

Parent Leader Outcome Survey

Evaluation Survey Results 2018-2019

Prepared by:

Joanna D. Geller, PhD

NYU Metro Center

Metropolitan Center for Research on Equity and the Transformation of Schools

726 Broadway, 5th Floor

New York, NY 10003 | 212 998 5872

steinhardt.nyu.edu/metrocenter

ACKNOWLEDGEMENTS

The author is grateful for funding from the Annie E. Casey Foundation; W. K. Kellogg Foundation; Hagedorn Foundation; and Peppercorn Foundation. We would also like to extend our gratitude to the many individuals and organizations who have informed the development of the Parent Leader Outcome Survey.

The National Parent Leadership Institute (NPLI) annually implements a pre-post survey to every cohort of parent leaders. Many of the survey questions have been piloted over the past decade with the classes of the Connecticut Parent Leadership Training Institute (PLTI) parent leaders, and NPLI staff has committed substantial time and energy into revising and updating the survey. NPLI as a lead partner in the Parent Leadership Indicators Project shared their survey tool for input and/or testing with Parent Leadership Evaluation Network Member Organizations: ARISE; Community Organizing for Family Issues (COFI); Organizing in the Land of Enchantment (OLÉ); Parent Ambassadors; PLTI, Rochester; Parents for Public Schools; and Parent Voices. I am grateful to each of these organizations for their invaluable contributions to ensuring the survey questions felt relevant and meaningful to parent leaders.

Members of the Parent Leadership Indicators Project Core Team, Kate Gill Kressley, Anne Henderson, Sara McAlister, Wendy Y. Perez, Ph.D., and Joy Sanzone; James Haley for report generation and computer programming; Algorithym for support with survey development, factor analysis, and administration; Erin Moore, United Parent Leader Action Network for support with recruitment of pilot organizations; and Sam Ashley, Warwick, RI Public Schools, Mayra Acevedo and parent leaders with Partnership for Community Action, and Nancy Chavkin, Ph.D., Texas State University for invaluable input and feedback on the survey.

ABOUT NYU METRO CENTER

NYU Metro Center advances equity and excellence in education, connecting to legacies of justice work through critical inquiry and research, professional development and technical assistance, community action and collaboration. NYU Metro Center is nationally and internationally renowned for its work on educational equity and school improvement, bringing together scholars, educators, and innovators from diverse backgrounds to collaborate on a range of projects to strengthen and improve access, opportunity, and educational quality across varied settings, but particularly in striving communities.

For over four decades, NYU Metro Center has been a partner and resource for schools and school districts throughout the U.S. and beyond. Its research and community engagement programs help prepare teachers, school leaders and staff, and parents improve school culture and climate, reduce referrals to special education, and better support the unique needs of youth across a range of abilities and backgrounds. Its research initiatives inform policy and intervention communities on how best to serve vulnerable populations in and beyond our school systems.

AUTHOR | Joanna D. Geller, Ph.D.

© 2019 The Metropolitan Center for Research on Equity and the Transformation of Schools at New York University. All rights reserved. For any other uses, including the making of derivative works, permission must be obtained from the Metropolitan Center for Research on Equity and the Transformation of Schools at NYU, unless fair use exceptions to copyright law apply.

SUGGESTED CITATION

Geller, J.D. (2019). *Parent Leader Outcome Survey Results*. New York, NY.: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.

Table of Contents

Introduction	1
Measures	2
Demographics	4
Outcomes	9
Changes from Pre-Post on Civic Outcome Scales	9
Changes from Pre-Post on Civic Actions	10
Changes from Pre-Post on Voting Attitudes and Behaviors	11
Changes from Pre-Post on Personal Outcome Scales	11
Personal and Civic Actions (Retrospective)	12
Initiative Experiences	13
Initiative Experience Scales	13
Staying Connected with Parent Leaders and Staff	13
Net Promoter Score	14
Conclusion	14

Parent Leader Outcome Survey Results 2018–2019

Introduction

The Parent Leader Outcome Pre-Post Survey was administered to parent leaders in five organizations from 2018-19. 473 parents completed the pre-survey and 345 parents completed the post survey. There were 291 matched pre-post pairs. Parents completed the survey in Spanish or English, either by pen and paper or online. Approximately six months elapsed between the time parents took the pre-survey and the post-survey, although there was some variation by site and organization. Participating organizations included:

	Number of sites	Number of matched pairs
Parent Leadership Training Institute (PLTI) (National)	16	204
A Resource in Serving Equality (ARISE) (Texas)	4	38
Partnership for Community Action (New Mexico)	6	36
Parents for Public Schools (Mississippi)	1	6
Parents Empowering Parents (Connecticut)	1	7

The survey measured the impact of the initiative on parents' civic skills, engagement, and knowledge, as well as their experiences with the initiative.

This survey reflected a high degree of rigor, for the following reasons:

- The survey consisted of constructs. A construct is a collection of survey questions that all measure the same underlying belief or behavior (in this case, “civic confidence” or “civic knowledge,” for example). Self-reported beliefs and behaviors are difficult to measure accurately with only one question. Therefore, the most statistically rigorous surveys ask multiple questions, phrased in different ways, to more reliably capture beliefs and behaviors.
- In calculating construct scores, each question was statistically weighted, with questions that more closely measured a given construct weighted more heavily than other questions. This helped to ensure that the outcome scores capture the construct as accurately as possible.

This brief report describes the measures used and reports on demographics and outcomes.

Measures

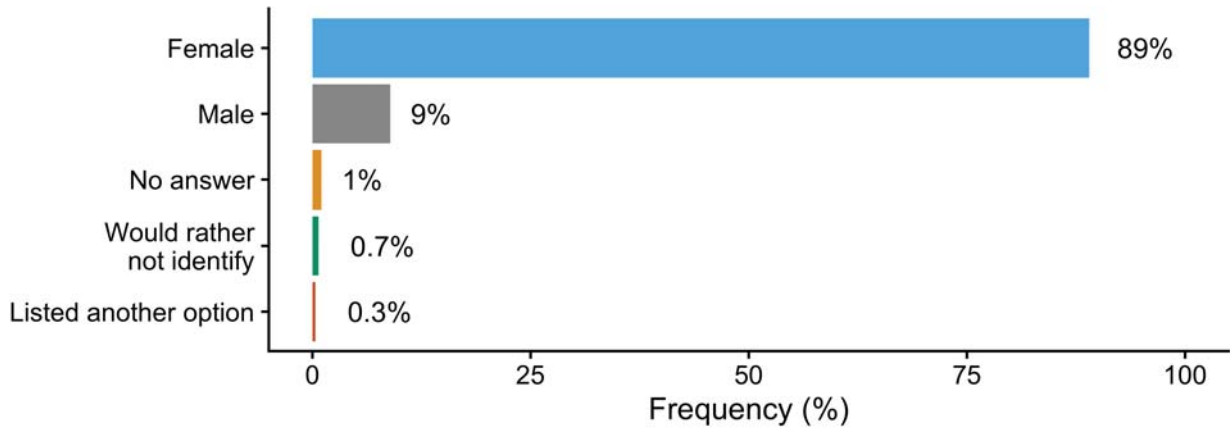
The following table shows how many questions made up each construct, and a few sample questions. All constructs had strong internal consistency (Cronbach's alpha > .70), meaning that the individual questions that made up each construct fit together well.

Construct	# of questions	Response scale	Sample questions
Civic confidence	6	1=Never; 5=Always	Please tell us how frequently you believe or do the following: I know what to do when problems arise in my community; I voice my opinions about what my community needs; I do something about problems in my community; etc.
Civic actions	12	Yes or No	Have you done the following in the past year? Attended a public meeting where there was a discussion of policy or community issues; Signed a petition; Served on a committee or as an officer of an organization; etc.
Social media and e-mail use for civic or political purposes	5	1=Never did this; 5=At least once a week	In the past year, how often did you use e-mail or social networking sites to: Express my opinions about policy or community issues; encourage others to take action on political or social issues; encourage others to vote, etc.
Knowledge about elected officials and community leaders	6	Yes or No	Do you know?... Who are your elected representatives for the U.S. Senate in Washington D.C.; Who is your elected representative for the State House of Representatives in your State capital? Who is your school district's superintendent or leader?
Civic knowledge	7	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? I know how state government budgets are made; I know how local laws are made; I know how schools are funded in my area, etc.
Working across difference	4	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? I interact with wide variety of people from different backgrounds - social, cultural, economic, educational; It is easy for me to get along with people whose values are different than mine; etc.
Self-confidence	5	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? I have a strong sense of who I am; I am a strong person; I speak up when I have something to say; etc.
Supportive social networks	4	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? There is someone I can talk to about important decisions in my life; I have friends and/or family who believe that I will succeed; etc.

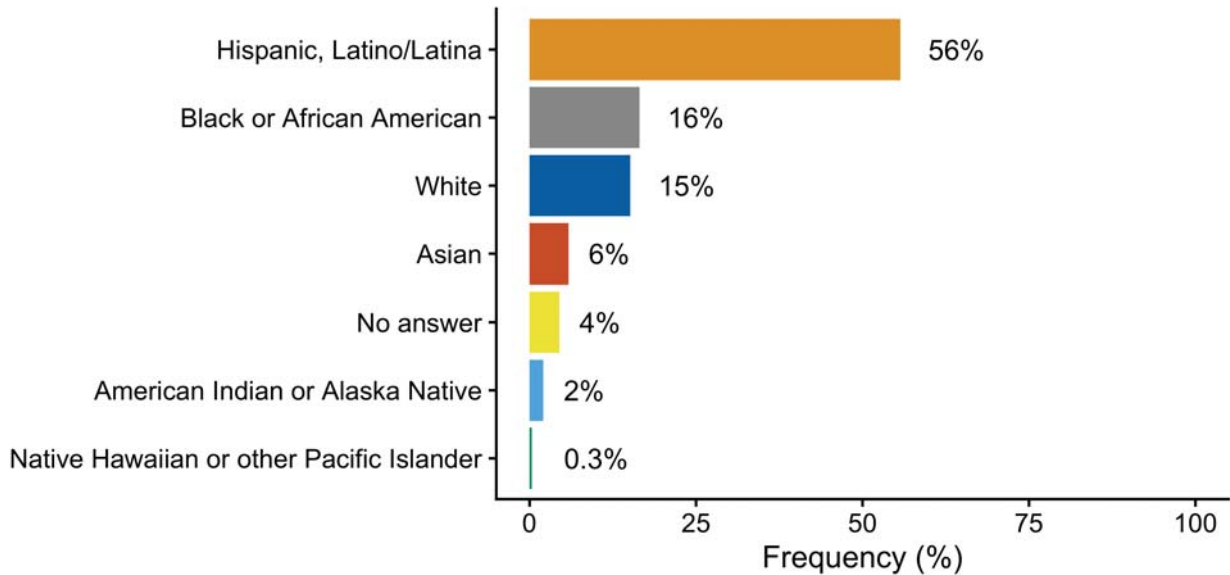
Construct	# of questions	Response scale	Sample questions
Respectful debate	5	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? I try to find a middle ground when I disagree with someone; I ask questions to make sure I understand something that someone has said; etc.
Sense of community within program (post-test only)	5	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? It is very important to me to be part of this community of parent leaders; I expect to be part of this community for a long time; I feel hopeful about the future of this community, etc.
Peer connection within program (post-test only)	4	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? In this initiative, it is easy to discuss difficult issues and problems; Even in difficult situations, people in this initiative can depend on each other; etc.
Leadership within program (post-test only)	4	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? The initiative provides the resources and support we need to be leaders; I have an impact on decisions made in this initiative; etc.
Cultural responsiveness of initiative (post-test only)	8	1=Strongly disagree; 5=Strongly agree	How much do you agree that the parent leadership initiative has emphasized the following? Developing skills to work with people from various backgrounds; recognizing how your own beliefs and attitudes affect your behavior; discussing issues of equity or privilege
Diversity and inclusion (post-test only)	7	1=Strongly disagree; 5=Strongly agree	How much do you believe that the initiative has provided an inclusive environment for the following? Racial/ethnic identity; gender identity; economic background; political affiliation; religious affiliation; sexual orientation; disability status

Demographic Data (n=291)

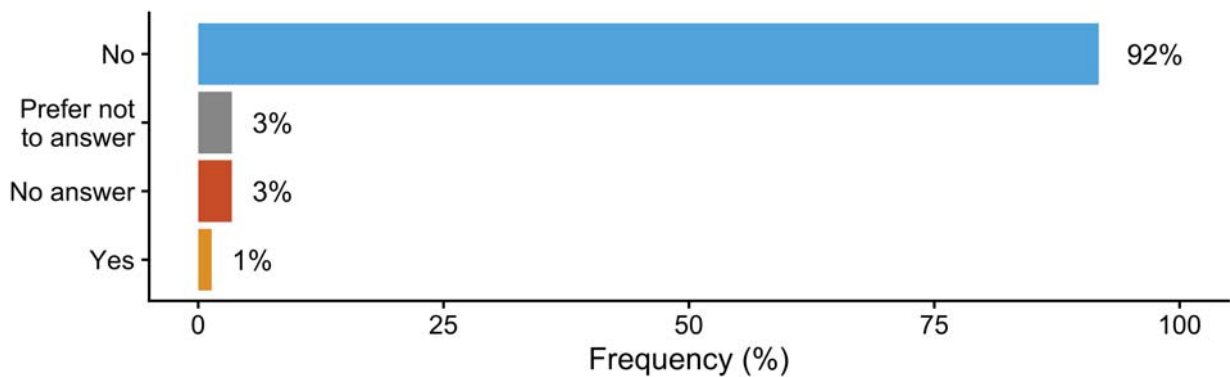
Gender



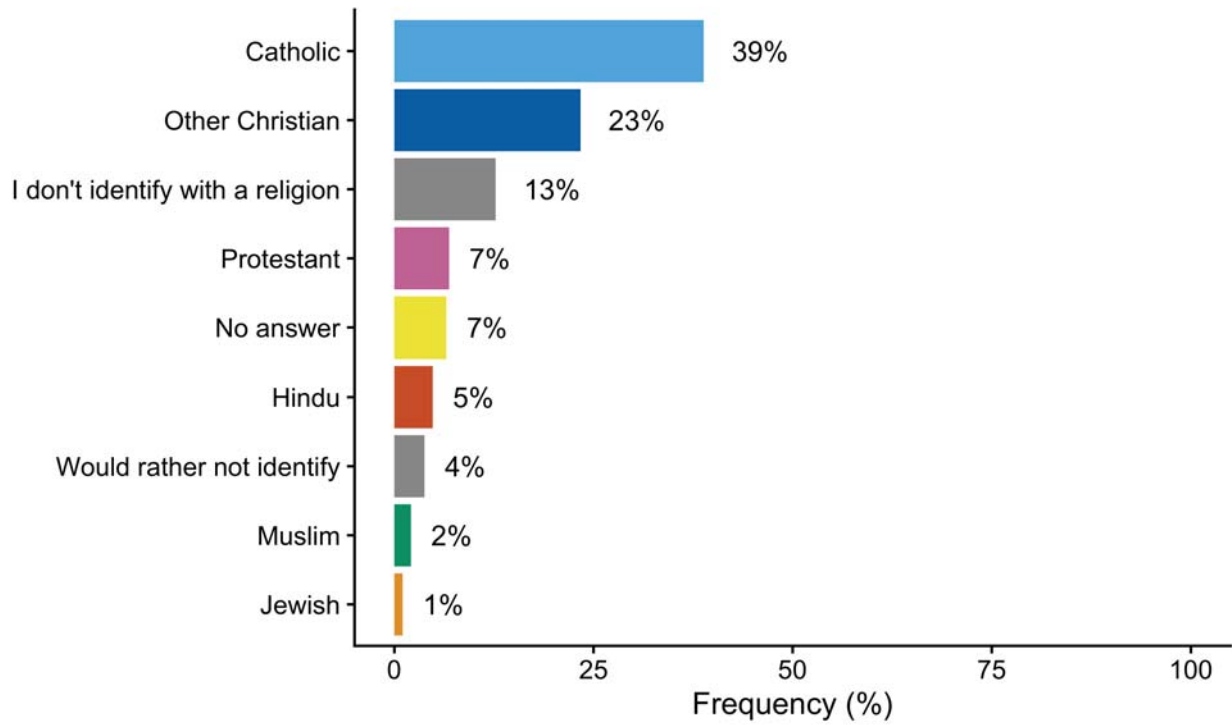
Race/Ethnicity



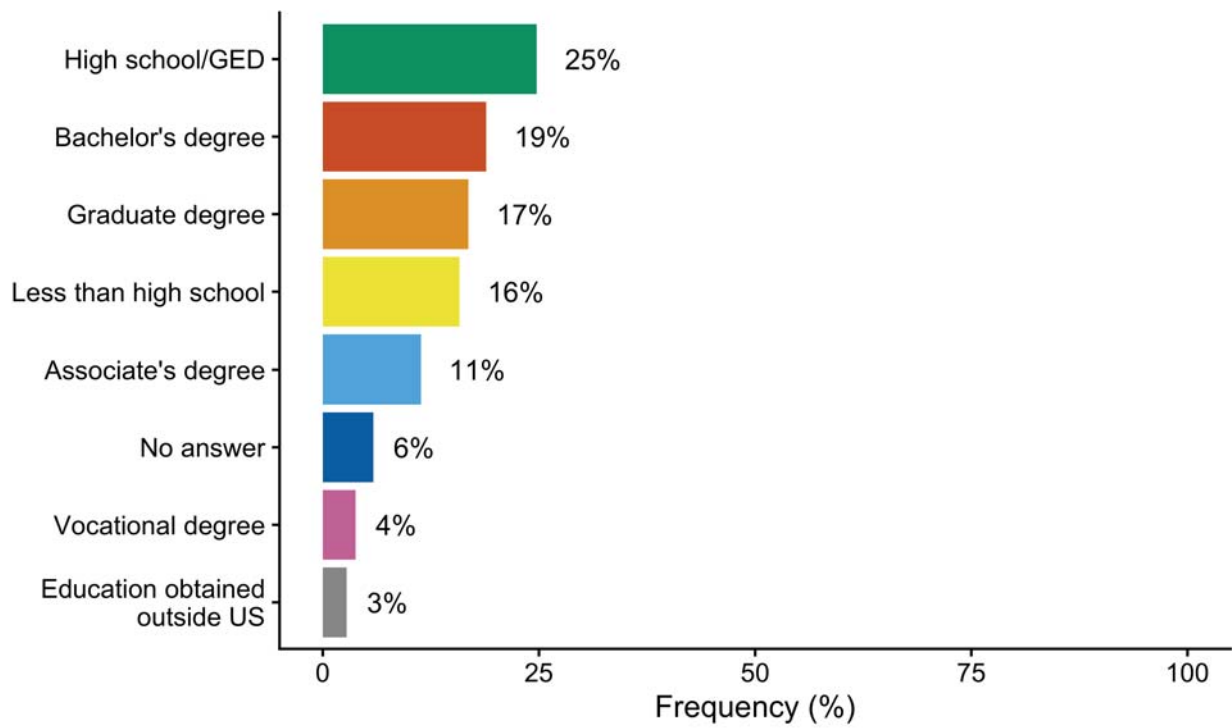
LGBTQ



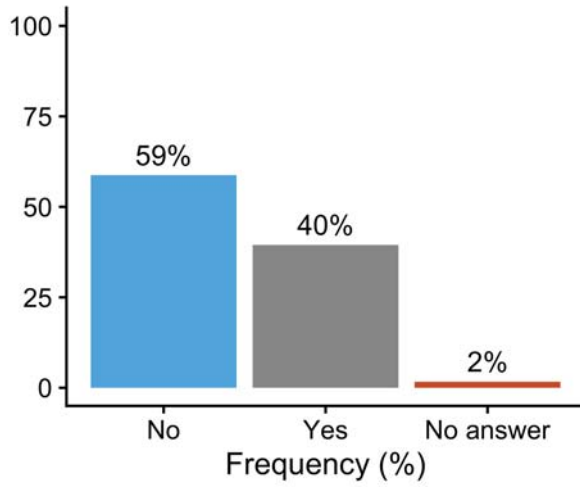
Religion



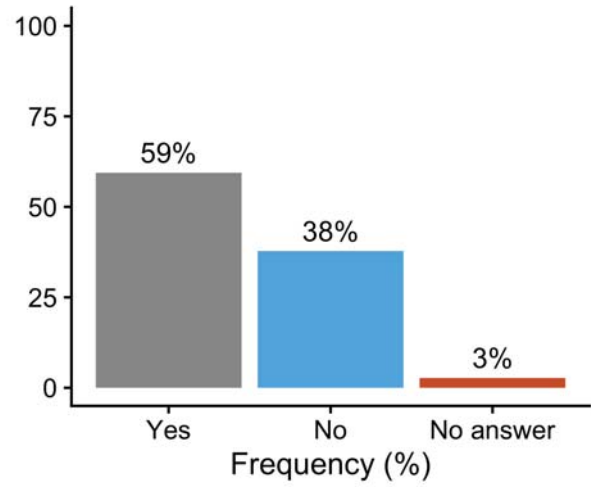
Education Level



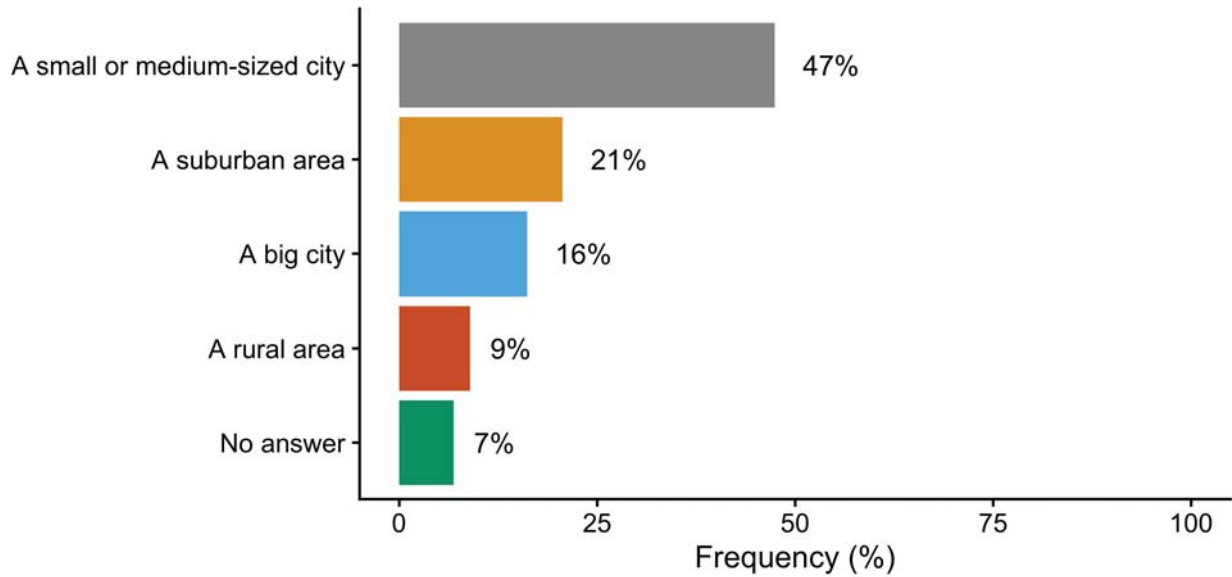
Born in the U.S.



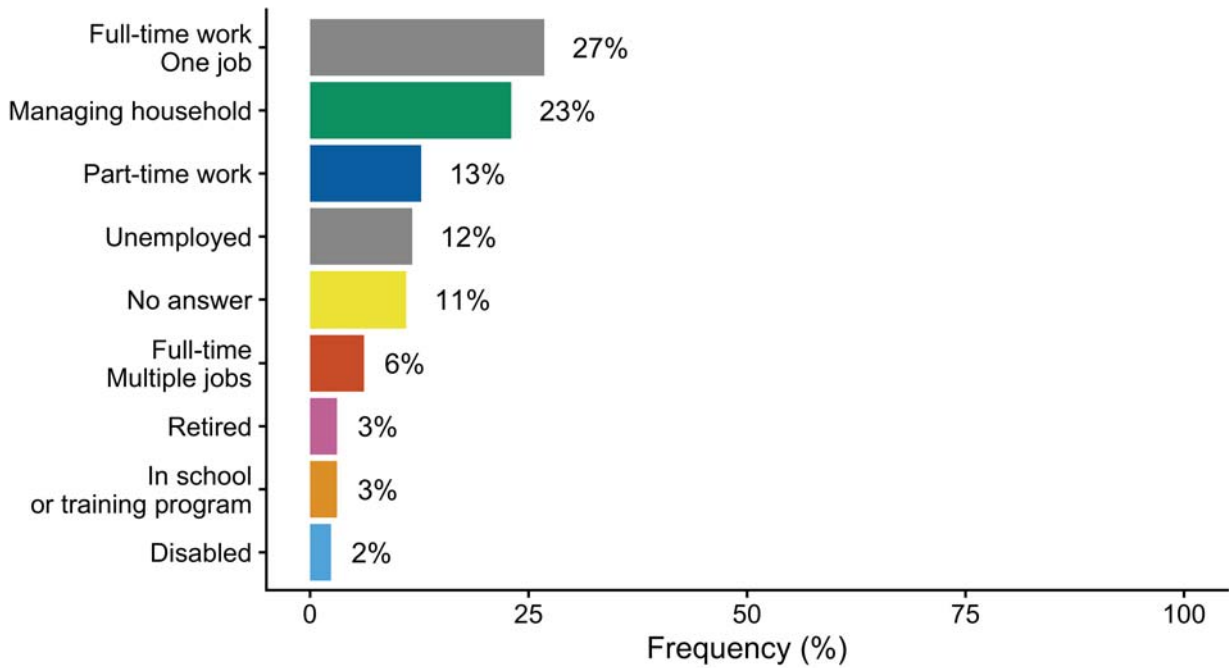
Home Language Not English



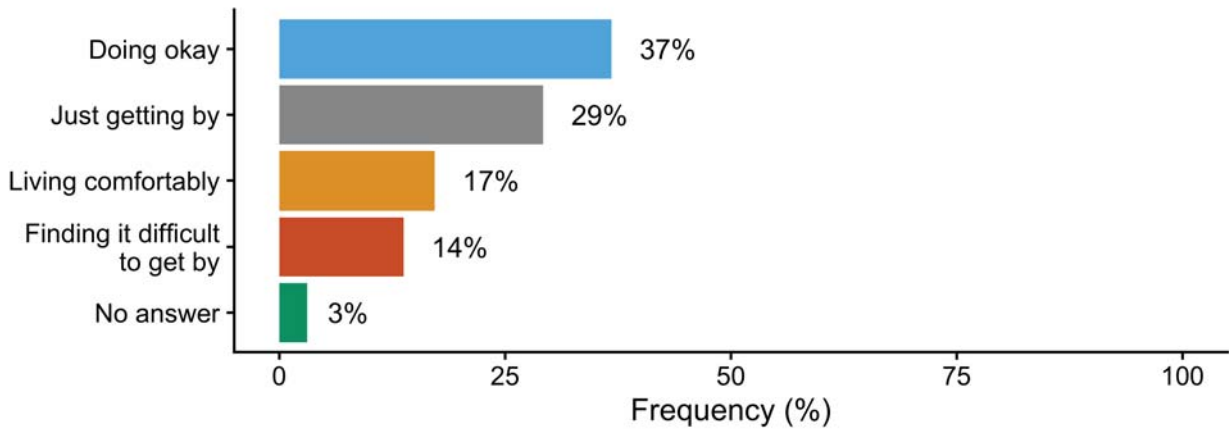
Residential Area



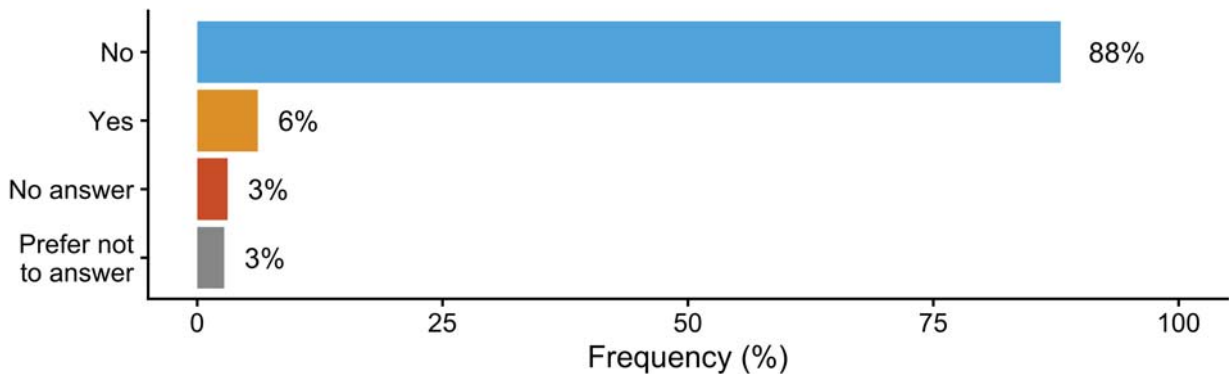
Employment



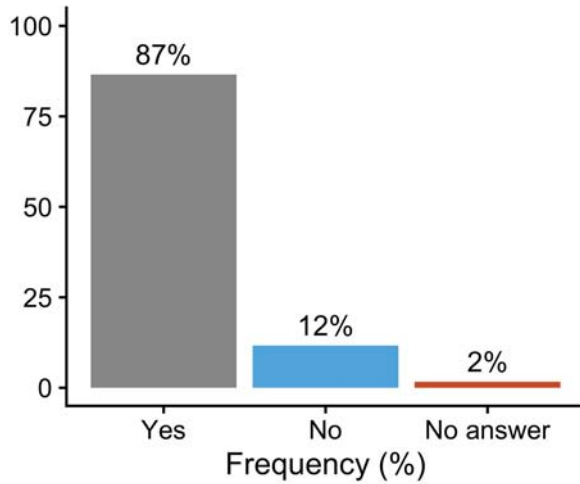
Economic Situation



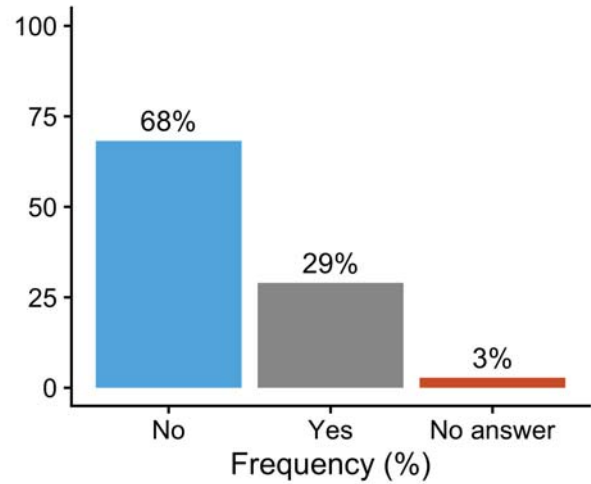
Disabled



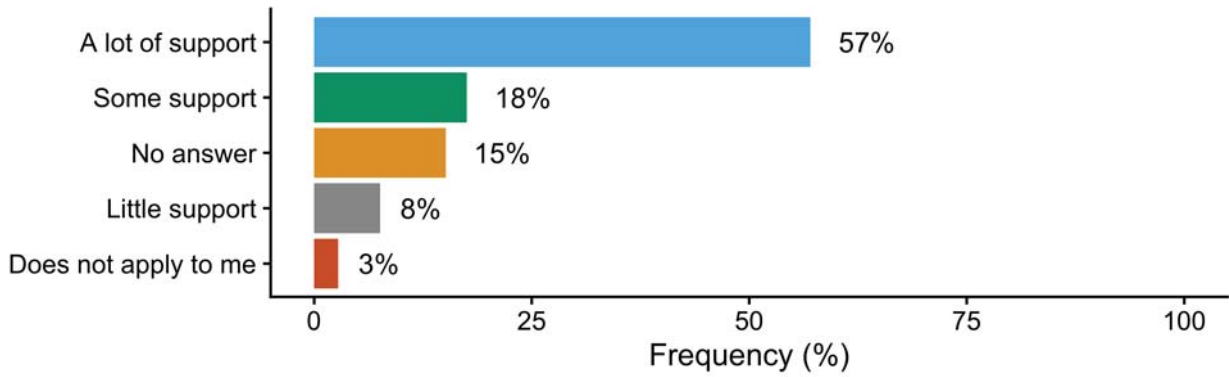
Parent or Caregiver



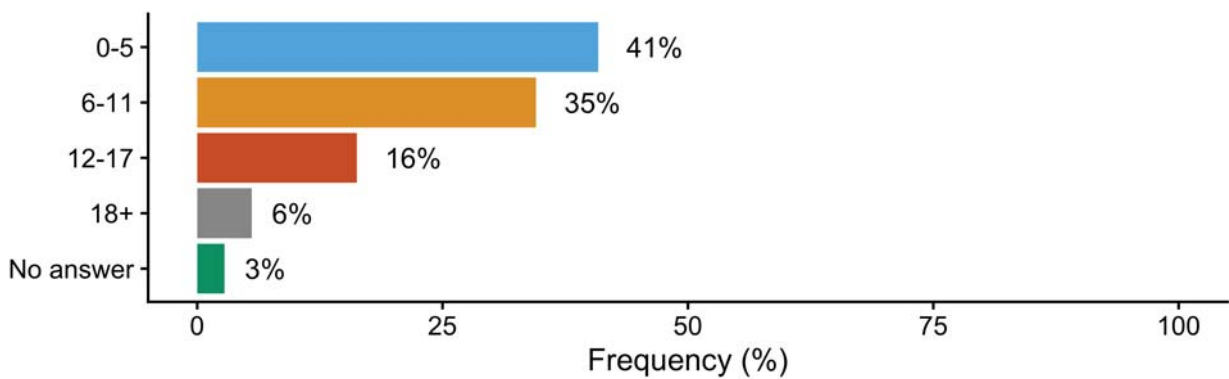
Single Parent or Caregiver



Level of Caregiving Support from Others



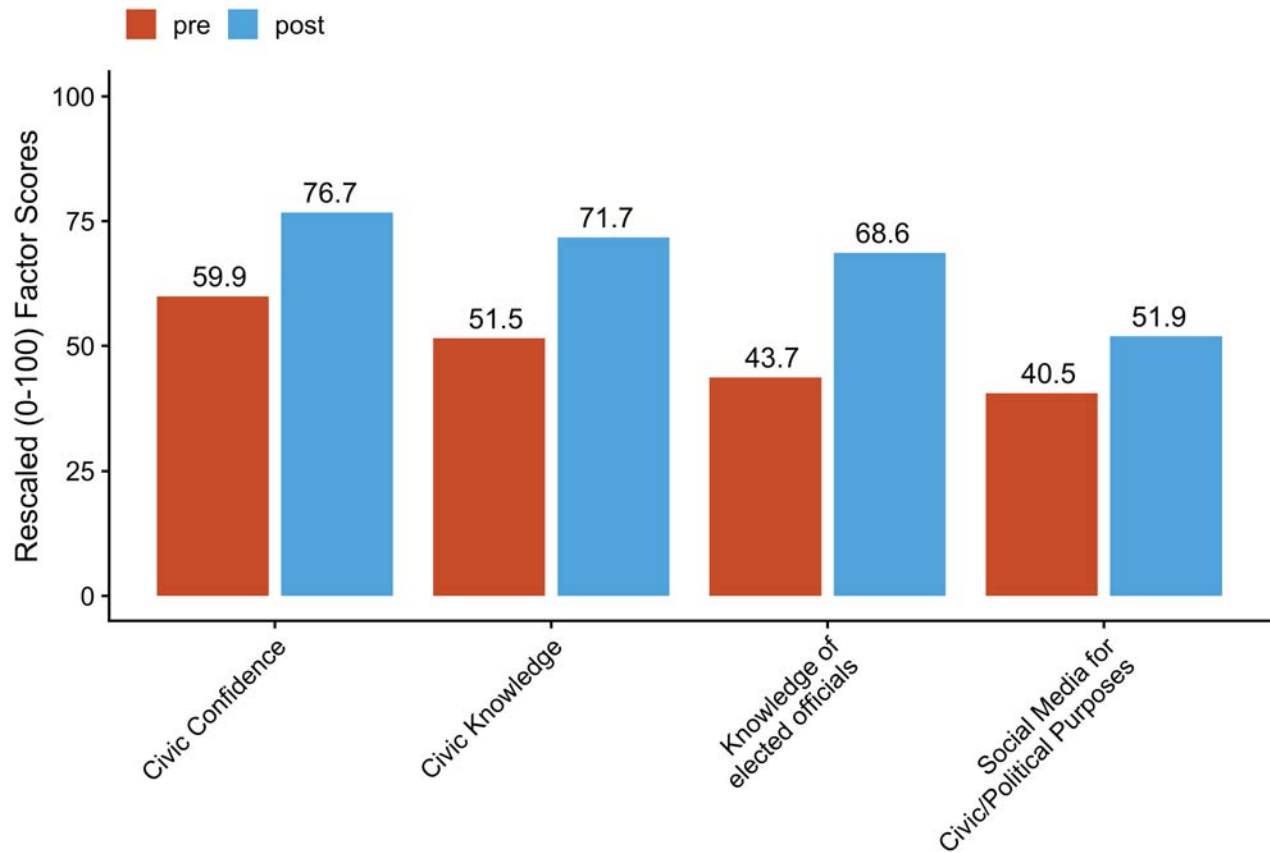
Ages of Children



Outcomes (n=291)

The graph below shows the pre and post score for each construct. Original scores have been weighted and converted to 0-100 for easier interpretation and comparison between constructs.

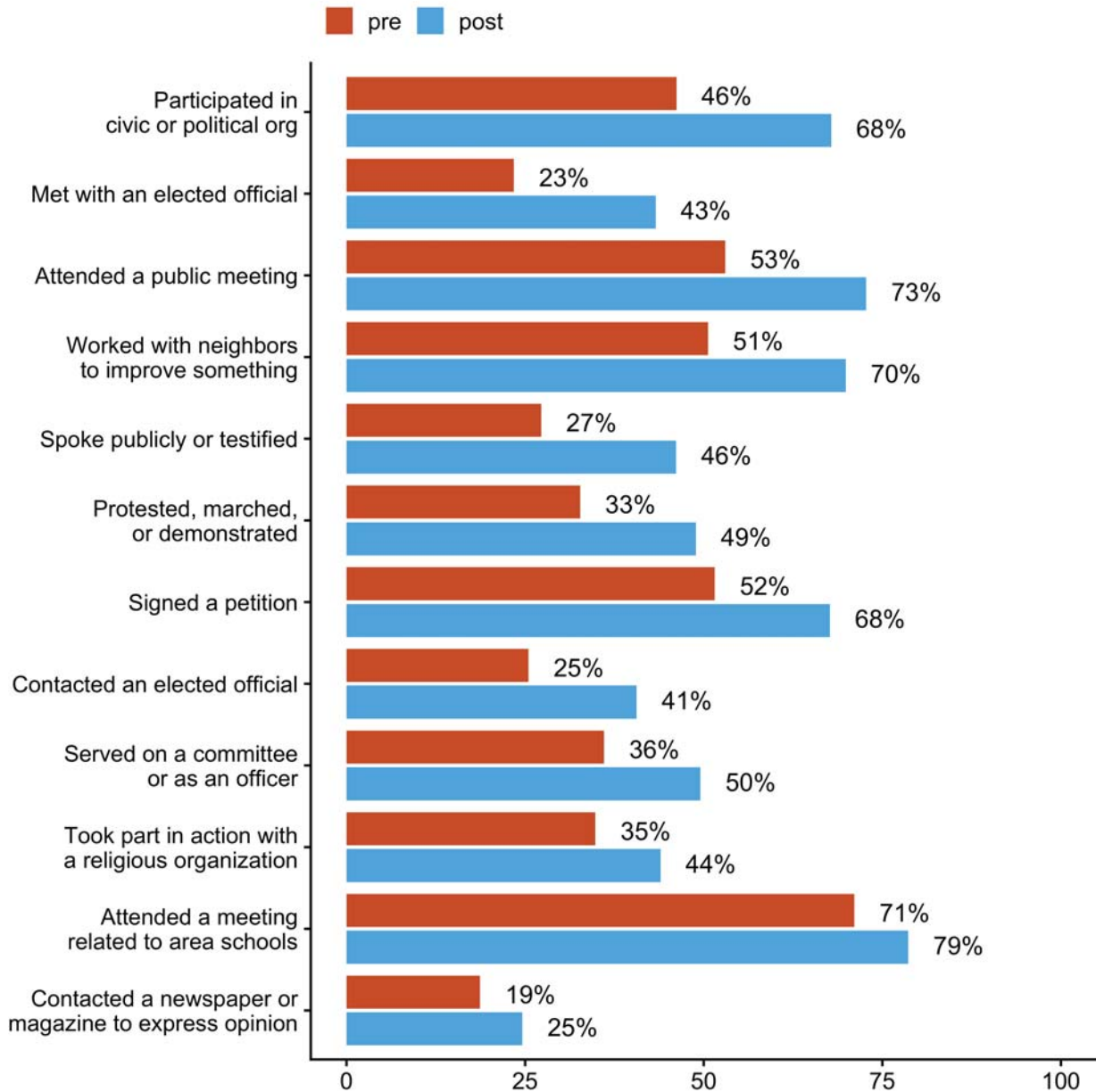
Changes from Pre-Post on Civic Outcome Scales



Parents showed statistically significant ($p < .001$) growth in all four of the civic outcome areas. The greatest increase was in knowledge of elected officials.

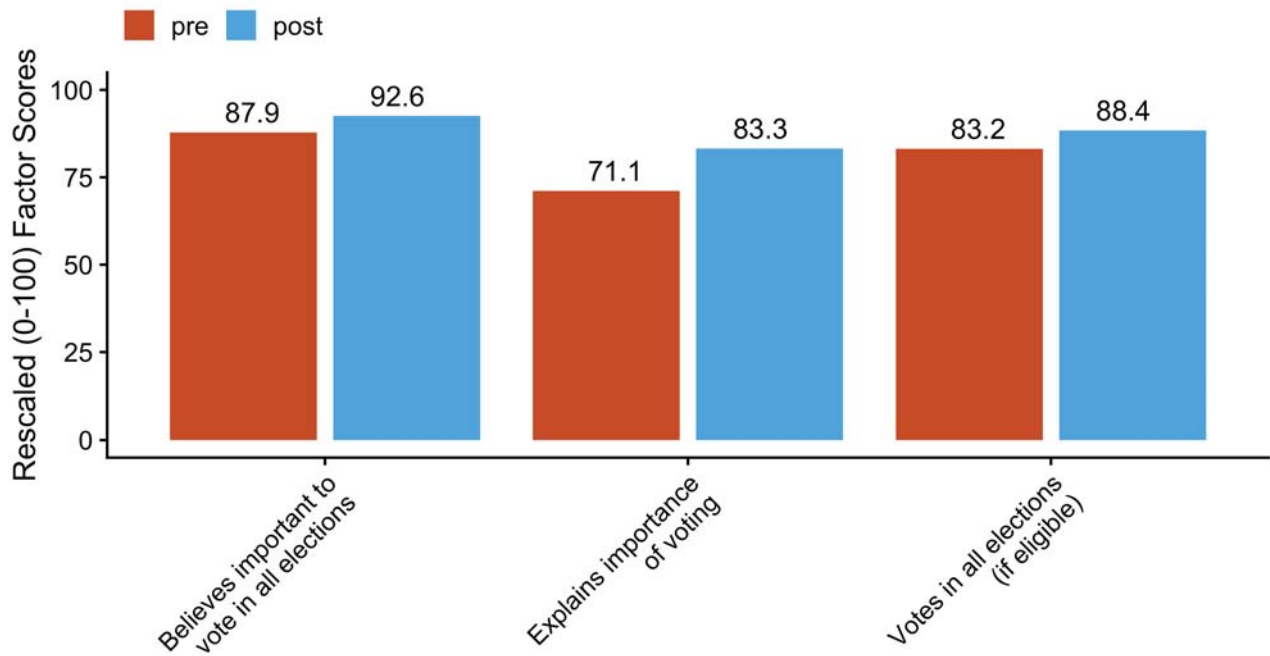
Changes from Pre-Post on Civic Actions

*Actions are shown in order from largest amount of change to least amount of change.

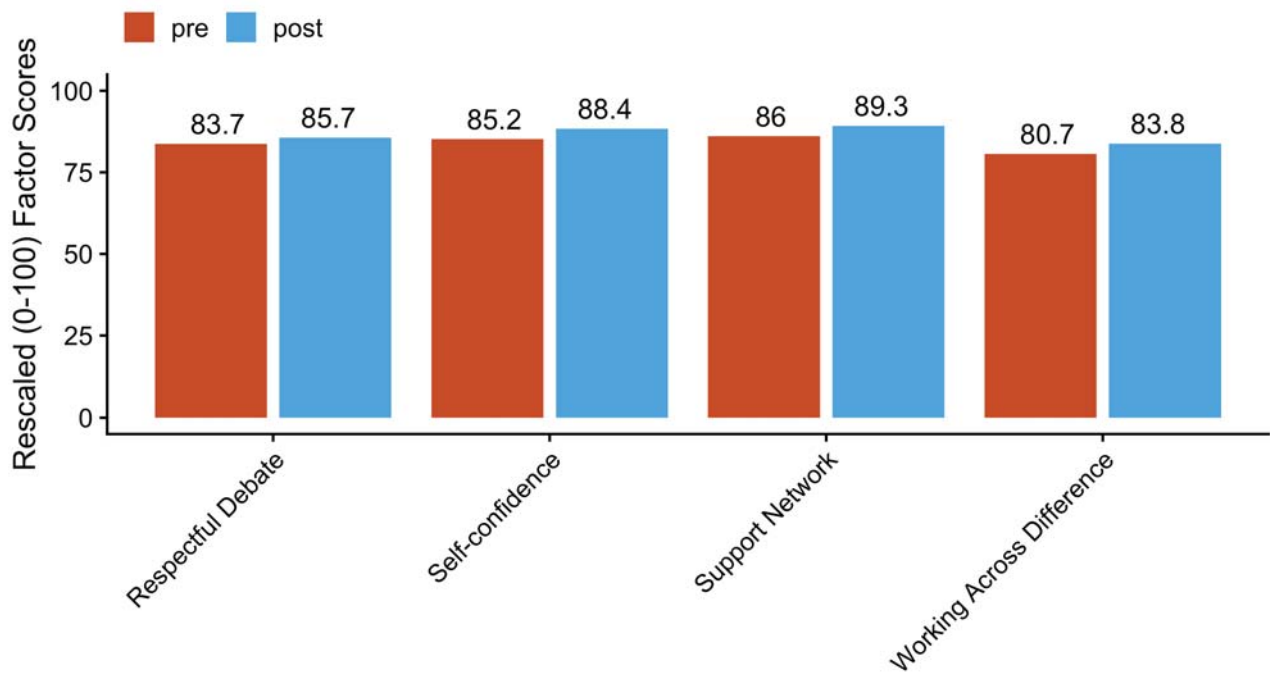


There was an increase in the percentage of parents who engaged in each of the 12 civic behaviors over the past 12 months. The greatest increases were in participating in a civic or political organization, meeting with an elected official, and attending a public meeting.

Changes from Pre-Post on Voting Attitudes and Behaviors



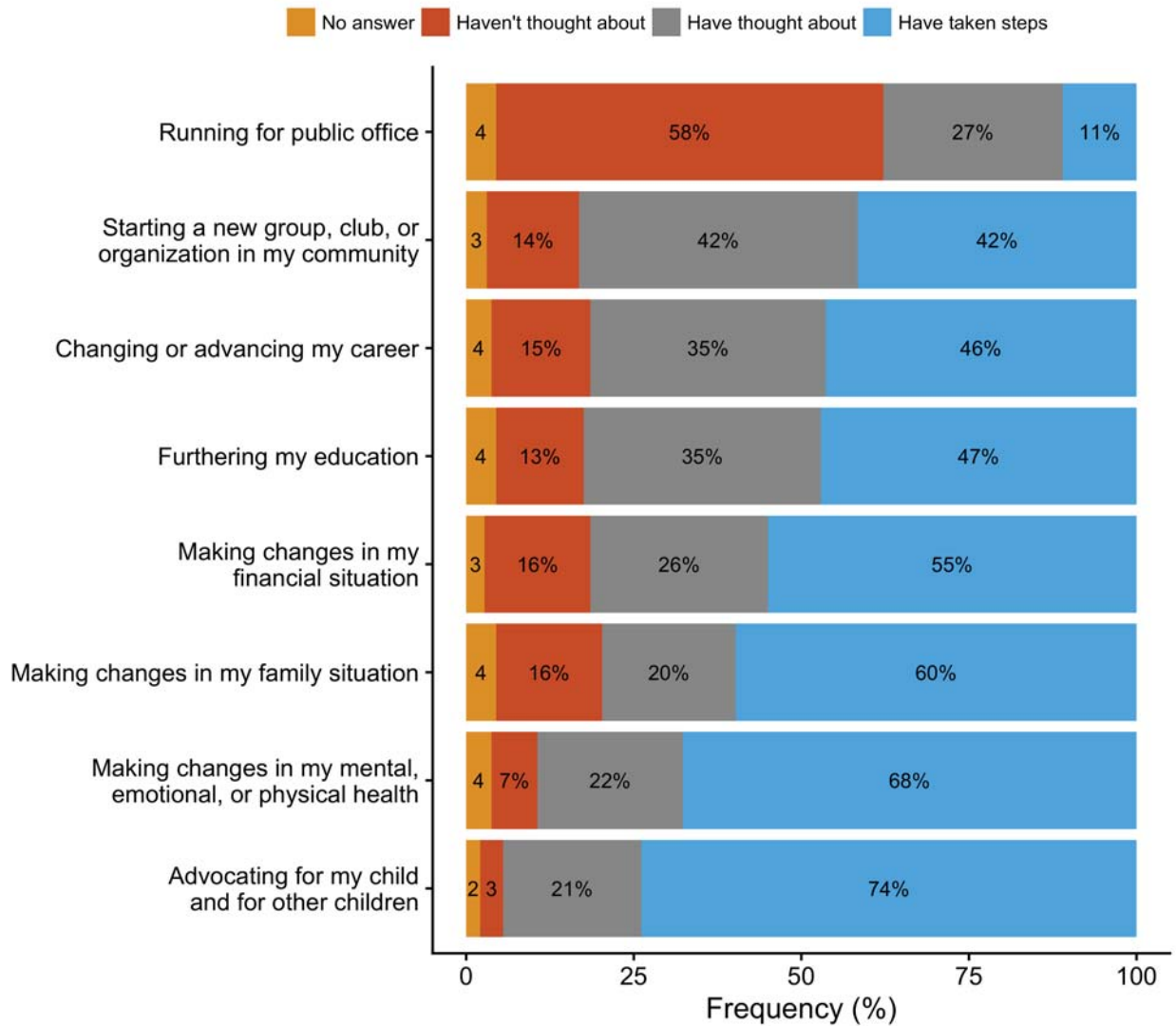
Changes from Pre-Post on Personal Outcome Scales



There was a slight but nevertheless significant ($p < .001$) increase in all 4 personal outcomes. Because parents scored themselves so highly on these measures at the time of the pre-survey, there was not much room for growth.

Personal and Civic Actions (Retrospective)

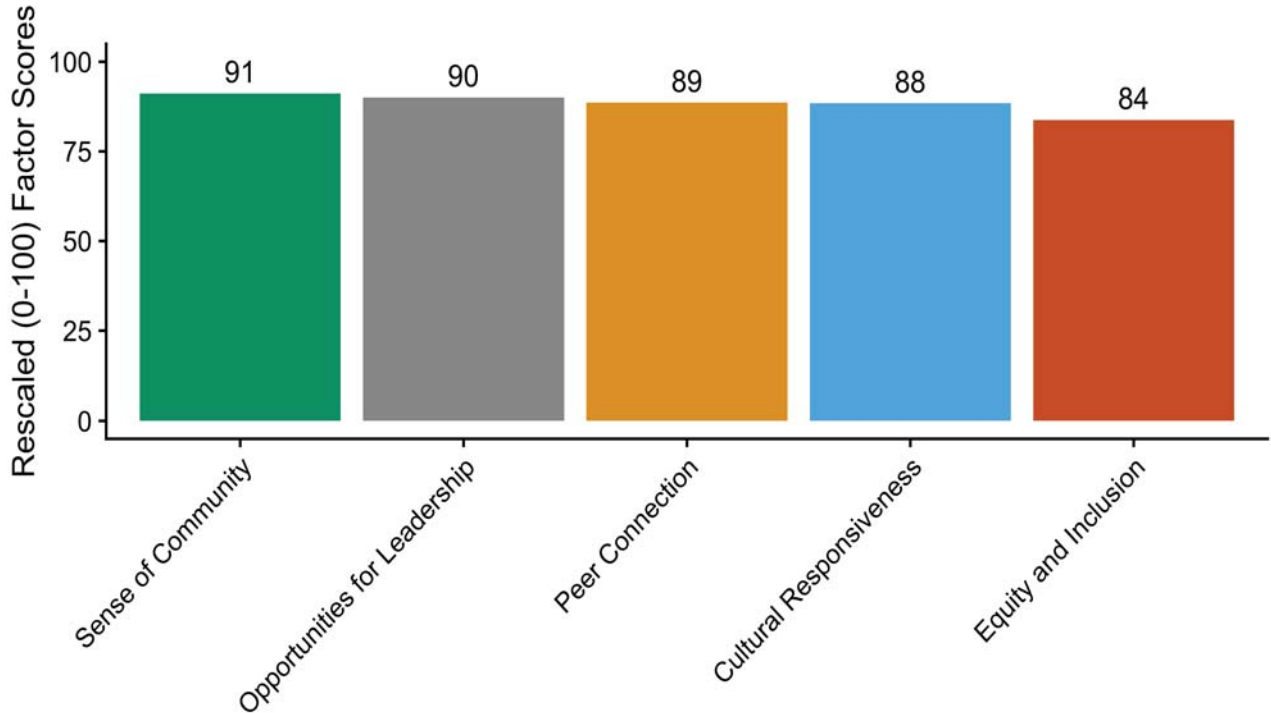
The overwhelming majority of parents reported that the parent leadership initiative inspired them to think about or take steps to change their personal and civic lives.



Results: Initiative Experiences (n=291)

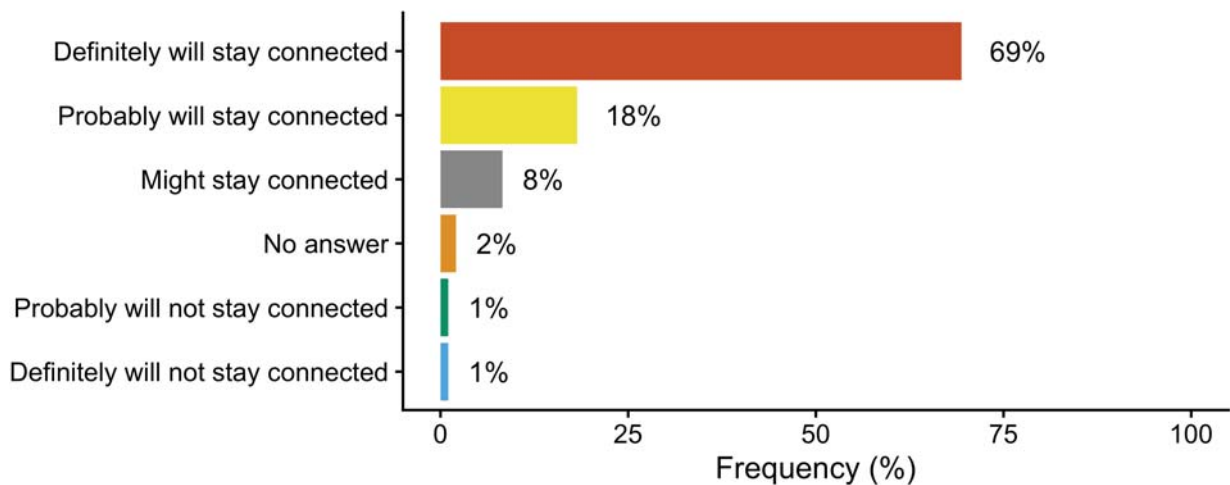
Initiative Experiences Scales

The graph below shows how participants felt about the sense of community, opportunities for leadership, peer connection, cultural responsiveness, and diversity and inclusion within the program. Original scores have been converted to 0-100 for easier interpretation and comparison between constructs. Overall, scores show that parents experienced a strong sense of community; developed strong connection and trust with peers; had opportunities to become a leader; and believed that the initiative was culturally responsive and honored diversity and inclusion.



Staying Connected with Parent Leaders and Staff

More than two-thirds of parents reported that they would definitely stay connected with parent leaders and staff from the program/initiative.



Net Promoter Score

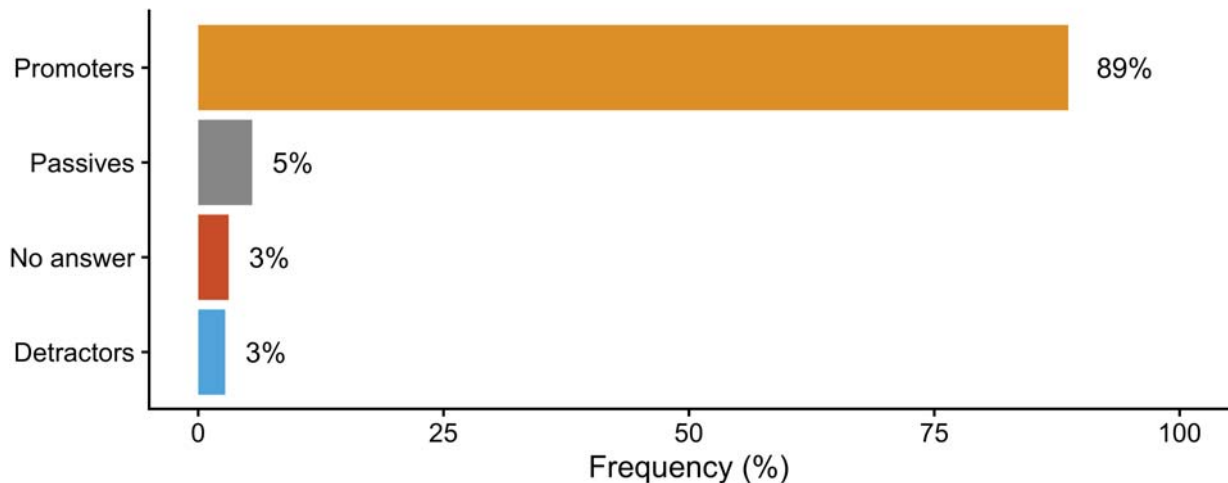
Many companies use a “net promoter score” to understand how loyal their customers are. Respondents answer on a scale from 0 to 10 how likely they are to recommend the company to a friend. The Net Promoter Score is calculated by subtracting the percentage of detractors (those who scored between 0 and 6) from the percentage of promoters or ambassadors (those who scored a 9 or 10).

This score may be applied to sites to understand the likelihood of participants talking up the program in the community or staying engaged through an alumni network, although this remains to be tested. Participants were asked how likely they would be to recommend the initiative to a friend or family member, with 0 being “not at all likely” and 10 being “very likely.”

Net Promoter Score: 86

Possible range = 0-100

Positive score = Good; Score over 50 = Excellent



Conclusion

This pre-post survey shows that the parent leadership initiatives served a diverse group of parents. By the end of the program, parents reported engaging at a higher rate in a range of civic behaviors. In addition to changes in civic attitudes, knowledge, and behaviors, the majority of parents reported that as a direct result of the initiative, they had thought about or taken steps to make changes in their personal lives, such as furthering their education, changing/advancing their careers, and making changes in their emotional, social, or physical health. Furthermore, parents reported that they had positive experiences in the program, as evidenced by high ratings when asked about perceived sense of community, opportunities for leadership, peer connection, cultural responsiveness, equity and inclusion, and likelihood to recommend the initiative to a friend.

Parent Leader Outcome Pre-Post Survey Copyright Information

© This survey product, is provided by the Connecticut Commission on Women, Children, Seniors, Equity and Opportunity's (CWCSEO) Parent Leadership Training Institute (PLTI), the National Parent Leadership Institute (NPLI), and New York University's Metropolitan Center for Research on Equity and the Transformation of Schools (NYU Metro Center). This product is copyright 2018-19 CWCSEO/PLTI, NPLI, and NYU Metro Center. The product is based upon an earlier survey product, copyright 2003, owned by CWCSEO.* All rights reserved. This product is the subject of a license agreement with NPLI. Based upon permission from CWCSEO, NPLI contracted with NYU Metro Center to improve upon the 2003 product as part of their evaluation work on behalf of NPLI and CPLTI sites. The product, derived from the thought contributions of PLTI of CWCSEO, NPLI and NYU Metro Center, was developed for the use of NPLI, PLTI, NYU Metro Center and designated field partners, particularly members of the Parent Leadership Evaluation Network. For any other uses, including the making of derivative works, permission must be obtained from CWCSEO, NPLI, or NYU Metro Center.

*CWCSEO- formerly known as the Commission on Children (COC) and Commission on Women, Children, and Seniors (CWCS)