispute Resolution Center, Asian Americans Advancing Justice, and Asian American Legal Defense and Education Fund
- **Book publishers specializing in Pacific Islander materials:** Bess Press Books and KIN Publications
- **Pacific Islander organizations:** **Association of Hawaiian Civic Clubs, Guam Communications Network, National Office of Samoan Affairs, Pacific American Foundation, Pacific Islander Community Council, Orange County Asian Pacific Islanders Community Alliance, and Samoan Federation of America**
- **The Pacific Islander Access Project** works to end the exclusion of Pacific Islanders from minority-focused higher education programs.

MALE ENGAGEMENT

In Focus: Men and Student Success

- With the increased involvement of men—including single fathers, noncustodial dads, homeschooling dads, custodial grandparents and other concerned relatives—in their students' education, there is a greater need for male parent support.
- Research shows that when fathers and father figures are engaged in children's education, student grades and test scores improve, attendance increases and students are more involved in school activities.¹¹
- Father involvement is associated with children's better socio-emotional and academic functioning.¹²
- Men can change the school climate by creating a greater feeling of security at school. Their presence at school decreases bullying and disruptive behavior. Active and regular father engagement with children impacts a range of positive outcomes including enhancing cognitive development and decreasing delinquency and poverty in low socioeconomic families.¹³

KEY STRATEGIES FOR STARTING A MALE ENGAGEMENT PROGRAM

- **Identify strong leadership**, especially a "point" person who is willing to make a long-term commitment to the effort.
- **Educate men about the importance of their involvement.** Emphasize the positive benefits of men's involvement in their students' education and in PTA.
- **Meet with leadership and key players.** Find a shared issue to address.
- **Establish a plan of action.** Look for models in **PTA MORE** or other organizations. Get men involved in concrete projects.
- **Meet with local administrators for approval.** Address any safety concerns and follow volunteer and visitation policies.
- **Develop a male engagement team of men and women.** Seek out male community leaders and role models. Ask men to join directly, rather than through flyers or posters.
- **Adapt communication and activities for male involvement.** Don't use generic materials! Keep messages succinct and to the point. Publicize men participating in activities to avoid the appearance of a "token" presence.
- **Keep the momentum up.**
 - » Keep school staff and PTA leadership involved and informed.
 - » Hold regular events and follow up.
 - » Celebrate successes and continue to evaluate progress.
 - » Reinforce male engagement with regular quarterly and biannual programs.
 - » Arrange for individual men to do one-day school visits.

¹³ Allen, S. and Daly, K. (2007). *The Effects of Father Involvement: An Updated Research Summary of the Evidence*. Ontario, Canada: Father Involvement Research Alliance; *A Call to Commitment: Fathers' Involvement in Children's Learning*, published by the U.S. Department of Education. Updated February 19, 2010.

¹⁴ Howard, K. S., Burke Lefever, J. E., Borkowski, J.G., & Whitman, T. L. (2006). Fathers' influence in the lives of children with adolescent mothers. *Journal of Family Psychology*, 20, 468- 476

¹⁵ Sarkadi, A., Kristiansson, R. Oberklaid, F., & Bremberg, S. (2007). Fathers' involvement and children's developmental outcomes: A systematic review of longitudinal studies. *Acta Paediatrica* 97(2), 153-158.

MALE ENGAGEMENT

PTA RESOURCES

- **Male Engagement Toolkit:** Resources to develop strong male engagement and support in schools and PTAs, including a program planning guide, school survey, sample action plan and more
- **PTA MORE (Men Organized to Raise Engagement) Alliance:** A coalition dedicated to raising the level of engagement between children and the important men in their lives
- **10 Ways to Get Men More Involved in PTA:** Checklist of methods for increasing male involvement, based on a survey of 2,700 men
- **ABC's of Male Involvement.** Step-by-step method for encouraging men to get more involved in school activities

RESOURCES

- **The Black Star Project's** Million Father March asks fathers to take kids to school on the first day as the beginning of a year-long commitment to supporting children's education.
- **The National Compadres Network** facilitates involvement of Hispanic and Latino fathers and men.
- **Real Men Cook** organizes urban Father's Day events.
- **The National Fatherhood Initiative** offers organizational plans and materials for fatherhood programs, research-based insights and parenting tips for fathers and families.
- **The National Partnership for Community Leadership** (NPCL) hosts an annual fatherhood conference on fatherhood research and programs.

CHILDREN IN MILITARY FAMILIES

In Focus: Children in Military Families

- Of active duty military members, 43.7% have children and 42.8% of Reserve members have children with an average of 2 children per military family.¹⁴
- Approximately 2 million children in military families have experienced a parent's deployment since 2001.¹⁵
- There are currently 1.2 million children of active duty military members worldwide.¹⁶
- Military family moves may provide both positive and negative experiences for children; family cohesiveness and resilience as well as stress and loneliness. The average military family moves three times more often than their civilian counterparts.¹⁷
- Since 2001, 41,000 children have experienced a deployed service member parent killed, wounded, injured, or seriously ill.¹⁸

KEY STRATEGIES FOR INCLUSION

- **Initiate contact.** Identify military-connected children in the school and initiate contact with their families.
- **Support successful transitions.** Develop strategies to help military families move through key transition issues. Be flexible with meetings and events to accommodate military schedules.
- **Facilitate educational continuity.** Facilitate continuity in educational progress, records and placement by talking with children, parents, teachers and school administrators.
- **Recognize sensitive issues.** Provide guidelines for families and teachers to discuss issues related to military action.
- **Advocate for military children and families.** Consult the Interstate Compact on Educational Opportunity for Military Children.

PTA RESOURCES

- **National PTA Military Alliance for Parents and Partners (MAPP)** is a group of organizations that work together to provide resources to and advocate for military-connected families. MAPP partners include the following:
 - » Association of the United States Army (AUSA)
 - » U.S. Department of Defense Education Activity (DoDEA)
 - » Military Children Education Coalition (MCEC)
 - » Military Impacted Schools Association (MISA)
- National Military Family Association (NMFA)
- **Using the PTA National Standards for Family-School Partnerships to Support Military Families:** 15 ways PTAs can support military families
- **PTA Resolution:** Educational Opportunity for Military Children
- **Organizational Resources for Military Families:** Lists organizations that support military families

OTHER RESOURCES

- The **Interstate Compact on Educational Opportunity for Military Children** has been adopted by 45 states to provide for the uniform treatment of military children transferring between school districts and states.
- **Military Child Education Coalition** is focused on ensuring quality educational opportunities for all military children affected by mobility, family separation and transition.
- **Other organizational resources** include: **Association of the United States Army, Blue Star Families, Congressional Military Family Caucus, Department of Defense Education Activity, DoD Military Family Readiness Council, Military OneSource, Military Spouse, National Military Family Association, Military Impacted Schools Association,** and **Tutor.com for U.S. Military Families** (free tutoring program).

CHILDREN IN FOSTER CARE AND THEIR FAMILIES

IN FOCUS: CHILDREN IN FOSTER CARE

- Approximately 415,000 youth were in foster care on September 30, 2014, and more than 250,000 of them were school-age.¹⁹
- More than half of students who enter the foster care system must change schools when they enter care, and more than one-third of 17–18 year olds in foster care have changed schools five or more times.²⁰
- Only one-half of students in foster care complete high school by age 18.²¹
- Children in foster care are diagnosed with PTSD at approximately twice the rate of U.S. war veterans.²²

KEY STRATEGIES FOR INCLUSION

- **Make families feel welcome.** Include foster parents as equal partners in the educational journey of the children in their care. Make sure they feel invited and included in PTA events and committees.
- **Provide information.** Assist parents in accessing information about their children's school progress, needed supplies and teacher expectations. Provide information about the school's requirements and practices for student conduct and educational success, as well as their student's rights and responsibilities.
- **Connect parents to local resources.** Create events and maintain local networks that give parents of foster children opportunities to talk with other parents, school staff, local agencies and community resources.

PTA RESOURCES

- **Foster Care Video Series:** Includes brief videos on topics such as:
 - » What is foster care?
 - » Misconceptions about children in foster care
 - » How children in foster care are vulnerable to identity theft
 - » Celebrating success for children in foster care
- **Parents' Guides to Student Success:** Information and activities to help foster parents understand the expectations for children in their care at each grade level

OTHER RESOURCES

- **Child Welfare Information Gateway** (Children's Bureau, U.S. Department of Health and Human Services) provides access to print and electronic publications, websites, databases and online learning tools for improving child welfare practice, including resources for families.
- **Legal Center for Foster Care and Education** offers information, advocacy and research to improve outcomes for children in foster care.
- **National Foster Care Coalition** provides advocacy, training and technical assistance for caregivers and professionals, and expert assistance to policy makers.
- **National Foster Parent Association** supports foster, adoptive and kinship caregivers nationwide.
- **Children's Defense Fund** focuses on legal and political advocacy for all children, especially poor children, children of color and those with disabilities.

LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUEER/QUESTIONING (LGBTQ) CHILDREN AND FAMILIES

In Focus: LGBTQ Children and Families

- Between 2001 and 2009, 12%-28% of LGBTQ students were threatened or injured with a weapon on school property each year.²³
- In 2013, 74% of LGBT students were verbally harassed (called names or threatened) because of their sexual orientation, and 55% because of their gender expression.²⁴
- 30% of LGBT students reported missing at least one entire day in the past month because they felt unsafe or uncomfortable at school, and 10.6% missed four days or more.²⁵

KEY STRATEGIES FOR INCLUSION

- **Encourage LGBTQ students and families to self-identify.** Emphasize the inclusiveness of the PTA and support for LGBTQ issues. Provide welcoming conditions so that self-identifying students and families feel safe and comfortable participating in PTA meetings and events. Respect privacy and confidentiality preferences.
- **Advocate for LGBTQ student safety and success.** Encourage professional development for all school personnel to understand, assess and improve school safety and climate for all students, including LGBTQ students.
- **Educate parents and communities about LGBTQ discrimination and bullying.** Support federal, state and school policies on harassment and bullying to address sexual orientation and gender identification/expression.
- **Create and maintain a safe and accepting school environment for LGBTQ children and families.** Support health education standards and curriculum that address the issues of sexual orientation, gender identity and gender expression in a positive way. Support student-led initiatives and extracurricular clubs facilitating a climate of acceptance and inclusion.
- **Support families.** Offer connections to local and online information resources, and encourage family engagement with students and school staff.

²¹ U.S. Department of Health and Human Services, Children's Bureau. (2015). The AFCARS report. Retrieved from <http://www.acf.hhs.gov/sites/default/files/cb/afcarsreport22.pdf>.

²² National Working Group on Foster Care and Education. (2014). Fostering success in education: National factsheet on the educational outcomes of children in foster care. Retrieved from <http://www.bettercarenetwork.org/library/the-continuum-of-care/foster-care/fostering-success-in-education-national-factsheet-on-the-educational-outcomes-of-children-in-foster>

²³ Ibid.

²⁴ Pecora, P. J., et al. (2005). Improving family foster care: Findings from the Northwest Foster Care Alumni Study. Retrieved from <http://www.casey.org/northwest-alumni-study/>

LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUEER/QUESTIONING (LGBTQ) CHILDREN AND FAMILIES

PTA RESOURCES

- **Proposed Resolution:** On the Recognition of Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LGBTQ) Individuals as a Protected Class
- **PTA Resolution Against Bullying:** Supports policies and programs that address the prevention, intervention and elimination of bullying
- **2016 Outstanding State Advocacy Award:** Massachusetts PTA's LGBTQ advocacy plan to ensure the education, health, safety and well-being of LGBTQ youth

Connect for Respect Toolkit: Guide for PTAs on ways to engage students to improve the school climate and reduce bullying

Webinar: How to Tell When Your Child is Struggling Emotionally: Presented by National PTA and the American Psychological Association

Article: Make Your School a Bully-Free Zone: How to recognize and interrupt bullying at school

RESOURCES

- **Movement Advancement Project** has a great resources page as well as maps showing progress toward LGBTQ equality in each state.
- **The Gay, Lesbian & Straight Education Network (GLSEN)** offers resources specific to education and has conducted biennial national school climate surveys documenting the impact of LGBTQ harassment.
- **Campus Pride** focuses on college students but has relevance for high school students too.
- **GSA Network** provides guidelines for helping students and schools foster gay-straight alliances.
- **Not In Our School Campaign** offers A Quick Start Guide to mobilize students against bullying.
- **PACER's National Bullying Prevention Center** helps students and adults prevent and address bullying of all kinds.

CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES

In Focus: Children With Special Needs

- Special education is a set of services, rather than a specific place for children to go. Children with special needs have rights to services in school under federal and state laws.
- Special education includes services for gifted and talented children.
- 6.5 million public school children, or 13% of children enrolled in public schools, received special education services during the 2013–14 school year.²⁶
- In 2011–12, state-level data indicate that between 3% and 18% of children with disabilities had repeated one or more grades since starting kindergarten.²⁷

KEY STRATEGIES FOR INCLUSION

- **Be an advocate.** Stay informed about federal policies, IEP (individualized education program) guidelines, and other educational rights and responsibilities. Help parents communicate effectively with school staff and local agencies.
- **Help students and families manage transitions:** from preschool to kindergarten, from elementary school to middle school, and to high school and postsecondary opportunities.
- **Be informed about school criteria and resources** to support successful educational progress for children with special needs.
- **Create partnerships** with community support services and programs.

PTA RESOURCES

- **The National PTA Special Education Toolkit:** Plans, information and resources for families of children with special needs (The Resources section includes a collection of tools for families, how to find special education services in each state, and a list of national organizations for further help.)
- **From Pre-K to Graduation:** Guidelines to assist with successful transitions throughout a student’s school career, including preparation for after graduation
- **Understanding Federal Policy:** An overview of federal disability and special needs policies, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act
- **A Parent’s Dictionary:** Key terms to know when getting started in special education
- **Acronyms:** The most common acronyms used in special education and disability policies and programs
- **PTA Advocacy Toolkit:** Helps child advocates speak up for children’s health and well-being
- **Webinars:** “Caring for Every Child’s Mental Health: The Signs, Strategies, and Services Families and Schools Need” and “The Ins and Outs of Special Education: Help for Families of Children with Special Needs”

²⁴ Centers for Disease Control and Prevention. LGBT Youth: <http://www.cdc.gov/lgbthealth/youth.htm>

²⁵ Gay, Lesbian, Straight Education Network (GLSEN). (2014). The 2013 National School Climate Survey. Retrieved from http://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report_0.pdf

²⁶ Ibid.

CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES

OTHER RESOURCES

- **National Center for Learning Disabilities** works to improve the lives of children and adults with learning and attention issues by empowering children and parents, transforming schools and advocating for equal rights and opportunities.
- **The Council for Exceptional Children** seeks to improve special education policy and practice, and offers resources for families.
- **The Center for Parent Information and Resources** hosts many of the resources developed by the former National Dissemination Center for Children with Disabilities.
- **PACER Center** provides assistance to individual families, workshops, materials for parents and professionals, and leadership in securing a free and appropriate public education for all children.

Organizations that offer resources for families of gifted and talented youth

- » **Summer Institute for Gifted**
 - » **National Society for the Gifted and Talented (NSGT)**
 - » **MENSA International**
 - » **National Association for Gifted Children**
 - » **Teachers First**
(Working with Gifted and Talented Students)
 - » **Open Education Database** (48 Essential Links for the Parents of Gifted Children)
 - » **Kid Source OnLine**
(Education: Gifted and Talented Students)
 - » **Davidson Institute for Talent Development**
 - » **Supporting Emotional Needs of the Gifted**
 - » **U.S. Department of State**
(Internet Resources for Gifted and Talented)
- **Academic talent search programs** are sponsored by universities working with secondary schools in specific states: **Duke Talent Search**, **Johns Hopkins Talent Search**, **Northwestern University Talent Search** and **Western Academic Talent Search**.

LOCATION MATTERS: URBAN, SUBURBAN, AND RURAL CHILDREN AND FAMILIES

PTA structures and strategies should fit the varying needs of families in urban, suburban and rural locations. Each of these settings has unique features that may offer both advantages and disadvantages for family involvement and PTA impact.

In Focus: Urban Children

- Nearly one-third of Americans live in urban areas.²⁸
- Children in urban areas are more likely to live in low-income families than are rural or suburban children.²⁹
- Over half of American cities are now majority non-white.³⁰

In Focus: Suburban Children

- Poverty in suburban communities has been growing at a faster rate than in urban areas.³¹
- According to the 2010 Census Bureau report, more than one-third of all 13.3 million new suburbanites were Hispanic, compared to 2.5 million African Americans and 2 million Asians. Caucasians accounted for one-fifth of suburban growth.³²

In Focus: Rural Children

- More than 65% of rural children are non-Hispanic and white.³³
- American Indians are the most rural population in the United States.³⁴
- More than 256% of rural children live in families with household incomes below the federal poverty level with over 13% of children under 6 living in “deep poverty” or a family income less than half the federal poverty level.³⁵
- 40% of boys and 36% of girls in small rural areas are overweight or obese.³⁶

KEY STRATEGIES FOR INCLUSION

- **Be sensitive to location-specific issues.** These might include transportation, language, safety, community character and resources. Any feature of a community might pose both opportunities and problems. Consider the following questions when planning programs and events:
 - » What are the primary cultural, ethnic and racial groups in your area?
 - » How are neighborhoods distinguished by parental income and education?
 - » Is there local public transportation? Would a PTA carpool increase participation? Is teen driving an issue?
 - » What are the primary pastimes of local families, and are there differences across neighborhoods?
 - » Where do children and teens gather?
 - » Are there attractive places that might provide appealing settings for PTA activities?
 - » Are there areas that pose dangers to children that might be addressed?
 - » Are there groups and organizations with missions regarding families, children and education that might want to collaborate on projects with PTA?
 - » Are there groups or organizations that might be willing to donate money, resources, or volunteers to PTA projects?
- **Make an action plan.** Depending on the needs of your local area, you might consider one or more of the following activities: an after-school “care fair,” PTA carpools, a PTA Night Out celebrating families’ diverse cultures, a district-wide seminar on alternative funding for schools, a workshop on bridging generational and income technology gaps, or a workshop on another location-specific student issue (e.g., isolation, driving, well-being, nutrition and weight, favorite pastime activities).

²⁷ National Center for Education Statistics. (2015). The condition of education 2016. Retrieved from <http://nces.ed.gov/pubs2016/2016144.pdf>

²⁸ Kids Count Data Center: <http://datacenter.kidscount.org/>

LOCATION MATTERS: URBAN, SUBURBAN, AND RURAL CHILDREN AND FAMILIES

- **Communicate effectively.** Develop strategies and messages that are adapted to local families and address issues of distance or proximity.
- **Create opportunities that make use of local resources.**
- **Engage in community outreach.** Create a partnership network among local organizations, youth-serving groups and the business community

PTA RESOURCES

- **Every Child in Focus: Urban Child.** Includes information, resources and ways to engage urban children and families.
- **Every Child in Focus: Suburban Child.** Includes “Ideas to Support the Suburban Child.”
- **Urban Family Engagement Network.** Five sequenced strategies to increase engagement and advocacy based on specific ways to collaborate with and navigate school systems to inform continuous school improvements.
- **Urban Network Team Profiles.** Highlights achievements of local teams across the country.
- **Building and Working with Communities.** Interactive workshop with script, slides, and exercises.

OTHER RESOURCES

- **“Examining Multidimensional Poverty”** is a podcast about the intersection of place, race and multidimensional poverty by the Brookings Institution.
- **National Urban League** has launched its “I am empowered. I am the Urban League” campaign, focusing in part on youth development.
- **National Partnership for Community Leadership** (NPCL) seeks to empower families and communities by strengthening community leadership.
- **Project Appleseed** is a national campaign for public school improvement through parenting, learning at home, collaborating with community, volunteering, communication and decision-making.

³⁰ Kids Count Data Center: <http://datacenter.kidscount.org/>

³¹ Ibid.

³² Frey, W.H. (2011). Melting pot cities and suburbs: Racial and ethnic change in metro America in the 2000s. State of Metropolitan America. Washington DC: Brookings Institute. (http://www.brookings.edu/~media/research/files/papers/2011/5/04%20census%20ethnicity%20frey/0504_census_ethnicity_frey.pdf)

³³ Institute for Children, Poverty & Homelessness. Kneebone, E. & Berube, A. (2014). Confronting Suburban Poverty, Washington DC: Brookings Institution Press.

³⁴ Tavernise, S. & Gebeloff, R. (2010, Dec. 14). Immigrants make paths to suburbia, not cities. The New York Times, A-15; online at <http://www.nytimes.com/2010/12/15/us/15census.html>

³⁵ U.S. Health Resources and Services Administration (HRSA). (2015). The health and well-being of children in rural areas: A portrait of states and the nation, 2011-2012. Retrieved from <http://mchb.hrsa.gov/nsch/2011-12/rural-health/index.html>

³⁶ National Congress of American Indians.

³⁷ USDA Economic Research Service (2015, Dec. 17). Child poverty. Washington DC: US Department of Agriculture. <http://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/child-poverty.aspx> HRSA, The health and well-being of children in rural areas: A portrait of states and the nation, 2011-2012.

³⁸ HRSA, The health and well-being of children in rural areas: A portrait of states and the nation, 2011-2012Ibid.

PERSONAL ACTION PLAN

I _____, (name)

_____, (PTA title or affiliation status

with PTA), will support the Diversity, Inclusion and Outreach efforts of my (state, council, region,

unit) by utilizing the Diversity and Inclusion Toolkit. My PTA and community will benefit in the

following ways: _____; _____; and _____.



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