Torrance Council of PTAs' Diversity, Equity & Inclusion Leader & Committee Toolkit
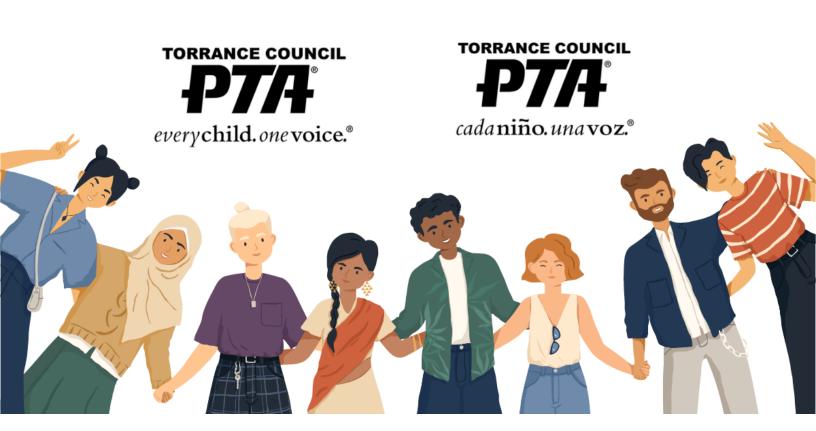
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TCPTAs' Diversity, Equity & Inclusion (DEI) Committee Charter

Mission Statement

The Torrance Council of PTAs' Diversity, Equity & Inclusion (TCPTAs' DEI) committee will support the Council and its units in implementing current DEI practices based on California State PTA and National PTA standards. The committee will develop resources for Council and the unit PTAs it represents to expand inclusiveness, protect its members against discrimination and strengthen our diverse PTA community.

Committee Details

The TCPTAs' DEI committee is a standing committee that meets at least once monthly.The committee consists of 5-7 members of the Torrance Council of PTAs' Executive Board. Additional members may be added at the discretion of the board president and committee chair, and is subject to ratification. The committee meetings are scheduled per committee vote. The chairperson and committee members are ratified by the Torrance Council of PTAs' Executive Board and Association.

Activities, Duties, and Responsibilities
- Create DEI Toolkit for TCPTAs' and update toolkit as needed
- Encourage Council and units to have an eye on DEI as they develop programs, fundraisers and engage with school communities
- Provide guidance to Torrance units on adding DEI committee, chair and/or board officer positions to their standing rules and/or bylaws
  - Sample committee charter
- Assist units in starting DEI committees and serve as a resource for units during their committee formation
- Provide educational resources on DEI practices and principles
- Assist unit with incorporation of DEI principles and best practices
  - Translation services for PTA
  - Multicultural Calendar
  - Event Plans w/ Inclusiveness Checklist
- Collect, review and share data from Torrance Unified School District (TUSD), state dashboards and data, and other resources (including member or school community survey) to assess DEI needs of council and local units
- Facilitate a workshop to introduce the TCPTAs' DEI toolkit
- Host and facilitate PTA roundtable(s) on DEI practices (i.e. brainstorming sessions that include PTA leaders and school administrators)
- Evaluate Council programs with eye to making them more accessible and inclusive

Partners in Our Mission

California State PTA Mission Statement
The mission of the California State PTA is to positively impact the lives of all children and families.

National PTA Mission Statement

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

All About Torrance Unified School District

The Torrance Unified School District (TUSD) consists of 17 elementary, 8 middle, 4 high schools, and 1 continuation and 1 alternative high school. The District also has 3 adult school campuses.

TUSD was established in 1947 and unified in 1948 and is nestled in the heart of the South Bay, in the south-western part of Los Angeles County. TUSD is bordered by the Palos Verdes Peninsula on the south, the beach cities - Redondo, Hermosa, and Manhattan Beach - to the west, and cities of Lawndale and Hawthorne to the north. The District serves the entire City of Torrance and is governed by five school board members.

Mission Statement of TUSD

The Torrance Unified School District strives to ensure that each and every student is educated and prepared to succeed in life. We are dedicated to maximizing individual potential and developing lifelong learners who will be contributing members in a global society.

What is DEI?

DEI stands for Diversity, Equity, and Inclusion. It is a topic that affects or should affect all schools and PTA/PTSAs. DEI is the concept that all families and children should be engaged and served by the PTA (and schools) in a fair and inclusive manner.

Why care about DEI?
As seen in both the mission statements of Torrance Unified School District, California State PTA and National PTA, a common theme across each mission statement is to educate, enrich, and impact the lives of **ALL children**. This means we need to engage with and involve groups of all backgrounds, understand and embrace their diverse needs, increase involvement, and form a membership that is representative of the community. Successful incorporation of DEI means a better understanding, advocacy, and enrichment of all students.

Is DEI political? We don't want to be controversial.
PTA, since its inception, has been about advocating for students and families. This is done by actively participating in the public policy process, and taking actions to address the needs of our local communities.

> *"When PTAs represent their communities, they gain strength and effectiveness through increased volunteer and resource support…. Prejudice diminishes a PTA's ability to advocate effectively for all children, youth and families."* - CAPTA *Position Statement on Inclusivity and Diversity (PTA toolkit)*

What DEI does (a summary):
Positive DEI practices would include inviting different families to tell you their needs, incorporating this information in an outreach plan, communicating school and PTA events in a way that can reach all families, and providing activities that promote the learning and appreciation of diverse backgrounds.

How do we get started?
1. Talk with your principal and learn your school's demographics. Look up your school's and PTA's mission statements.
2. Discuss DEI with your unit PTA/PTSA. Form a standing committee if wanted (refer to page 16 of this toolkit).
3. Partner with local groups or find volunteers within your local community or at your school (ex: admin, other committee chairs, student council, ELMAC committee, paraeducators, cultural organizations, local businesses).
4. Create a survey or poll to increase your understanding of the needs of your community. See example here.

5. Plan activities and events with an eye on DEI
   a. Is an on-campus event accessible by differently-abled people? For example, Field Day
   b. Are PTA meetings held at a convenient time and place?
   c. Is the form of communication you're using accessible to everyone (for example, those without social media or access to a computer), or can it be translated (if graphic flyers only, it will not be translated by most translation services)?
6. Send communications in various forms (flyers, digital, email, social media, signs, banners) to reach as many groups as possible.
7. Provide translations/interpreters when possible (or if required).
   a. Work with the principal to access district translation services
   b. Ask community members to provide interpretation
   c. See toolkit page: 19
8. Promote resources and opportunities for learning about diverse groups, cultures, traditions, and holidays. See the PTA Multicultural Calendar.
9. Hold membership drives and make signups easy for all to become a member and understand the benefits of membership.

Understanding Diversity, Equity & Inclusion

According to the National PTA, "Diversity, equity and inclusion cannot be the stand-alone work of one committee or even a small group of individuals. It is the work of every PTA member who decides to serve the families and children in their community. As such, this tool helps connect the dots between DEI and every PTA's efforts around:
- Membership
- Programs
- Advocacy
- Governance and Leadership

At the end of each section of this DEI rubric, we also provide reflection questions that PTA leaders can use in their planning, training, and family engagement efforts." [1]

Below is a simple example [2] of what diversity, equity and inclusion means in a practical sense and helps illustrate how these concepts are related to one another to broaden our programs, advocacy, leadership opportunities and engagement with all members and stakeholders.

So in the popular party analogy, diversity is having guests of different races, genders, religions, sexual orientations, ethnicities, nationalities, socioeconomic statuses, languages, (dis)abilities, ages, and political perspectives. Equity is making sure everyone who wants to attend the party can do so—such as by adding a wheelchair ramp. And inclusion is commonly referred to as being asked to dance, but some better definitions have emerged such as choosing the music and being part of the party-planning committee.

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[1] National PTA Local PTA Leader Guidance for Diversity, Equity and Inclusion
[2] https://www.wordstream.com/blog/ws/2022/05/31/diversity-equity-inclusion-resources

The National PTA Local PTA Leader Guidance for Diversity, Equity and Inclusion provides helpful rubrics to help PTA leaders assess their current efforts and help to envision their DEI journey. [3]

At the 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. PTAs may take the position that paying attention to diversity or demographic disparities shifts attention away from shared goals or concerns.

At the 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 to better reflect the increasingly diverse constituencies that the PTA represents and seeks to serve.

At the 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.

At the 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. This involves making internal and external changes and regularly evaluating processes, programs and operations to understand if they truly achieve the association's mission and desire for fairness.

Diversity   Equity   Inclusion

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[3] National PTA Local PTA Leader Guidance for Diversity, Equity and Inclusion

	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

[4] National PTA Local PTA Leader Guidance for Diversity, Equity and Inclusion

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	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

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	Beginning: Color/Identity-Blind	Emerging: Focused on Diversity	Intermediate: Focused on Inclusion	Advanced: Focused on Equity
ADVOCACY	• 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 under-represented 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

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	Beginning: Color/Identity-Blind	Emerging: Focused on Diversity	Intermediate: Focused on Inclusion	Advanced: Focused on Equity
GOVERNANCE AND LEADERSHIP	• 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

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Job Description for Outreach

toolkit.capta.org/job-descriptions/outreach/
Download the Outreach Job Description

"It takes a whole community to raise a child."

– adapted from an ancient African saying

California State PTA recognizes that representative involvement of a diversity of stakeholder groups of all backgrounds enriches PTA leadership activities in ways that more soundly promote the well-being of all children, youth, and their families.

As advocates for children, PTA is most effective when we:

- Understand and embrace the uniqueness of all individuals.
- Identify and break down barriers that impede children from learning, or families from their full involvement in their children's education.
- Create and work together on common goals that focus directly on the needs of the community.
- Include in our active membership a representation of all stakeholders including families from the multitude of ethnic, cultural, religious, economic and social backgrounds residing in the community.

In evaluating whether or not PTA is as effective as it can be, ask the following questions:

- Are there underrepresented groups within the community that are missing from the PTA's active membership and its leadership?
- Is there enough representation from all groups to give the unit the understanding needed to be advocates for all children?
- Does the way the public perceives PTA allow the association to attract a more diverse membership or lessen the ability to be heard as advocates for all children?

What is Outreach?

Outreach is, first, a commitment to create an inviting climate. Further, it is about forming respectful, trusting relationships throughout the school community and recognizing that everyone has value. Outreach is sharing and distributing important information about PTA and topics of concern that inform and invite action.

Outreach must be a priority for all of us. The greater the ability of PTA members and leaders to form positive one-on-one relationships with all community members, the greater their ability to generate positive impacts for all children, the school community, and the association.

Outreach efforts are successful when PTA leaders can develop community support with meaningful two-way discussions focusing on student success.

Outreach includes efforts that focus on enlisting the participation of parents, students, and community members in the educational process and establishing collaborative relationships focused on positive impacts.

Steps to Take

Using the languages represented within your community to communicate:

- Invite and encourage everyone to be a part, and assure everyone may play a role, because your community is your greatest asset.
- Invite involvement through one-on-one relationships focused on what can be achieved for children.
- Build a volunteer base that is representative of the diversity of the community, encompassing all languages and customs.
- Empower others with information, support, and resources focused on students' needs.
- See the uniqueness of each individual.
- Work to build representative leadership and voice – support the democratic process. Is the PTA reflective of the greater community?

What to Do

- Form an outreach committee whose members are representative of the school and community.
- Survey the school and community members by questionnaire, telephone, or door-to-door. Find out what type of activities would interest all parts of the community. Find out what might prevent them from becoming involved: language barriers, transportation, baby-sitting needs, times of activities, etc. Find out what constitutes involvement to the people being surveyed.
- Develop an outreach plan in response to survey findings.
- Set reasonable goals. What do you want to accomplish?
- Develop activities that include and would be of interest to students, single-parent families, working parents, grandparents, senior citizens, people with disabilities, non-English speaking people, people of varied cultural, ethnic and social groups, and community business people.
- Provide translations and interpreters.
- Reach out through other groups to co-sponsor events or activities with
    - Other committees or chairmen within the PTA organization;
    - Student leadership and school organizations;
    - Community festivals, holidays, and celebrations;
    - Parent advisory committees, such as local area councils, bilingual and booster groups to other unit, council and district PTAs in the community, area and state;
    - Government and community groups and agencies, senior centers and civic organizations, cultural groups, local chambers of commerce and businesses.

- Promote and publicize activities through PTA newsletters, e-mail, website, fliers, local newspapers, personal telephone calls, public service announcements (PSAs), and other newsletters. Determine the most effective method of distributing printed material: mail, take home, handouts, or personal delivery by adult.
- Communicate opportunities beyond PTA activities to appreciate and learn more about cultures from around the world (e.g., museums, festivals, special events/activities, books, TV programs, videos and movies).

Evaluating Outreach

Evaluate each activity while in progress or at its completion. Evaluate accomplishments at the end of the year. Ask members of the committee:

- Were outreach efforts successful?
- How could we improve our approach?
- Did those participating show an interest in the program?
- Will they come again? Will they bring others?
- Was it accessible to them?
- Will they become involved on the PTA board?
- What would they do differently?
- Were there conflicts in planning (scheduling, translators, facilities)?
- Was the program timely and of interest to the participants?
- How could more people be reached?
- What made the program a success?
- Were goals reached? Do goals need to be revised?

You Know Outreach Has Succeeded When

- The make-up of the PTA reflects the make-up of the school community.
- There are some new PTA board members every year who represent all parts of the school community.
- New people are at each PTA association meeting, and many come to the next meeting.
- PTA members ask questions and make suggestions during association meetings.
- The involved membership includes students, teachers, community, and extended family members, not just parents.
- People respond to fliers, newsletters and website information translated into all the languages within the school.
- Members talk and socialize together before the association meeting starts.
- Membership and outreach are part of all PTA activity planning.
- The PTA board and membership does not think in terms of "them" and "us."

How to Add a DEI Committee to Your Board

Steps to form a committee

A committee can be appointed at any time it is deemed necessary without being added to a Unit's standing rules. The chair would not have voting privileges.
1. The Unit President **appoints** the chair and committee members
2. The Executive Board **ratifies** the appointments

Steps to adding a committee to a Unit's Standing Rules

Unit Standing Rules outline the procedures of the organization that are not included in the bylaws. Not all PTAs have unit standing rules, but it is recommended. A bylaws committee can create unit specific Standing Rules. If your PTA would like to establish a regularly occurring DEI committee, it should be added to the unit standing rules. The chair would not have voting privileges.
1. Create bylaws review committee
    a. The Unit President **appoints** the committee, chaired by the parliamentarian
    b. The Executive Board **ratifies** the appointments
2. The bylaws committee defines the DEI
    Committee description and duties to be added to the Unit's Standing Rules.
    Suggested verbiage:
    "Subject to the ratification of the executive board, the president shall appoint a DEI committee whose duties shall include…."
3. Approve the standing rules change(s) at an Executive Board meeting.
4. Vote to adopt the standing rules change(s) at an Association meeting. A two-thirds (⅔) majority vote is required without notice, or a majority vote with thirty (30) days notice.
5. Attach the revised standing rules to the unit bylaws.
6. Send a copy of the updated Standing Rules to the TCPTA Parliamentarian

Steps to Adding a "Standing Committee" to a Unit's Bylaws

Standing committees are committees whose work continues all year long. The Chair of the standing committee is a member of the executive board with voting privileges. Standing committees are added to standing rule 17 in the bylaws. If your PTA would like your DEI chair to have a vote on the board, the committee should be added to the standing rules as a standing committee.

1. Create Bylaws Review Committee
    a. The Unit President **appoints** the committee, chaired by the parliamentarian
    b. The Executive Board **ratifies** the appointments
2. Bylaws Review Committee meets
    a. Contact TCPTA Parliamentarian for guidance

b. Create the new DEI committee description, define duties and add to unit standing rules
c. Add DEI committee to the list of standing committees under standing rule 17 of the bylaws
d. Approve the standing rules change(s) at an Executive Board meeting
e. Vote to adopt the standing rules changes at an Association meeting. A two-thirds (⅔) majority vote is required without notice, or a majority vote with thirty (30) days notice.
f. Attach the revised standing rules to the unit bylaws.
g. Send a copy of the updated Standing Rules to the TCPTA Parliamentarian.

NOTE: Adding a Director or Vice President of Diversity, Equity & Inclusion requires a Bylaws change. Consult with the Council Parliamentarian on adding an elected officer before embarking on major bylaws changes.

In the absence of a formal committee, the board can also choose to embed diversity, inclusion and equity into their programs, fundraising, advocacy and communication efforts and into specific officer or chair responsibilities.

Translation & Interpretation Services

Note: "Translation" is used when referring to written communication and "Interpretation" refers to translation orally.

While it is not a requirement at most school sites to have site flyers translated, Spanish translation is required at the school district level.

However, for more effective outreach and communication with all members of your school community, it is encouraged that PTAs communications (flyers, announcements, email postings, etc.) translated so that the greatest number of families can access the materials. There are several options available to units and these services may also be available to translate at meetings:

School District Translation and Interpretation

- Your unit president or designee should with your principal or administrator to arrange/order document translation through the school district's services. Translation services are coordinated through your principal or site administrator and are at the discretion of your principal. When working with your principal to use district translation, please allow at least 2-3 weeks lead time.
- Languages available through the district translation services are: Chinese, Japanese, Korean, Portuguese, Spanish and Vietnamese
- The rate for written translation is $29.67 per hour.
- To request interpretation at meetings, the rate is $29.67 per hour, per interpreter. Again, this must be arranged through your principal or site administrator. Units should NOT contact the school district directly.

Professional Translation Services

- Translation services outside of the school district are available. You may contact them directly for pricing and information. Make sure to ask for the Torrance Unified School District rate.

> Language Network
> 949-733-2446
> staff@languagenetworkusa.com
>
> Cal Interpreting & Translations (CIT)
> 888-737-9009
> www.calinterpreting.com

Other Resources

Ask other parents or school community members if they would be able to help with translation, proofreading, advising or interpretation for languages commonly spoken at your unit. For instance, if you have one or two families who require interpretation at a meeting, consider enlisting the help of a PTA member. You might consider providing the interpretation volunteer with the materials (slide deck, agenda, key talking points, etc) in advance of the meeting and asking the volunteer to paraphrase or summarize the talking points.

Resources

Tools for Building a More Inclusive, Diverse & Equitable PTA

Long Beach Council PTA DEI Toolkit
National PTA's Diversity, Equity & Inclusion
National PTA's DEI Action Plan Template
National PTA's Responding to Pushback Against Diversity, Equity and Inclusion Efforts
California State PTA Position Statement, Inclusiveness and Diversity
California State PTA Toolkit, Membership chapter, Outreach, Diversity and Inclusion
California State PTA brochure: Outreach: Building Community Unity Through PTA

Local Organizations & Resources

Care Solace
Torrance Unified School District's Wellness Center & Mental Health Center
Torrance Unified School District's Virtual Wellness Center
Torrance Unified School District Families Connected
South Bay LGBTQ Center

Books, Podcasts and More

National PTA's 10 Minutes to PTA the Transformative Way Learning Series
Scene on Radio: Seeing White Podcast
Nice White Parents Podcast
The Integrated Schools Podcast
How to Be an Antiracist by Ibram X. Kendi
White Supremacy Culture
Kids Together - Information & Resources for Inclusion of Children & Adults with Disabilities in
Classrooms & Communities
National Head Start Association
- ● DEI Resources - Black Lives Matter
- ● DEI Resources - Supporting AIAN Communities
- ● DEI Resources - Supporting AAPI Communities
- ● DEI Resouces - Supporting Latino & Hispanic Communities
Example of DEI in Action
Black English and "Proper" English: The Impact of Language Based Racism
Books Like Me
Native American Children's Literature Recommended Reading List
Open Books
A Mighty Girl
We Need Diverse Books

Multicultural Calendar & Glossary of Terms

Long Beach Council's Diversity, Equity & Inclusion Glossary of Terms
National PTA's LGBTQ Glossary
National PTA's Multicultural Calendar