PTA DEI Self-Assessment Questions
Compiled from various PTA units across the nation

Following is a comprehensive list of questions PTAs could ask themselves to help identify areas of opportunity within the DEI space.

The list is somewhat lengthy, and PTAs just starting out in their journey may want to pick one or two sections to start. You could also assign each area to different committees or members of the leadership team. Remember: this journey is a marathon, not a sprint!

Board/Leadership

- Is the PTA board open to and working toward a journey that may include a fundamental shift in the way they think and operate to intentionally be more inclusive?
- Does the board regularly assess beliefs and practices to ensure inclusivity and guard against potential (even unintentional) bias or discrimination?
- Does the board propose change whenever possible discriminatory practices are perceived?
- Does the board nominating process include multiple communications to the entire school community that contain clear and inclusive messages about everyone being welcome?
  - it easy to nominate someone for a board position (or self-nominate)? Are all nominations treated equally?
  - Is it easy for families to learn what the PTA board members do? Are position descriptions written in a way that's clear, concise and easy to understand?
- Is the board intentional about inviting new board members that are diverse and share different perspectives and opinions?
- Are new board members immediately embraced and welcomed to ensure they have a positive long-term experience with the organization? Are individuals assigned to new board members as mentors or buddies to help them feel comfortable and share with them one-on-one?
- Are board meetings and social gatherings inclusive of all board members, including those from different cultures or religions?
- Does the board acknowledge and value the perspectives of board members who may have differing opinions, and actively leverage their input?
- Do PTA leaders complete training sessions (including e-learnings) on topics such as male engagement, special needs, cultural competence, Spanish language, or military families (or whatever is most applicable to your school community)?
- Is there time dedicated for reflection on how board strategies and action plans impact diverse voices and viewpoints?

Membership

- Are PTA membership communications distributed to the entire school community in multiple ways to accommodate different preferences and styles (i.e. electronic, paper, social media, in-person, etc.)?
- Are membership communications written in a way that's easily understandable for all families?
- Does the PTA make specific efforts to identify underrepresented areas within the school community and invite them to join?

- Does the PTA welcome and orient new members so they feel comfortable enough to participate?

Programs and Activities

- Is an effort made for PTA programs and activities to be planned by a group of people who is representative of the school population?
- When establishing meeting dates, times, and locations, does the PTA consider accessibility to the entire school community?
- Does PTA create and/or promote programs and practices that eliminate bias and misunderstanding within the school community and/or events on diversity-related topics?
- Does the PTA provide opportunities for school families to get to know one another and expand their typical circles?
- Does the PTA provide events in multiple languages? Are interpreters (professional interpreters or volunteers) available for those whose first language is a language other than English (as needed, depending on your school community)?
- Do PTA events and programs focus on specific, unique needs that may be prevalent within the school community, such as families with children in foster care, inner-city urban, rural families, immigrants, refuges, homeless families, etc.?
- Do PTA events intentionally engage underrepresented families such as Black, Latinx, LGBTQ, students/families with disabilities, etc.?
- Does the PTA take accessibility of various disabilities into account when planning events?

Communications

- Does the PTA clearly communicate its goals so that all families feel welcomed and that the work of the PTA is worthwhile - including why the PTA exists, what the PTA has achieved, what the PTA expects of its members, and how membership in PTA benefits themselves, their children, and the school community?
- Are communications clear, concise and written in a way that is understandable to all families?
- Are communications distributed in multiple ways to meet the needs of all families – paper, electronic, social media, in-person, etc.?
- Are PTA communications translated to languages that are prevalent within the school community?
- Does the PTA communicate its operational rules, including how decisions are made?
- Does the PTA have a workflow to receive and respond to communications or questions about inclusion, bias, or equity issues?

School Community

- Does the PTA educate its leaders and members to the needs, cultural beliefs, traditions and family structures of the population they serve?
- Does the PTA understand the diverse backgrounds, languages, culture and values of the school community?

- Is the PTA acquainted with the leaders of other parent groups at the school, and other diverse groups in the community that serve the school? Do they collaborate with them to increase parent, family and community involvement overall?