

Evaluating Initiatives to Develop Parent Leadership: Measuring What Matters

The Parent Leadership Development Indicators Framework



PARENT LEADERSHIP
INDICATORS PROJECT

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About the Parent Leadership Indicators Framework

An “indicator” is a way to measure what is happening in any given area of interest. The parent leadership indicators framework tells us what qualities to look out for in initiatives or programs that develop parents as leaders. The framework also lists what changes we should measure as a result of a high-quality parent leadership development initiative. These changes may occur in individual parents; groups of parents working collectively to make change; public officials and community leaders; and the community at large.

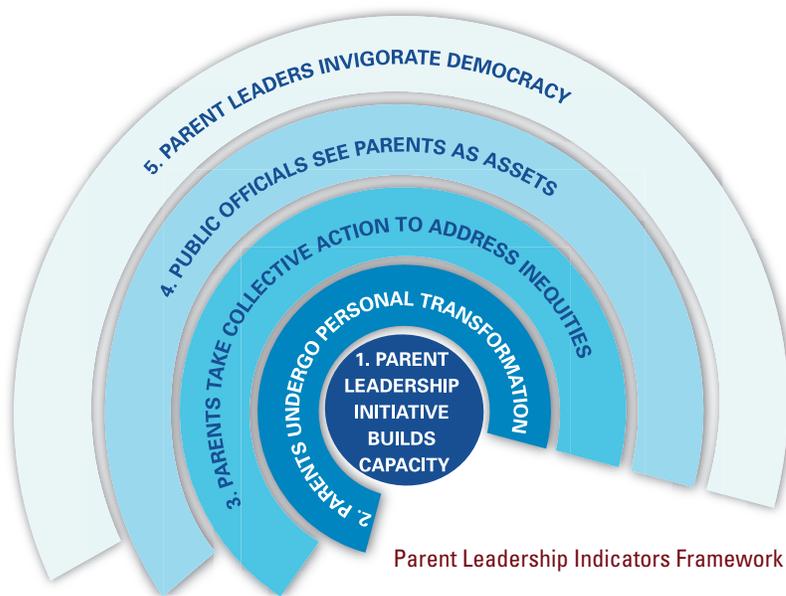
Accordingly, the framework has five levels of indicators: 1) initiative; 2) personal transformation; 3) collective action; 4) public officials and community leaders; and 5) civic climate. Under each level, there is a list of indicators. Under each indicator is a list of “what this may look like.” These lists do not include everything parent leadership initiatives do, nor should every parent leadership initiative be expected to do everything on the list. They simply serve as examples that we frequently have seen in studying initiatives that develop parent leadership.

As a starting point, we used the theory of change, shown on this page, which was developed collaboratively with parent leaders in Phase I of this project (Henderson & Gill Kressley, 2016). We then reviewed existing empirical and theoretical research on parent and family leadership initiatives to find

indicators that were identified in those studies that aligned to the theory of change. We incorporated two existing indicators frameworks – one for evaluating leadership development (Reinelt, Foster, & Sullivan, 2006) and one for evaluating community organizing (Gold, Simon, & Peralta, 2013).

The indicators framework has undergone many cycles of revision, after receiving in-depth feedback from our thought partners and advisory board, consisting of parent leaders, parent leadership initiative (PLI) staff, funders, evaluators and researchers. We also conducted site visits to three PLIs to gather feedback on the framework. During these visits, we listened closely to parent leaders, program staff, public

officials, and community partners about the substance, language, and structure of the indicators framework. These initiatives are diverse in terms of their model, focus areas, population reached, and social and historical context. Their feedback has greatly informed the indicators shown in the following pages.



Parent Leadership Indicators Framework

Indicators

INITIATIVE CONTENT AND ORGANIZATION INDICATORS

In this category, the “unit of analysis” (i.e., the “what” or “who” is being studied), is the parent leadership development initiative.

The “ripple effect” begins with a high-quality parent leadership initiative (PLI), program, or model. Despite their differences, initiatives that successfully develop parent leaders share several key attributes, which we list on page 2–4. The bullet points underneath each indicator serve as examples of what the indicator can look like in practice. All PLIs in our broad sample are a bit different; some bullet points may speak to some PLIs and not to others. All high-quality PLIs, however, have a core belief that parents of all backgrounds and circumstances can be effective advocates and civic change agents on behalf of children. All have a demonstrated commitment to equitable outcomes for children and families regardless of race, gender, class, and language.

1. The initiative is accessible and inclusive of all.

- The demographics of participants who enroll and graduate represent the demographics of the broader community (racial/ethnic backgrounds, educational attainment, and income levels)
- Childcare is offered
- There is no cost for participants
- Times are convenient

- Assistance with transportation is offered
- Meals are offered

2. The initiative has highly skilled facilitators and staff. (A highly skilled facilitator is someone who can respond to community needs.)

Facilitators and staff:

- Have strong interpersonal skills, such as the ability to communicate, interact, and relate to others
- Have deep knowledge of the community and the culture of community members
- Represent parents’ racial, cultural, and linguistic backgrounds and speak the dominant language(s) of the parents
- Lead by example
- Receive high-quality professional development and ongoing technical assistance and are satisfied with it
- Receive training and professional development that addresses race and racism
- Have the skills and resources they need to promote equity and inclusion
- Started as initiative participants

3. The initiative values, respects, and engages the culture of participants.

- The curriculum/model is modified to ensure that it is relevant and sensitive to the cultural background of all parents (i.e., culturally responsive)
- Information is provided that is directly relevant to parents’ lives and context

- Information is provided in multiple languages, or interpretation and translation service is provided in multiple languages
- Parents are encouraged to deeply appreciate their language and culture and share them with their children
- All aspects of the initiative build on parents’ strengths, aspirations, and expertise
- Cross-cultural and cross-racial understanding, respect, and acceptance are intentionally cultivated among the participants and staff
- A commitment to participants is ongoing and highly visible (it’s about the people, with the people and for the people – *con la gente, por la gente, para la gente*)
- The initiative serves as a supportive base for participants and their children

4. The initiative gives parents opportunities for decision-making and participation, including initiative structure, content, design, and delivery.

- A parent advisory board meets regularly and has consistent attendance
- The staff and board have allocated positions for parents
- The initiative regularly surveys or conducts focus groups with parents and uses the data for improvement
- Parents have opportunities to talk with organizational leaders regularly
- Staff/organizational leaders collaborate with parents to design new initiatives

5. The initiative develops community among its participants.

- Initiative activities occur in a climate of hospitality so that participants and their children feel safe and welcomed
- Trusting and respectful relationships exist among parents and initiative staff
- The initiative provides a space where parents feel safe and comfortable being vulnerable to one another
- Discussions grow increasingly informal and relaxed over time
- Team-building exercises create a collective sense of ownership and agency
- Activities foster intentional relationship building among staff, among parents, and between staff and parents

6. The initiative creates an interactive learning experience.

- Parents exchange ideas, concerns, and information drawn from their own experience
- Initiative activities use critical questioning to help parents interpret their own experiences in the context of larger systemic issues
- Parents explore solutions and strategies together
- Parents engage in role-play dialogues
- The initiative connects parents to various external stakeholders who may support their project or personal goals
- Opportunities are available for parents to practice new skills outside of the initiative context

- The initiative supports parents to implement their own project or initiative or join an existing project or initiative that is meaningful to them
- Guest speakers dialogue with parents about issues affecting the community

7. The initiative curriculum/model covers skills in communication, public relations, and group process.

Skills include:

■ GROUP PROCESS SKILLS

- Facilitation
- Negotiation
- Mediation
- Conflict management
- Courageous conversations on race, gender, class, and cultural differences
- Running meetings
- Intergenerational communication

■ COMMUNICATIONS SKILLS

- Public speaking
- Persuasive arguing
- Telling powerful stories
- Visual (e.g., PowerPoint, video)
- Print (e.g., writing op-eds)

■ PUBLIC RELATIONS SKILLS

- Creating frames/messages that resonate
- Communicating a consistent message
- Staying on message at public events and media briefings
- Creating a presence on social media

8. The initiative curriculum/model develops parents' understanding of systems and how to change and improve systems.

Increased understanding includes:

■ HOW OUR DEMOCRATIC SYSTEM WORKS

- The development of democracy in the U.S., including the history of voting rights, the due process of law, and the Bill of Rights
- How to use the tools of democracy (freedom of speech, association, religion, and assembly; right to petition the government for a redress of grievances)
- How U.S. government structures operate (functions of 3 branches of government, how to influence and participate, how budgets are made)
- Interpreting and leveraging city/state/federal law
- Knowing who their representatives are and who to contact in the system

■ KNOWLEDGE OF HOW SYSTEMS MAY BE OPPRESSIVE, DYSFUNCTIONAL, OR LEAD TO INEQUITABLE OUTCOMES AND HOW TO CHANGE SUCH SYSTEMS

- Equity and how social inequities are connected (e.g., education, immigration, housing)
- Racial, class, and gender inequities in reform efforts and change initiatives
- History of racism and discrimination in the local context
- Tenets of basic human rights that the system is supposed to uphold

- Parents' and staff's critical consciousness
- Personal responsibility for collective well-being and human rights
- How to access the system and use the tools of democracy to press for change

9. The initiative curriculum/model develops parents' civic skills.

Skills include:

- Forming agendas for meetings
- Reaching consensus in decision-making
- Identifying and assessing problems
- Setting goals and picking strategies
- Designing and implementing an action plan
- Locating and/or developing resources
- Participating actively in civic organizations oriented to social justice agendas
- Forming recommendations for government/community agencies
- Organizing others to take action

10. Parents receive coaching, mentoring, and peer-to-peer support during the initiative and beyond.

- Parents are accompanied to meetings/events and receive on-the-spot coaching/mentoring
- Parents obtain support and encouragement from more experienced parent leaders

- Parents receive coaching/mentoring to achieve personal goals
- Parents obtain advice and feedback on their action plans or projects

11. The initiative builds the capacity of leaders, staff, and parents to reflect on their initiative/model and collect and use data to measure the impact of their work.

- Initiative staff and parents take time to regularly and consistently discuss what's working and what's not working, ideally using evaluation findings, and take action to improve
- The initiative dedicates resources for qualitative and quantitative data collection (e.g., pre-post and retrospective surveys, focus groups, interviews, expert opinion, and personal narrative analysis)
- The initiative accesses technical assistance to design an evaluation approach that fits their mission, goals, and objectives
- The initiative disseminates new knowledge about the efficacy and impact of parent leadership development

12. The initiative builds and sustains ongoing internal networks.

- Staff/volunteer time is dedicated to supporting social media groups (e.g., creating affinity communities, posting action alerts, and relevant sharing information) to engage/sustain membership

- Regular meetings are convened so that parent leaders can stay connected (e.g., renew relationships, celebrate achievements, voice concerns on issues, and recruit support within the network)
- Initiative staff reach out personally to current and former parent leaders
- Parents have opportunities to take on leadership roles within the organization

13. The initiative has strong visibility and external networks.

The initiative:

- Facilitates relationships between parents and other institutions, such as local advocacy organizations, policy-makers, schools and school systems, social service organizations, the business community, and higher education
- Disseminates new knowledge and learning to the community
- Generates public visibility for community issues through media and social media
- Has staff and parents in active roles in local coalitions and task forces
- Builds grassroots communications networks (e.g., community discussion groups, community message boards, links to local opinion leaders)

PERSONAL TRANSFORMATION INDICATORS

In this category, the “unit of analysis,” (i.e., the “what” or “who” is being studied), are changes in current and former PLI participants, as a result of their participation in the PLI.

High-quality PLIs can lead to personal transformation among participants, for example, applying what they learn to solve problems, watching their inner strengths unfold, attracting recognition as a trusted information source, and building networks that bridge race, class, and culture. Across many diverse PLIs, we found that participants experienced the following personal transformation outcomes.

1. Parents increase their sense of efficacy, or the feeling that they can make a difference.

Parents feel that:

- They can have a positive influence on their family and community
- They can overcome negative influences on their family and community
- They can have an effect on their child’s school and other community agencies
- They can set a goal and achieve it
- They can just try again and succeed, if they fail.
- They are in control of their lives
- They have a compelling personal story to share
- Political and social change is possible and they can help make it.

2. Parents are able to relate to and appreciate others’ cultures.

Parents:

- Build connections across race, ethnicity, culture, and language
- Recognize and work to address their own prejudices and racial bias
- Challenge others’ biases
- Share counter-narratives
- Develop their own cultural identity and pride in the value of their own culture
- Support children to develop a strong and healthy cultural identity

3. Parents develop their communication skills for group work, collaboration, and influencing decision-makers.

Skills include:

■ GROUP PROCESS SKILLS

- Facilitation
- Negotiation
- Mediation
- Conflict management
- Courageous conversations on race, gender, class, and cultural differences
- Running meetings
- Intergenerational communication

■ COMMUNICATIONS SKILLS

- Public speaking
- Persuasive arguing
- Telling powerful stories
- Visual (e.g., PowerPoint, video)
- Print (e.g., writing op-eds)

■ PUBLIC RELATIONS

- Creating frames/messages that resonate
- Communicating a consistent message
- Staying on message at public events and media briefings
- Creating a presence on social media

4. Parents develop their social networks.

Parents:

- Have a shared emotional connection with other parents
- Create communication channels to support other parents and validate one another
- Develop personal relationships with other parents and community members
- Recruit other parents and community members into their activities in the community, especially those from different cultural, racial, and socio-economic backgrounds
- Build friends and followers on social media
- Have access to community leaders, office holders, initiative administrators, and policy-makers

5. Parent leaders mentor and support one another.

- More experienced parent leaders act as mentors and share their stories with newer leaders
- Parent leaders share contacts and information, building inclusive networks
- Parent leaders hold each other accountable to taking action

- Parent leaders build capacity of other parents to lead
- Parent leaders support one another to achieve personal goals and to cope in times of personal difficulty.

6. Parents gain skills and knowledge that help them advocate for the social change they desire.

Skills and knowledge include:

■ HOW OUR DEMOCRATIC SYSTEM WORKS

- The development of democracy in the U.S., including the history of voting rights, the due process of law, and the Bill of Rights
- Using the tools of democracy (freedom of speech, association, religion, and assembly; right to petition the government for a redress of grievances)
- How U.S. government structures operate (functions of 3 branches of government, how to influence and participate, how budgets are made)
- Interpreting and leveraging city/state/federal law
- Knowing who their representatives are and who to contact in the system

■ KNOWLEDGE OF HOW SYSTEMS MAY BE OPPRESSIVE, DYSFUNCTIONAL, OR LEAD TO INEQUITABLE OUTCOMES AND HOW TO CHANGE SUCH SYSTEMS

- Equity and how social inequities are connected (e.g., education, immigration, housing)
- Racial, class, and gender inequities in reform efforts and change initiatives
- History of racism and discrimination in the local context
- Tenets of basic human rights that the system is supposed to uphold
- Parents' and staff's critical consciousness
- Personal responsibility for collective well-being and human rights
- How to access the system and use the tools of democracy to press for change

■ FUNDAMENTAL CIVIC SKILLS:

- Forming agendas for meetings
- Reaching consensus in decision-making
- Identifying and assessing problems
- Setting goals and picking strategies
- Designing and implementing an action plan
- Locating and/or developing resources
- Participating actively in civic organizations oriented to social justice agendas

- Forming recommendations for government/community agencies
- Organizing others to take action

7. Parents increase the frequency of civic behaviors.

Increased behaviors include:

- Voting
- Contacting public officials
- Using the Internet to express opinions
- Serving on a committee
- Discussing politics with family, friends, and community members
- Running for elected office
- Being elected to office
- Being appointed to an office, task force, or committee
- Attending public meetings
- Volunteering
- Participating in civic organizations

COLLECTIVE ACTION INDICATORS

In this category, the “unit of analysis,” (i.e., the “what” or “who” is being studied), are changes in groups of parents who are working together as a result of their participation in the PLI.

When parent leaders see opportunity gaps, they know the consequences for their children and take action, forming networks and joining forces with other groups. Using their own stories, backed by data, and speaking in their authentic voices using their personal stories, they offer ideas that lead to more equitable policies and practices. The indicators below demonstrate how parents take collective action.

1. Parent leaders embrace collective action.

Parent leaders:

- Demonstrate concern for all children, not just their own
- Shift from individual, organizational, or local school-based to system- or community-based efforts
- Come to love their community and are determined to work together to make change
- Examine, discuss, and take action to change structures that sustain unequal opportunity
- Develop an understanding of the power of collective action to foster public deliberation, leverage resources, and create accountability, and to counter the traditions, structures, and power relations that maintain the inequitable status quo

- Develop a belief that together they can make a difference
- Put forth a cohesive message based on group consensus

2. Parent leaders engage other parents and community members.

Parent leaders:

- Identify and respond to community concerns
- Conduct door-knocking, community walks, and house meetings to discuss issues, inform voters, or solicit signatures
- Speak at community meetings, rallies, and public forums
- Use social media, text messaging, and Internet platforms to build an audience and share information and data
- Use personal social networks to share information and data

3. Parent leaders build strategic alliances and coalitions.

Parent leaders:

- Partner with other community organizing and advocacy groups
- Join regional and national advocacy coalitions to influence policy at multiple levels
- Develop coalitions or joint platforms with other community organizing and advocacy groups
- Develop alliances with public officials and positional leaders concerned with the issue
- Develop relationships with researchers who can provide

access to data and research, and help develop action research projects

- Develop alliances with service providers, agencies, and institutions
- Hold partner organizations accountable

4. Parent leaders use a range of public action strategies.

Parent leaders:

- Hold rallies, meetings, and public demonstrations
- Meet with elected and public officials
- Testify in front of public officials at meetings and hearings
- Contact legislators in diverse ways (office visits, calls, texts, postcards, letter-writing, and email)
- Speak and ask questions at public meetings
- Travel to city hall or the state capital to press for specific changes in policy and resources
- File official complaints and pursue accountability
- Work to increase voter turnout for school board and municipal elections and inform voters about candidates and issues
- Negotiate with public officials and positional leaders to modify policies and practices
- Publicly recognize public officials and positional leaders who collaborate to effect change
- Use a variety of social media to voice concerns, advance proposals, and build support for their positions

5. Parent leaders effectively use media and social media to build public support for their positions.

Parent leaders:

- Build a presence on diverse types of media to focus attention on the needs and strengths of children and parents
- Write news stories, op-eds, and letters to the editors
- Generate reports, presentations, or infographics based on issue/policy analysis and research
- Post on Facebook, Twitter, Instagram and other Internet platforms that reach a large audience
- Develop and use print materials such as public service announcements, fliers, and posters

6. Parent leaders create new knowledge and use research and data to make their case and hold officials and institutions accountable.

Parent leaders:

- Reflect on and share their personal experiences to generate new knowledge about an issue
- Consult on research projects as experts on their children and communities
- Act as critical co-investigators through dialogue, reflection, and action

- Collect, analyze, and use data about institutions and communities through interviews, surveys, focus groups, etc.
- Use data as evidence for public officials and positional leaders to demand additional support and/or resources and to hold officials accountable
- Use data and research to illustrate systemic issues and drive responsive reforms
- Make formal presentations of data and research to public officials
- Share data and research widely to build public support for their demands

PUBLIC OFFICIALS AND COMMUNITY LEADERS INDICATORS

In this category, the “unit of analysis,” (i.e., the “what” or “who” is being studied), are changes in public officials and community leaders who have interacted with parent leaders.

As public officials and community leaders listen to parent leaders, they gain new information, create new opportunities to learn from diverse parents about local issues, and consider parents’ ideas. Support grows for greater opportunities for all children. We found that public officials and community leaders often change in the following ways after interacting with parent leaders.

1. After interacting with parent leaders, public officials and community leaders show increased respect for parents, see parents as experts on their community, and seek their advice and ideas.

Public officials and community leaders:

- Acknowledge parents’ knowledge of what is happening in their community
- Respond to parent leaders’ advice and ideas, e.g., returning phone calls, replying to email and text messages, and agreeing to meetings
- Recognize parents as an emerging constituency for children with legitimate goals and interests
- Actively and intentionally engage parents in addressing issues and problems

- Create awareness of effective actions that parent leaders have taken

2. After interacting with parent leaders over time, public officials and community leaders show increased understanding of parents' issues and concerns.

Public officials and community leaders:

- Respond to parents' invitations to visit local initiatives and neighborhoods with greater frequency
- Seek out and share parents' stories with their colleagues and the public to understand and illustrate issues
- Develop deeper understanding of the social, political, and economic conditions that create inequities and oppression in schools and communities
- Share information with their colleagues about what they have learned from parent leaders

3. After interacting with parent leaders, public officials and community leaders develop a greater sense of accountability to parents.

Public officials and community leaders:

- Respond when parent leaders use data and information to hold them accountable
- Expand their sense of accountability beyond their institution or original "base" of supporters
- Take action when informed of a problem raised by parent leaders

- Propose changes to programs, policy, or legislation based on information from parent leaders
- More readily agree to meet with parent leaders
- Broaden their understanding of how to serve a diverse base of constituents

4. After interacting with parents, public officials and community leaders are more likely to value and invest in developing parent leadership.

Public officials and community leaders:

- Facilitate and promote parents' participation in leadership initiatives
- Support investments (e.g., funding and in-kind resources) in developing the civic capacity of parents, youth, and other community members
- Facilitate parent leaders' participation in institutional improvement efforts
- Remove barriers to parent leaders' participation (e.g., providing stipends for transportation and childcare)
- Create staff positions to hire parent leaders explicitly to bring parent voice into an agency or organization
- Create mechanisms such as task forces, town meetings, and advisory groups, to engage with and empower parent leaders on a regular basis

CIVIC CLIMATE INDICATORS

In this category, the "unit of analysis," (i.e., the "what" or "who" is being studied), are changes in communities and systems as a result of a high-quality parent leadership initiative.

As parents become key informants, community leaders open new forums for dialogue, providing a platform to increase public support for better children's outcomes. Parents step up to be decision-makers on committees, boards, and task forces. Some parents run for public office; others join the staff of public agencies to provide a family perspective. Communities are more organized, informed, and ready to take action. We found that institutions, settings, and structures change in the following ways due to parent leadership.

1. Parents become vital civic advocates at the local and state level.

Parents:

- Participate in formal and informal civic spaces and discussions
- Are represented on the leadership of city governing bodies
- Run for elected positions such as neighborhood advisory committee and school board
- Are named to local and state-level advisory and governance boards, such as task forces on health issues affecting children, such as lead poisoning, teen pregnancy, and childhood obesity

- Participate in local and state decision-making bodies on a wide range of issues affecting children and families (budget, health, recreation, economic opportunity, housing, criminal justice)

2. Parents participate in school and district decision-making bodies.

Parents:

- Become more active in parent organization and school board activities
- Develop strategies for placing members in positions of power, such as school councils
- Serve on multiple committees, not just those focused on family engagement
- Participate in decisions about hiring staff and principals, school improvement plans, and budgets
- Are represented on school decision-making teams
- Are elected to school site councils and local advisory councils
- Are represented on district committees, school board activities, curriculum task forces, textbook committees, and regional and state advisory councils
- Set the agenda for selected school and district decision-making bodies

3. Local institutions invite and encourage parent participation.

- Information about public policies uses less jargon and highly technical language
- Family support structures are fully funded
- Parents are provided with information about resources and rights to support their children, in their home languages
- Parents are provided with knowledge, skills, and opportunities to actively engage in decision-making
- Institutions consider culture, language, race, and other diverse aspects of parents when encouraging participation

4. Schools and school systems become more equitable and inclusive of parents.

- Parents challenge prevailing beliefs about their proper role in their children's schools and the power imbalance that undergirds those beliefs
- Schools encourage families to become partners in improving student learning
- Schools welcome and expect parents to be in the classrooms and hallways
- Parents and teachers describe the school as "feeling like a family"
- People trust and care about each other
- Teachers use mutual dialogue and joint projects to gain deeper

understanding of students' background and to collaborate with families to improve children's learning

- Parents have equitable roles in decision-making along lines of race, class, language, and immigration
- The school system affirms multiple languages and cultures
- Officials move away from color-blind ideologies – from "We treat everyone the same no matter what" to "We seek to understand and appreciate students' and families' race, culture, and language"

5. There is more frequent and constructive community dialogue about addressing problems.

- Public, community, and organizational spaces for dialogue, such as study circles, town meetings, hearings, and discussion sessions, are created or expanded
- Community dialogues include increasingly diverse voices, drawing in those that have been less represented in policy debates
- Local officials appoint more task forces and committees to study issues and problems, and name parent leaders to be members
- Public officials participate in community dialogues
- Community discussions of issues become more respectful and open to all points of view
- Public policy decisions are informed by input of parent leaders

6. Diversity of public officials and community leaders improves.

- Parent leaders from previously under-represented communities become elected officials, work in campaigns, and serve as staff members
- Decision-making bodies are more representative and racially, socioeconomically, and culturally diverse
- More elected officials are deeply familiar with the community
- More elected officials are respected by the community
- More elected officials represent the interests of communities that have been historically marginalized

7. Parent leaders' collective action leads to more informed policy-making that yields improved results for communities.

- Public officials adopt parents' framing of issues
- The community supports issues that parents promote
- Parents secure policy and legislative changes to better support children and families
- There are fewer cuts and more stable funding for services that support families (such as childcare and food stamps)
- Bipartisan support for policies benefiting families increases
- Media coverage of issues parents care about increases
- Media coverage of parents' actions increases and is more positive

ADDITIONAL INITIATIVE INDICATORS

Optional indicators include some indicators that will be relevant to some PLIs but not to others, as well as indicators that are aspirational – in other words, indicators that PLIs may aspire to but may not yet have the capacity for. PLIs may choose to focus on one of the optional indicators when considering areas of growth and development.

1. The initiative has multi-year/stable funding that is aligned with its mission.

- Initiative has multiple years of guaranteed funding
- Initiative has several funders
- Funders are diverse (e.g., foundations, government, local businesses)
- Staff includes designated grant-writer/fundraiser
- Opportunities are provided to initiative staff to learn about fundraising

2. The initiative curriculum/model covers knowledge development about the educational system.

The curriculum/model covers:

- How to interpret assessment and accountability data
- How to decipher educational and other official jargon
- How to unpack governmental regulations and procedures such as the Every Student Succeeds Act

- Standards-based reform
- The organizational structures of schools and school systems
- What welcoming schools should look and feel like

3. The initiative curriculum covers supporting the child's academic, physical, social, and emotional learning and development.

The curriculum:

- Provides informational, economic, educational, and child-centered resources to parents
- Offers developmentally relevant information, such as early childhood development or requirements for college admission and the financial aid process
- Responds from a culturally responsive frame to parents' requests for information about child-rearing, such as how to develop boundaries, parent-child communication, identification of risk factors, creating a positive home learning environment

4. The initiative curriculum/model invests in parents' personal, professional, and educational development.

The curriculum:

- Celebrates and recognizes each parent's gifts and contributions
- Covers how to set personal goals
- Helps parents understand how they learn
- Connects parents to other learning opportunities
- Covers workforce and educational development, including the development of marketable job skills

5. The initiative curriculum/model develops skills in action research.

Skills include:

- Qualities of strong research and evaluation
- How to pose a problem
- Interviewing
- Observation
- Survey design and data collection
- How to access data
- How to use data

6. The initiative curriculum/model develops skills in financial literacy.

- The initiative offers financial education sessions
- Parents receive regular financial coaching and consultation throughout initiative period
- Parents have access to written financial materials and resources

ADDITIONAL PERSONAL TRANSFORMATION INDICATORS

These indicators may be seen in some PLIs but not in others. The first three of these additional indicators reflect unintended – rather than intentional – outcomes of PLIs (for example, improved physical health). The latter three include those that may be relevant to some PLIs, based on the focus of their programming, but not to others.

1. Parents' mental, emotional, and physical health improves.

Parents:

- Know how to set personal goals

- Have improved confidence that they can achieve their goals
- Feel there is increased value and meaning in their lives
- Have less stress
- Have reduced feelings of isolation
- Have less fear (e.g., of deportation, of speaking up on behalf of their children)
- Have improved physical health

2. Parents develop their career and educational pathways.

Parents:

- Set and reach educational goals
- Find a job, if desired
- Change careers, if desired
- Get recognition at work or get promoted
- Start a business

3. The whole family benefits.

- Family relationships improve
- Parents model leadership to children
- Parents earn respect as leaders from other family members
- Children learn to be leaders

4. Parents develop tools for supporting children academically and socio-emotionally.

Parents:

- Gain deeper knowledge about early childhood development
- Understand requirements for college admission and the financial aid process
- Know how to access informational, economic, educational, and child-centered resources

- More frequently engage in educational activities with their children at home and in the community
- Monitor teaching and learning in the classroom
- Advocate for their children and other children

5. Parents develop their action research skills.

Parents:

- Understand qualities of strong research
- Can understand and articulate a problem
- Have interviewing skills
- Have observation skills
- Can design surveys and collect data
- Can access and use data

6. Parents develop their financial literacy skills.

Parents:

- Have financial self-efficacy
- Have financial knowledge
- Purchase assets
- Save money
- Talk to children about money, spending, and budgeting

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Elaine Zimmerman, Administration for Children and Families

Advisory Board

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This report and other materials related to parent leadership indicators are available at <http://parentleadershipevaluation.org>.

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