Are we SET?

FLORIDA PTA
DIVERSITY, EQUITY & INCLUSION
COMMITTEE

GET ENGAGED
WEDNESDAY SERIES

Diversity, Equity & Inclusion
Committee

COACHES (PRESENTERS)

**SHELLY PEDRAZA
(SHE, HER)**

- SEMINOLE COUNTY COUNCIL PRESIDENT
- DIVERSITY, EQUITY & INCLUSION COMMITTEE VICE-CHAIR

**ROSA LOPEZ-CAÑÓN
(SHE, HER)**

- DIVERSITY, EQUITY & INCLUSION CHAIR – FLORIDA PTA

**CRYSTAL HAYES
(SHE, HER)**

- DIVERSITY, EQUITY & INCLUSION COMMITTEE MEMBER

PTA MISSION

Our mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.
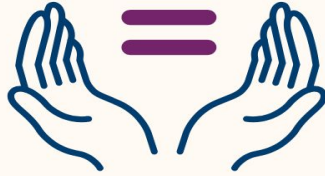
PTA

PTA 10

Diversity, Equity & Inclusion Committee

Diversity, Equity & Inclusion

Diversity   Equity   Inclusion

- **Diversity speaks to the presence of differences (of identities, experiences, ideologies, etc.) within a given space.**

- **Equity strives to ensure everyone, regardless of identity or background, has the same opportunities. It is a process through which systems must consistently be engaged to ensure all people have what they need to grow, contribute, and develop.**

- **Inclusion requires action. It is creating a space where all individuals feel a sense of belonging.**

FL PTA DEI WEEK
March 7 – 14, 2022

- A week when all PTA units in Florida are encouraged to host a DEI learning event.

- Share pictures/videos of the DEI event on social   media. Use hashtag **#FLPTADEIWEEK**

Upcoming Get Engaged Wednesday DEI Series Dates:

February 9th- It's Game time.. Let's GO!

National PTA Local Leader Guidance for Diversity, Equity & Inclusion

- **Beginning Stage** - PTAs are "color-blind" or "identity-blind," either by design or default, and do not lift up issues of diversity, equity and inclusion in any regular or routine way.

- **Emerging Stage** - PTAs are focused on building membership and leadership comprised of individuals from different backgrounds and experiences. **A primary goal is diversity and representation.**

- **Intermediate Stage** - PTAs are focused on culture and creating an environment in which everyone is comfortable sharing and contributing their experiences. **The primary goal is inclusion and internal change** in behaviors, policies and practices.

- **Advanced Stage** - PTAs are focused on systems to improve equity. **The primary goal is integration of an equity lens** into all aspects of the association's work.

Using the DEI rubrics on the following slides, your PTA can assess where you are—and where you are headed—on your DEI journey

https://www.pta.org/docs/default-source/files/runyourpta/2020/diversity/dei-guide-for-pta-local-leaders.pdf

Source: National PTA Local Leader Guidance for Diversity, Equity & Inclusion

EQUITY IN PTA MEMBERSHIP

	Beginning: Color/Identity-Blind	Emerging: Focused on Diversity	Intermediate: Focused on Inclusion	Advanced: Focused on Equity
MEMBERSHIP	Are not aware that dominant groups (e.g., White, English-only speaking, middle class, straight, Christian, etc.) have power in the PTA Membership is not representative of the communities served Have not determined which demographic group(s) are missing from membership and the barriers keeping them from being engaged *Things to look for:* • Assumptions that everyone who wants to be a member of PTA knows about PTA already • PTA communications and activities focused on volunteering and/or fundraising	Are aware that dominant groups (e.g., White, English-only speaking, middle class, straight, Christian, etc.) exist in the PTA's culture, but expect people to adhere to dominant organizational norms Membership is not yet representative of the communities served, although some progress has been made Have identified which demographic groups are missing and have a plan to address the barriers that prevent them from being engaged Have adjusted outreach tactics to reach and invite more diverse members into PTA *Things to look for:* • Efforts to promote PTA membership, generally • Specific goals to increase diversity • Adjusted meeting times and/or locations • Translated materials • Partnerships with organizations and leaders that engage underrepresented groups	Expect members of dominant groups (e.g., White, English-only speaking, middle class, straight, Christian, etc.) to acknowledge and work to reduce barriers to the success of underrepresented groups in the PTA Membership demographics reflect the diversity of the communities served (in race/ethnicity, languages, income, religion, gender identity, sexual orientation, etc.) Have adjusted internal norms and behaviors to create an inclusive environment where diverse voices are respected *Things to look for:* • Efforts to promote PTA membership based on community input • PTA communications and activities focused on a range of ways members can engage • Specific goals to improve inclusion • Member trainings and dialogue on diversity, equity, and inclusion • Has data to inform progress on DEI (e.g., surveys, membership demographics, program participation rates, etc.)	**Intermediate *plus*:** Lead internal processes practices, and culture to eliminate bias and disparate treatment, without placing undue responsibility on members from under-represented groups to explain or defend themselves or their communities Efforts to focus on DEI in membership is ongoing and evolving based on changing demographics and communities served *Things to look for:* • Specific goals to promote equity • Revised bylaws and/or policies to maximize new membership in underrepresented groups • Membership sponsorships to remove financial barriers for members from under-resourced groups • Formal feedback from members and potential members that is published for members to see

What to do?

- **Adjust meeting time/events and locations**
- **Translate Materials**
- **Partner with community organizations to reach out to potential members**
- **Share messages that convey EVERYONE belongs in PTA**
- **Membership sponsorships**

Source: National PTA Local Leader Guidance for Diversity, Equity & Inclusion

EQUITY IN PTA PROGRAMMING

	Beginning: Color/Identity-Blind	Emerging: Focused on Diversity	Intermediate: Focused on Inclusion	Advanced: Focused on Equity
PROGRAMS	• Propose "universal" programs that are presumed to work for all people • Program participation is not reflective of the community's demographics • Programming has little to no change from year to year *Things to look for:* • No input from families about what programming they want and/or need • Programs and outreach have mostly stayed the same over time	• Understand that a thriving PTA will require new programmatic approaches • Members design new programs or change existing programs for diverse community needs and interests • Program participation has become more reflective of the community's demographics, though there is still room for growth *Things to look for:* • Events to help and/or celebrate underrepresented families and students (e.g., international night, Black history month talk, etc.) Intentional efforts to invite underrepresented groups to participate (e.g., 1-1 texts, translated invitations, etc.) • Input from school administrators and PTA leaders on relevant programs	• Adjust programs to keep pace with changing needs of the communities served • Members design new programs or change existing programs for diverse community needs and interests with input from members of these communities • Program participation is reflective of the community's demographics *Things to look for:* • Programming covers topics and areas of interest for the community • Programming is interactive and includes takeaways for participants • Surveys on participation demographics and high priority topics for programs or events • Intentional efforts to adjust programming based on input	**Intermediate** *plus:* • Members from underrepresented groups take the lead in designing, implementing and improving programs for diverse community needs and interests • Program models and approaches reduce disparities and achieve equitable outcomes *Things to look for:* • Events co-planned with trusted community partners • Program Committee is diverse and well-connected to community • Surveys on participation demographics, high priority topics and impact (e.g., usefulness, new knowledge/skills, etc.) of programs or events

What to do?

- **Input from families about what they want and/or need**
- **It is** <u>**OKAY**</u> **to stop an old program that no longer serves your community**
- **Family Reading Night with active parent participation, ELL supports, activities to take home, and feedback opportunities**
- **Program Topics:**
  - **Multicultural Night**
  - **College Application Prep**
  - **Summer Employment Options**
  - **Mental Health Awareness**
- **Keep programs relevant to families' needs**
- ## **Celebrate diversity!**

Source: National PTA Local Leader
Guidance for Diversity, Equity & Inclusion

EQUITY IN PTA ADVOCACY

ADVOCACY

Beginning: Color/Identity-Blind	Emerging: Focused on Diversity	Intermediate: Focused on Inclusion	Advanced: Focused on Equity
• Fear that lifting and prioritizing issues of inequities will create conflict • Do not have members from underrepresented populations at the table to discuss policy and advocacy *Things to look for:* • PTA not focused on advocacy, or only minimally focused on issues that benefit "all"	• Believe that diverse representation is important, and push past their discomfort to discuss issues of difference and diversity in policy and advocacy issues • Understand disparities in children's educational success, health and well-being exist and work to increase member knowledge about these disparities • Acquire one-time feedback from underrepresented families and communities to inform policy and advocacy plans • Have intermittently developed relationships with community members from identities/ backgrounds currently or traditionally underrepresented; engage these partners in transactional initiatives *Things to look for:* • Food pantries or other services • Statistics on the state of community problems or demographics shared with members • Presence of policy and advocacy plans that address underrepresented groups	• Create and sustain behaviors and practices (e.g., shared norms, vision, values) to foster an inclusive environment that encourages and values differing viewpoints in decision making about policy and advocacy priorities • Have solid under-standing of demographic disparities that exist in children's educational success, health and well-being and their root causes • Have consistent relationships with community members from identities/back-grounds currently or traditionally; engage these partners as trusted advisors *Things to look for:* • Training for members on issues around inequi-table systems and policies (i.e., food insecurity, discipline practices, etc.) • Policy forums and roundtables focused on DEI-centered policy issues • DEI-centered policy issues clearly elevated and communicated to stakeholders	**Intermediate *plus*:** • Act upon opportunities to speak about diversity, difference, dominant culture and systemic biases inside and outside the PTA • Expect and support members to work with underrepresented communities to co-design advocacy and policy approaches to problems • Progress of DEI-centered advocacy initiatives are tracked and shared with members to hold PTA accountable for their efforts *Things to look for:* • Testimony or mobilization to change free/reduced meal models to increase access • Transparent processes to vet, write and vote on DEI-centered policy and advocacy issues • Legislative committee is diverse and well-connected to the community • Top priorities in advocacy plans determined by those in underrepresented communities

Ask yourself…
- **Does your community need school communication in languages other than english?**
- **Is your ESE population included in school/PTA events?**
- **Does your community need a food pantry?**
- **Does your PTA/PTSA have a Legislative Chair?**

What to do in Advanced Local or County Levels?
- **Advocate for history/social studies content that covers indigenous experiences**
- **Discuss disproportionate discipline with school leaders**
- **Advocate for more staff diversity in schools**

Source: National PTA Local Leader Guidance for Diversity, Equity & Inclusion

EQUITY IN PTA GOVERNANCE & LEADERSHIP

GOVERNANCE AND LEADERSHIP

Beginning: Color/Identity-Blind	Emerging: Focused on Diversity	Intermediate: Focused on Inclusion	Advanced: Focused on Equity
• Have not determined which demographic group(s) are not represented in PTA governance and leadership, or have determined that these groups require too much effort and/or change to recruit into leadership *Things to look for:* • Rotation of the same PTA leaders year after year • Nominating Committee typically asks people they know to run for office • Complaints that elections are unfair	• Have started to collect or analyze data by demographic group (e.g., race/ethnicity, gender, primary language spoken, etc.) around • governance and leadership, but it is not yet representative of the schools and communities served • Have invited a few individuals to help assess and guide DEI work within the PTA • Leadership has made a conscious decision to increase knowledge around DEI by seeking and requiring training *Things to look for:* • Diversity & Outreach Committee • Diversity & Outreach workplan includes a few initiatives focused on diversity • Diversity training provided to governance once or twice a year • Training and tools focused on underrepresented group statistics, outreach and intercultural communication, and unconscious bias	• Have a significant number of people of color and/or other traditionally underrepresented groups in governance and leadership positions • Shift the PTA's norms and practices so that diverse lived experiences are welcomed and can meaningfully contribute • Provide training and coaching/mentoring to members to improve their skills to work across difference and inspire better thinking and solutions *Things to look for:* • Nominating Committee has criteria for cultural competence • Mentorship programs for new leadership from underrepresented communities • Intentional efforts to encourage diverse PTA leaders to run for leadership even if "against the slate" • Ongoing DEI training throughout the year • Training and tools focused on constructive conflict, active listening, inclusive leadership, and interrupting bias • Baseline data to assess Diversity and Outreach workplan	**Intermediate *plus*:** • Those filling leadership position reflect the diversity of the communities served (in race/ethnicity, languages spoken, ability, income, religion, gender identity, sexual orientation, etc.) • Leadership engages all members in organization DEI work; through ongoing training, ensures that all understand their role in creating an equitable culture • Assess and remove the structural barriers that keep underrepresented groups from seeking or attaining leadership in PTA *Things to look for:* • Nominating Committee is intentional in reflecting communities served in governance and leadership • Removal of slating and/or delegate processes for elections • Revised election procedures to maximize participation (i.e., mail-in or electronic voting, etc.) • Vendors and partners selected with a DEI lens

Ask yourself….

- **Does your PTA/PTSA rotate the same leaders year after year? If yes, what can you do to reach others?**
- **Do your board members represent community served?**
- **Does your nominating committee actively reach out to new people?**
- **Does your PTA/PTSA have a Diversity Equity Inclusion (DEI) Chair?**

What to do in Advanced and County Levels?

- **Diversity committee helps every committee use a "DEI lens" in their plans/events**
- **Measure progress on DEI efforts in headcounts and impacts**
- **Review bylaws for leadership requirements that may limit diversity in leadership**

Source: National PTA Local Leader Guidance for Diversity, Equity & Inclusion

Resources

National PTA Resources:

https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/leadership-tips-and-tools/Quick-Tips-Getting-Started

https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion

Florida PTA:

https://floridapta.org/diversity-inclusion/

Florida Department of Education:

https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=00

ANNOUNCEMENTS

FLPTA DEI Week March 7 – 14, 2022

*Commit to hosting an event/program or project to engage your school/community in DEI efforts during this week

*Document & share your event/program/project with us. Use hashtag #FLPTADEIWEEK

*Join us for our February DEI-focused Get Engaged Wednesday discussion

Florida PTA Legislative Conference

January 30 – February 1, 2022   Hybrid Event

Florida PTA Leadership Convention

July 21 -24, 2022   Omni Orlando Championsgate

DEI Luncheon at Leadership Convention
Apply for a DEI Award

Apply on FloridaPTA.org until May 1, 2022

*How do you promote DEI in your school/community?

*What impact have your DEI events/programs/projects had on your school/community?

*Document & take pictures of your DEI events/programs/projects to include with your award application