

# **BUILDING LOCAL LEADERSHIP FOR CHANGE**

## **A NATIONAL SCAN OF PARENT LEADERSHIP TRAINING PROGRAMS**

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# Outline of this presentation

- Discuss the mandates in the NY Senate law
- Review examples of parent leadership training programs from other places
- Discuss implications and ideas for New York City

## What does the new parent center law say?

CUNY is authorized to operate a Parent Training Center for:

- 1. Training** to take part in school governance and district participatory structures
- 2. Outreach and recruitment** to increase diversity in these structures
- 3. Enhance parents' ability to support students'** educational success
- 4. Assistance to interact with district staff and understand how NYC DOE works,** for parents and students
- 5. Encourage college counseling** initiatives to increase college enrollment, and to **train students to become youth leaders,** including student success centers

# Parent center program priorities

In designing and implementing programs, priority must go to schools and districts with:

- Low overall student achievement
- A high density of ELL students
- A high density of low-income families
- Schools with ineffective or no parent associations

# Our research: What did we look for?

## Programs with:

- A mission to engage parents/families in improving their public schools
- A sustained, formal program, preferably with a name and identity
- A coherent curriculum matching the goals of the program, delivered by trained facilitators
- Inclusive but explicit selection criteria for participants
- Evaluation data on outcomes for participants and schools

# What did we find?

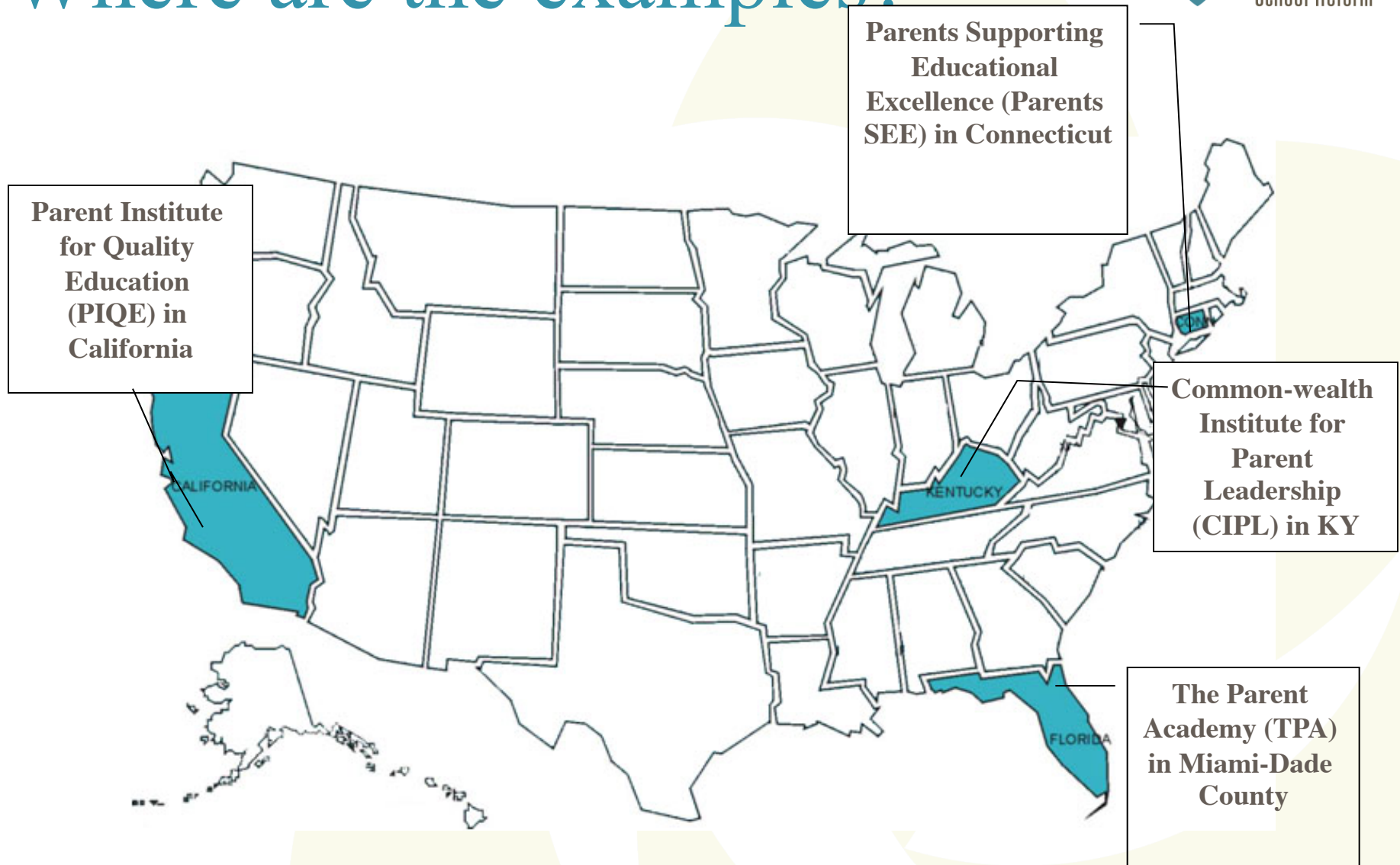
Four types of programs relevant to NY law:

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1. Preparation for leadership roles (PA presidency, school councils, district committees and school boards)
  2. Training on school system for immigrant families
  3. Parent Academies or Universities
  4. Parent leadership training to understand the system and interact with staff
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# What are some good examples?

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|----|---------------------------------------|--|
| 1. | <b>Leadership structures</b>          | Commonwealth Institute for Parent Leadership (CIPL) in Kentucky        |
| 2. | <b>Immigrant families</b>             | Parent Institute for Quality Education (PIQE) in California            |
| 3. | <b>Support children's learning</b>    | The Parent Academy (TPA) in Miami-Dade County                          |
| 4. | <b>Understand and navigate system</b> | Parents Supporting Educational Excellence (Parents SEE) in Connecticut |
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# Where are the examples?



# Commonwealth Institute for Parent Leadership (CIPL) – Kentucky

- **Vision** – An army of informed and motivated parents to make KY reform work
- **History** – KERA passed in 1990 to improve the second worst education outcomes in country (TGFM), warnings from business community. Many leverage points for parents in law, but training needed.
- **Sponsorship** – Program operated with private donations, contracts with school districts and state/federal programs, and revenue from consulting. Offspring in OH, MS, FL, OR, DC, CO.

# CIPL/KY

- **Participants** – 1500 “fellows” from all income and education levels since 1997
- **Notable features** – CIPL requires local projects using data to improve student achievement. CIPL recruits teams at schools and districts; develops outreach and recruitment strategies; partners with GEAR-UP, STEM, Early Childhood
- **Evaluation data** – Improved achievement; engagement sustained over time; pipeline of candidates prepared for leadership roles, from PTA to state board. Fellows say, “never in a million years...”

# Parent Institute for Quality Education (PIQE) – California

- **Vision** – Mobilize the most powerful force on earth (love of parents for children) to reverse low achievement and increase college enrollment.
- **History** – 9-session program began in San Diego in 1987, spread all over CA in ten years.
- **Sponsorship** – Operated privately. Cost per participant (\$170) funded half by tuition fees paid by school districts and Cal State, and half by private donations

# PIQE/CA

- **Participants** – Over 400,000 graduates since 1997; 80% attended all 9 weekly sessions. Most are Latino and low-income.
- **Notable features** – Partnership with Cal State (9 campuses) offers program in feeder communities; Parent Coach follow-up program; strong emphasis on graduation, building families social networks; facilitators from same background as families; teacher workshop.
- **Evaluation data** – HS graduation rates for PIQE children well above district average in San Diego; PIQE HS students 50% more likely to take A-G classes; higher grades and lower absences; PIQE parents more likely to engage in activities that promote learning, build relationships with teachers.

# The Parent Academy (TPA) – Miami, FL

- **Vision** – to create more “demand parents” – who understand their children deserve a good education and their responsibility to get it for them.
- **History** – Began in 2005, linked to district improvement initiative, Plan for Success. Aimed at all low-income parents, but targeted on lowest-performing schools.
- **Sponsorship** – Operated and staffed by school district but funded with private donations

# TPA/Miami

- **Participants** – Over 100,000 parents, family members, caretakers, and community people.
- **Notable features** – “Campus” is community – parks, barbershops, libraries and colleges; extensive outreach about what to offer; adult and career education; partnership planned with colleges.
- **Evaluation data** – High ratings from principals and participants; impact on parents’ attitudes, expectations and behaviors.

# On the Parent University model:

“If you're trying to teach adults something, give them the respect of having it resemble a real class, which meets more than once, reinforces lessons, and allows parents to form learning-centered relationships with instructors and fellow students — just as their kids do. "When we looked around the country, we found one-hit wonders ... daylong workshops," says Dunkley. "That really didn't produce transformative results, nor did it sustain interest or truly give support to parents.”

Karren Dunkley, deputy, Philadelphia School District, Office of Parent, Family and Community Services

Time Magazine,

<http://www.time.com/time/nation/article/0,8599,1931170,00.html#ixzz0ZPpFCkQY>

# Parents Supporting Educational Excellence (Parents SEE) – Connecticut

- **Vision** – Provide parents with knowledge and skills to become teachers, change agents, and active participants in education policy and governance
- **History** – Began in 2006, by the CT Commission on Children (state legislature) and CT Center for School Change. Aimed at parents of all backgrounds, but offered only in urban areas
- **Sponsorship** – Operated by local community group in cooperation with the school district. Funded by state funds, Title I and private donations

# Parents SEE/CT

- **Participants** – About 250 participants in two school years.
- **Notable features** – 12-week program offered in collaboration with a local community, with school system support; a local design team that reflects community oversees the course; graduation requirements.
- **Evaluation data** – Impact on parents' knowledge, skills, confidence, and leadership in using data to make decisions about school improvement.

# Effective Practice

- **Information** for families on how a standards-based system works and what the **leverage points** are for influence and input
- Helping families **understand how to use data** in school improvement projects
- Linking the program to **school improvement initiatives** and to Title I requirements
- Getting initial and continuing **input from participants**
- Building **social networks** and giving parents **access to system officials** and policy-makers
- **Partnerships** with colleges/universities, and other federal and state programs

# Implications for NYC

- Legislation mandates five wide-ranging functions for Center, in all 5 boros
- Funding amount is currently limited -- \$800k from NYC + \$800k from Senate
- Who will decide how to implement? A planning committee is needed to make decisions about which functions to carry out and how to fund the work

# Key Areas to Address



- **Functions/Content** – Negotiating the different functions:
  - Train members/increase diversity of participatory structures
  - Build families' capacity to support children's success
  - Help parents/students understand DOE and interact with practitioners
  - Increase college access, develop student leaders
  
- **Funding** – Dealing with limited support:
  - Should initial programs be pilots?
  - How to generate additional funding?
  
- **Parent/community voice** – Hearing about:
  - Content
  - Where and how to offer training
  - Supports for broad and representative participation
  
- **Focus** – Improving student outcomes:
  - How sustain the focus?
  - How to link Center programs to school improvement initiatives?

# Thanks to the team

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