Developing Diverse Communities
Margaret Evans
Associate Executive Director,
Diverse Learning Communities

Schools are in a prime position to model the many benefits of successfully developing diverse communities because they reflect the changing demographics of the 21st century. In many communities, minority populations are quickly becoming majority populations. NAESP recognizes that our changing world requires schools to change. That is why we have entered a conversation about the future of schools with our Vision 2021 initiative. One of the five strategic issues that has come out of that discussion is our responsibility to equip educators with resources to work more effectively with students and parents from increasingly diverse backgrounds. To answer that call, NAESP has created a new department dedicated to developing diverse learning communities.

As I reflect on this new department—what it will mean for our Association and ultimately the schools that we serve—I have come to the conclusion that we must reconfigure the way that we regard communities. Because “community” is an important concept with a broad reach, NAESP is developing initiatives that will help principals and schools better meet the needs of diverse groups.

This year, NAESP is establishing a membership advisory group to enhance representation and service for minority principals. I will be working with Deborah Harvest, NAESP Foundation Board Director representing minority principals, to meet the needs of urban, rural, and other diverse populations. In the coming months, you will be able to help us identify individuals who are interested in developing these groups.

Because student success is our ultimate goal, NAESP will continue to support student communities through its established services. For example, for 20 years NAESP has helped principals develop student leadership in their schools through the American Student Council Association (ASCA). ASCA provides the foundation for schools to create a high-quality student council. Certificates, pins, medals, and plaques may not seem like a lot, but to a student it shows just how much his or her school appreciates that student’s involvement. For at-risk students, it could be the motivation they need to become fully engaged in the school community.

Communities—big or small, rural or urban, minority or majority, professional or learning—are the basis of all schools. For this reason NAESP is dedicated to ensuring that principals can turn to the Association for resources on developing communities and, ultimately, advancing opportunities for students to achieve at their highest levels.

Resources on Urban Achievement

**Keys to Success for Urban School Principals**
by Gwendolyn J. Cooke

This accessible manual offers powerful tools and practical guidance to ensure that principals meet the challenges of urban environments and succeed as school leaders. Research-based strategies show you how to initiate, stabilize, and sustain effective practices in your school.

Item # KSUSP2
Members: $29.95
Nonmembers: $36.95

**Involving Latino Families in Schools: Raising Student Achievement through Home-School Partnerships**
by Concha Delgado Gaitan

While research has shown that parental involvement plays a key role in academic achievement, most schools have failed to modify their parent involvement programs to address the social and cultural realities of Latino families. *Involving Latino Families in Schools* provides tools and strategies for including Latino parents in developing sustained academic improvement.

Item # ILFS
Members: $27.95
Nonmembers: $34.95

To order these resources, call NAESP’s National Principals Resource Center (NPRC) at 800-386-2377 or send a check, credit card information, or purchase order to: NPRC, 1615 Duke St., Alexandria, VA 22314-3483. Members receive an additional 10 percent discount by ordering online at [www.naesp.org/nprc](http://www.naesp.org/nprc).