“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”
Maya Angelou
Hello PTA members,

The Diversity and Inclusion Committee was given a task by National PTA to develop a policy for diversity and inclusion that would give all Michigan units a shared vision of counting everyone in their school community and making everyone count in our PTA community. Many times, we think of Diversity & Inclusion and automatically think of race and color, but diversity and inclusion is so much more than that. It’s truly about creating an equal opportunity community, where everyone has an opportunity to be a leader; everyone has the chance to join the fight for our children’s future; where all who are a part of our school community are able to become a member of the Michigan PTA family.

The Michigan PTA Diversity and Inclusion Committee was also given the charge of developing a toolkit for our members. This toolkit will give you a few tools and resources that will be helpful in your unit’s growth. This Toolkit is not meant to be anything more than a way to identify where your unit is at today in regards to Diversity and Inclusion, while providing you with materials that can help your unit move towards a more inclusive PTA community that EVERYONE will want to be a part of.

I hope that you find this toolkit helpful and useful. There’s a feedback form included in this toolkit. Please complete and let us know what you think. We will also have a feedback session in the fall regarding this toolkit to get your input.

Sincerely,

Shaton Berry
President

Table of Contents

Michigan PTA Diversity and Inclusion Policy* .................................................. 3
Explanation of Self Assessment ............................................................................. 4
Can Your PTA Spell D-I-V-E-R-S-I-T-Y? ................................................................. 4
PTA Diversity Self-Assessment ............................................................................ 5
PTA Diversity Self-Assessment Key ..................................................................... 6
Diversity and Inclusion: What’s the Difference? .................................................... 7
Building an Inclusive PTA - Questions to Consider ........................................... 8
Steps to Building a Diverse and Inclusive PTA .................................................... 9
Inclusiveness and Diversity - PTA Leadership Practices ..................................... 10
Ways to Make People Feel Accepted ................................................................. 11
Getting to Know Your Multicultural Community ............................................... 12
Barriers or Roadblocks to Involvement ............................................................... 13
Bridges/Barriers for School, Family and Community Partnerships ..................... 14
Feedback Form .................................................................................................... 15
Michigan 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, Co-Founder 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 Michigan PTAs and PTSAs 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.

To assist Michigan units, Michigan PTA will:

• Facilitate Cultural Competency workshops to assist local leaders in exploring the many aspects of culture;
• Provide Building an Inclusive PTA training and resource materials to assist local leaders in assessing their own status and developing strategies for inclusiveness;
• Sponsor an annual award to a local unit with exceptional results in improving diversity and/or inclusivity goals; and
• Assess region growth in diversity through analysis of membership and programs and provide feedback to field service.

Diversity and inclusion strategies will be locally driven with state and national support. Michigan PTA and our local units continue to be a powerful voice for children by supporting meaningful parent involvement programs and policies that ensure that all parents and caregivers have opportunity and access to be involved in student success.

PTA values and appreciates diversity, which enriches and strengthens the structure of our society within our state and nation. As the research shows, when parents feel valued and welcomed, they get involved. It’s up to us as a community to make all families feel welcomed.

Michigan PTA Diversity and Inclusion Policy Adopted 01/09/2010

*This policy should be used in its entirety with no portion quoted out of context.
Can Your PTA Spell D-I-V-E-R-S-I-T-Y?

Different

Individuals

Valuing

Each other

Regardless of

Skin

Intellect

Talent or

Years

Choose friends by their character and socks by their color!

Explanation of Self Assessment

The following is a self assessment that can be shared with your local unit officers and members. The answer key should be provided after completion of the self assessment.

DO NOT collect the self assessments or ASK anyone their score.

This is not designed to belittle, degrade or offend any member. This is a tool to bring awareness to individuals. After the completion of the self assessment, a discussion should be held on ways to improve diversity and inclusion in your local unit.

PTA Diversity Self-Assessment on next page
# PTA Diversity Self-Assessment

*Adapted from the City and County of Denver, Training & Development*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I regularly assess my strengths and weaknesses in the area of diversity, and I consciously try to improve myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I'm always asking questions. I'm curious about new things and people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. When I don't understand what someone says, I ask for clarification.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I'm committed to respecting all members and potential members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I work willingly and cooperatively with people different from me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. I recognize how bonding with my own group may exclude or be perceived as excluding others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. I can communicate with and influence people who are different from me in positive ways.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. I'm interested in the ideas of people who don't think as I do, and I respect their opinions even when I disagree.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Some of my friends are different from me in age, race, background, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. I recognize I'm a product of my background; my way isn't the only way.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. I'm aware of my prejudices and consciously try to control my assumptions about people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. I try to help others understand my differences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. I work to make sure that people who are different from me are heard and are respected.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. I help others success by sharing unwritten rules and showing them how to function better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. I apologize when I've offended someone.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. I resist the temptation to make another group the scapegoat when something goes wrong.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. I refrain from repeating rumors that reinforce bias or prejudice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. I recognize and avoid using language that reinforces stereotypes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. I include people different from me in informal networks and events.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. I get to know people as individuals who are different from me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. I turn over responsibility to people who are different from me as often as I do to people who are like me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. I disregard physical characteristics when interacting with others and when making decisions about competence or ability.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. I avoid generalizing the behaviors or attitudes of one individual to another group. (e.g. “All men are…,” or (“All women are…”))</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. I say “I think that’s inappropriate” when I think someone is making a derogatory comment or joke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. I recognize that others may stereotype me, and I try to overcome incorrect assumptions that they may make.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Score**

See Diversity Self-Assessment Key for scoring

*Modified from the 2005 National PTA Leadership Conferences*
PTA Diversity Self-Assessment Key
Adapted from the City and County of Denver, Training & Development

After taking the PTA Diversity Assessment, add up your total points to determine where you fall in the following scale:

0 to 38 Points: UNAWARE
Unaware people don’t realize they exhibit biased behavior. They may offend others without being aware of it. They may accept stereotypes as facts. They may even unknowingly commit illegal acts! An unaware person’s scores can fall in any category because an unaware person might answer “always” or frequently” when in reality he or she simply doesn’t comprehend biased behavior. Because unaware people “don’t know what they don’t know,” the only accurate indicator is feedback from others.

39 to 59 Points: TRADITIONAL
Traditions are aware of their prejudices and that their behavior may offend some people. However, they continue with derogatory jokes, inappropriate comments and actions as though the laws and our organization's values don’t apply to them. If you fall in this category, not only is it likely that your behavior is damaging to productivity and helping to create a hostile climate, but your behavior may have legal consequences as well. Examine the questions you scored lowest—you may want to create personal and professional goals to help you break these habits.

60 to 84 Points: NEUTRAL
People in this category are aware of biases in themselves and others. They are working to overcome their own prejudices, but are reluctant to address inappropriate behavior by others. They avoid risk by saying nothing and this is often perceived as agreement. If you fall into this category, look at the questions that you marked the lowest—you may want to identify ways in which you can improve in those areas. You may also want to find ways in which you can become more comfortable as an ally to others. Determine tactful, clear and firm ways to address inappropriate language, behavior and attitudes by others in the workplace.

85 to 114 Points: CHANGE AGENT
Change agents are aware of biases in themselves and others and realize the negative impact that comes from acting on those biases. Change agents are willing to take action when they encounter inappropriate words, behaviors, or attitudes. They relate to people in a way that values diversity. If your score fell in this range, you can make great contributions to your organization and your community because you try to find ways to educate others and help others realize the value of diversity.

115 to 125 Points: REBEL
Rebels are acutely aware of prejudice and bias—sometimes to a fault. At times they may come across too strong and appear to be overreacting. Rebels sometimes receive a reputation that causes people to discount their views, avoid them, or not take them seriously. If you scored in this range, you may be a change agent, but you may also be perceived as too radical or reactionary. Asking other people for honest feedback may help bridge the gap between rebel and change agent.

Modified from the 2005 National PTA Leadership Conferences
### Diversity and Inclusion: What’s the Difference?

**Inclusiveness takes your PTA’s commitment to diversity up to the next level.**

You could be practicing diversity, but are you being inclusive?

<table>
<thead>
<tr>
<th>A diverse PTA…</th>
<th>An inclusive PTA…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invites all members of the school community to its meetings.</td>
<td>Seeks out individuals from under-represented groups and invites them personally by letter, phone call, or face-to-face meeting. Neighborhood coffee shops, banks, and grocery stores are great places to reach out to diverse groups of people.</td>
</tr>
<tr>
<td>Has membership that reflects the cultures of the surrounding neighborhoods.</td>
<td>Holds cultural awareness events that invite parents and students to share their traditions with each other through traditional food, dance, artifacts, crafts and games.</td>
</tr>
<tr>
<td>Understands that their school community may have a significant population for whom English is a second language.</td>
<td>Arranges for a volunteer interpreter to assist with communications at meetings and events, and also for translating printed materials.</td>
</tr>
<tr>
<td>Accepts that there is an increasing number of grandparents raising grandchildren and these caregivers have unique interests and needs.</td>
<td>Provides amplification and printed materials at meetings and events for people who are hard of hearing, as well as accessible seating arrangements.</td>
</tr>
<tr>
<td>Is aware that approximately 1 in 4 Americans will experience some form of short- or long- term disability in their lifetime.</td>
<td>Sponsors an educational event that allows members of their school community to develop understanding of issues and policies affecting students with disabilities and their families.</td>
</tr>
<tr>
<td>Acknowledges that many parents rely on a dual-income and are challenged by actively participating in their child’s school day due to work obligations.</td>
<td>Provides and effectively communicates many ways to be involved, beyond being on-site during typical working hours. Asks all parents for meeting preferences, then alternates days, times, and locations of meetings to accommodate schedules.</td>
</tr>
<tr>
<td>Empathizes with families who struggle to find childcare so they may attend PTA meetings and events.</td>
<td>Arranges for activities and supervision for children during meetings and events by recruiting local teenagers to play games and read stories to children on-site.</td>
</tr>
<tr>
<td>Understands that some cultural norms may prevent parents from questioning the authority of school staff, even when asked to take part in a collaborative discussion.</td>
<td>Encourages friendly, informal exchanges between staff and parents, such as “coffee talks”. Provides alternative ways to give input, such as written response forms after these face-to-face sessions.</td>
</tr>
<tr>
<td>Knows that income does not affect the level of interest parents have in their child’s activities at school.</td>
<td>Sponsors parent involvement activities that do not require fundraising or fees to participate, such as a social gathering where parents and children are provided with donated entertainment and food.</td>
</tr>
</tbody>
</table>

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*Diversity is counting everyone; Inclusion is making sure everyone counts!*
Building an Inclusive PTA - Questions to Consider

Step #1: Assess Your Current Situation

Ask these questions:

• Do we have clear, forceful policy statements about our commitment to inclusiveness?
• Does our membership and leadership reflect the diversity of the community and children we serve?
• Are our meetings accessible and appealing to a broad range of potential members?
• Do we collect and maintain demographic data to help in planning and evaluating our efforts?

Step #2: Develop Strategies for Inclusiveness

Ask these questions:

• Do we need to enhance our current recruitment strategy or develop a specific one to reach a broader audience?
• How will we raise the awareness of our current membership?
• Are there members within our PTA who represent the people we want to target?
• How can we include these members and utilize their expertise in our recruitment campaign?

Step #3: Prepare Your Campaign

Ask these questions:

• Where will we find these members?
• What are their motivational needs (benefits for joining)?
• How will we communicate with them?
• What will we say to them?
• How will we include them if they don’t want to join?

* Modified from “Building Inclusive Units – What Works” a workshop at the 2006 National PTA Convention

Notes:
Steps to Building a Diverse and Inclusive PTA

Step 1 – Define Diversity
• Diversity may have different meanings for different individuals.
• Diversity can mean identifying, valuing and enlisting the unique characteristics and abilities of all families.

Step 2 – Gather information
• Identify the groups in your community who should be invited and included to participate. Consider gender, race, national origin, religion, sexual orientation, and special needs.

Step 3 – Understand the Issues
• Invite speakers to hold workshops about cultural, ethnic, or religious issues for the PTA board, your membership, parents, and students.
• Include current and emerging issues from all communities on your agenda and in your plans.

Step 4 – Build Awareness
• Be responsive to the language needs of others; provide assistance as needed.
• Remove physical barriers that discourage participation by those with disabilities.

Step 5 – Make Changes
• Plan meetings and activities that avoid conflicts with ethnic and religious holidays and observations or that make it difficult for working or single parents to attend.
• Work to understand and promote respect for the unique contributions of every family. Together they make your PTA an effective voice for all children.

*Adapted in 2006 from “Respecting Differences Resource Guide”, National PTA

Notes:
Inclusiveness and Diversity - PTA Leadership Practices

PTA values and appreciates diversity which enriches and strengthens the structure of our society within our state and nation. PTAs must be reflective of their communities to assure we speak for every child with one voice.

- Assure inclusiveness in all work with schools and families and within the PTA.
- Make every effort to create a PTA board and membership that are reflective of the community.
- Become acquainted with leaders of the many diverse groups in the community.
- Share community history and traditions. Focus on the rich diversity comprising the members of the school community.
- Propose change wherever you perceive exclusive or discriminatory practices.
- Empower your members with support and encouragement to build a learning community based upon trust, care and respect.
- Allocate ample resource support to meet programming needs.
- Measure results, identify barriers and problem-solve as needed.

Notes:
Ways to Make People Feel Accepted

*Acknowledge that differences in people exist. Learn to understand, not judge, differences.*

People live many different lifestyles and in different family structures. Everyone is unique and carries his or her own set of values and traditions learned from their family, culture, ethnic background, religion, and life experiences.

Appoint an outreach committee of interested parents and teachers who can become knowledgeable about the diverse groups within the community and share the information in those meetings.

Feature different cultural groups at each meeting and ask parents from that group to help plan and participate in those meetings.

Discuss different traditions or events and let everyone share how they celebrate or practice, these in their homes. These can include children’s birthdays, mealtime and holidays.

Learn about cultural difference in language, body language, dress, and attitudes about parenting and children.

*Remember that attitude “messages” are sent in nonverbal ways.*

No one is better than anyone else. Knowing a person will make it easier to respect and accept him or her.

Plan activities where members work together as equals. This is a good way to address social and economic issues.

Be aware of members’ physical disabilities. Give consideration to event locations, seating, access, and restrooms to accommodate all members.

*Truly believe that everyone deserves respect.*

Notes:
Getting to Know Your Multicultural Community

Getting to know your multicultural community and getting everyone involved in your PTA.

It is very important to know and understand the culture of the community you are serving, such as race, religion and country of origin. Ask the questions: What holidays are observed? What are the unique cultural traditions, celebrations? What concerns do families have? What do parents need?

We need to ask our parents these questions:
- How can the PTA assist you? What needs do you have?
- Do you understand what the PTA is asking of you?
- Do you understand how important your involvement can be?
- Do you understand how PTA can assist you with your needs?

A great way to begin to know your community is to set up a meeting at your school site or community center, invite everyone. Introduce the board and committees. Explain what the PTA is, what it stands for, and how it operates. Explain what is expected when you join PTA. Explain why you are inviting and encouraging participation.

Understand that many cultures appreciate a personal invitation and that massive phone calls and emails may be perceived as too cold and impersonal. Invite parents in person!

Explain to parents what the PTA does.

Many of our newly immigrated families do not understand what the PTA is. Many countries do not have PTA organizations. Many cultures do not expect parent involvement at their schools. It is very important that our parents realize that the public school system in Michigan is designed to involve parents. It is important parents realize the expectation is “participation”.

It is also very important to convey that the PTA is a non-partisan organization. The PTA is not concerned about the family’s legal status. The PTA does not share private information with any branches of the government. The PTA’s role is to help all parents and to support them in the process of educating their children.

Explain how parents can benefit by joining and participating

It is very hard to adapt; to be new to a country, a language, a culture. There has to be a value for the parents to want to join and help. Yes, their children benefit, their children may become more proficient in school and better members of the community, but what about the parents themselves? We as a PTA need to ask what we can do for our multicultural families, not only what we would like them to do.

PTA provides great training that can be applied to many paying jobs. PTA is a great source of networking for parents. Every PTA should be a source of community resources for ALL of our families.

How to become an inclusive PTA.

Make the effort to invite your ethnic and minority members to serve on the executive board and committees in your units, council, district, to reflect the entire school's population. There are many steps to becoming inclusive. We recommend setting realistic goals and developing a plan for implementation.

Example:

GOAL: This year, our PTA would like to include more Spanish speaking families.

PLAN: We plan to set up a meeting in Spanish. We plan to have all of our materials translated, we plan to recruit Spanish speakers to our board and committees.

IMPLEMENTATIONS: We’ll ask our teachers to recommend parents. We’ll approach parents at a coffee “meet and greet.” We’ll train parents. We’ll find a position that best suits their interests and capabilities.

Just as there are many steps to becoming inclusive, there are many levels. It is good to develop a multiyear plan to provide continuity for the implemented programs and events. Example: Last year we were able to increase our number of Spanish-Speaking parents working on committees. This year, we plan to promote some of those parents to committee chairs.

Taken from the 12th District PTA Multicultural Guide written and edited by Sylvia Cates and Lilly Dollenmayer
Barriers or Roadblocks to Involvement

It’s not a lack of interest that keeps families from becoming involved in PTA or at school. Studies have shown that there are nine significant barriers which prevent families from becoming involved in their children’s education. Consider the following as you reach out and ask people to join PTA:

**Cultural Differences** – people talk about common courtesy, but courtesy is not common – it is culturally determined. U.S. mannerisms, practices and habits can embarrass or offend people from different cultures. Likewise, the ways of other cultures may embarrass or offend people from the United States.

**Language** – Parents who do not speak English or don’t speak it well may not understand newsletters, fliers, or speakers at meetings.

**Time** – It’s hard for parents to find enough time to volunteer, attend meetings, and join decision-making committees at their children’s school. These activities are often scheduled at times that interfere with work and other obligations, such as religious observances.

**Not Feeling Valued** – Some parents aren’t sure they have anything of value to contribute. They feel intimidated by principals, teachers, and PTA leaders. These parents may have had unpleasant experiences when they were in school, or they may have limited education.

**Not Knowing How to Contribute** – Some parents feel they have talents but don’t know how to contribute to the school or PTA.

**Not Understanding the System** – Many parents don’t understand the system or how to be involved at their children’s school. Many people from other countries have been taught to treat education with the greatest respect. As a result, they may not question or provide input about their child’s education.

**Feeling Unwelcome** – Parents may feel they are not welcome at school. Many parents have met a principal, teacher, or school employee who sends the message “Parents need not interfere”.

**Literacy** – Parents who cannot read may not understand the newsletters and brochures that are sent home.

**Not Understanding the Jargon** – Many people feel put-down, confused, and left out when school staff and PTA officers use jargon and expressions they don’t understand. Highly specialized language promotes insider/outside groups.

**Not Being Part of the Clique** – Many people view PTA as an established clique that excludes others. This image of PTA can be a turn-off to new parents and many groups from cultures that are different from the dominant norm in your school community.

*Taken from National PTA’s “Respecting Differences Resource Guide”

**Notes:**
Bridges/Barriers for School, Family and Community Partnerships
By Joanne D. Martin, PhD, MSBA

<table>
<thead>
<tr>
<th>Bridges*</th>
<th>Schools</th>
<th>Families/Parents/Guardians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>Embrace the roles parents/families play in the educational process and the benefits of involvement.</td>
<td>Understand the role they play in the educational process.</td>
</tr>
<tr>
<td>Value</td>
<td>Embrace participation as a critical tenet to success in education and securing our democracy.</td>
<td>Embrace their role as a critical tenet to the success of their children in education.</td>
</tr>
<tr>
<td>Beliefs/Attitudes</td>
<td>Form beliefs carefully, knowing they are often conveyed in attitudes.</td>
<td>Internalize their roles and responsibilities as parents and as community members.</td>
</tr>
<tr>
<td>Trust</td>
<td>Know they are serving the community well and establish active, positive relationships with members.</td>
<td>Security in knowing the educational system provides a just, caring, and quality education for their children.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Learn, experiment, build an ability to work effectively with parents/families in participatory ways, in the common interest of all children.</td>
<td>Know how to participate actively as a community member.</td>
</tr>
<tr>
<td>Skills</td>
<td>Define required skills, provide all with direction, support, feedback and opportunities to develop skills.</td>
<td>Continually seek to improve skills as an engaged and involved community member in support of the well-being of all children.</td>
</tr>
<tr>
<td>Confidence</td>
<td>See positive results.</td>
<td>See positive results.</td>
</tr>
<tr>
<td>Language/Jargon</td>
<td>Effectively communicate.</td>
<td>Effectively communicate.</td>
</tr>
<tr>
<td>Culture</td>
<td>Understand and respect individual differences and embrace these differences by assuring cultural competence in instructional practices.</td>
<td>Understand how the educational system functions, understand how to navigate the education system, and understand how the expectations of the community stem from democratic values.</td>
</tr>
<tr>
<td>Welcoming</td>
<td>Openly share information with all community members; encouraging and enabling them to do their best.</td>
<td>Assure the community provides adequate support for the learning and development of all children.</td>
</tr>
</tbody>
</table>

*Bridges exist where barriers do not.

Circumstantial Barriers for Involvement
Time Demands/Stress | Lack of Financial/Other Resources
Crisis | Lack of Transportation
Child-Care Issues | Illiteracy

Other Barriers for Involvement
Defensiveness | Intimidation
Resistance | Negative Experiences
Stereotyping | Fear
“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.”

– from the Michigan PTA Diversity and Inclusion Policy

The purpose of the following Questionnaire is for the Michigan PTA to learn how to better assist local units on issues regarding Diversity and Inclusion. The Michigan PTA Diversity and Inclusion committee has been working on ways to improve the way all of our local units are operating.

Please indicate your answer by clicking on 5 for most likely and 1 for least likely.

1. Have you encountered specific issues related to the diversity of your local PTA/PTSA? 1 2 3 4 5

2. Does your PTA/PTSA Leadership reflect the make-up of your school community? 1 2 3 4 5

3. Do you know the reasons why some groups may not be represented in the PTA/PTSA? 1 2 3 4 5

4. Do you have examples of how increased diversity and inclusion has helped to improve your PTA/PTSA? 1 2 3 4 5

5. Have you encountered resistance to making your local unit more inclusive to different members? 1 2 3 4 5

6. Would you like help from the Michigan PTA on addressing issues of inclusion and diversity in your PTA/PTSA? 1 2 3 4 5

7. Did you find this toolkit helpful and useful? 1 2 3 4 5

Please fax or mail this form to the state office

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