Parent Empowerment in Education

Measuring What Matters

Measurement by Strategy 2 - Exercising their Choice

Organizations executing this strategy are focused on informing and organizing parents so they can exercise their power of choice. Specifically:

- a) Choosing the school that they believe is the best fit for their children's needs (within whatever constraints around choice exist in their community), and
- b) Making the myriad array of choices within a school that reflect the needs of their children.

For examples of organizations executing this strategy, please click **here**.

1. Identify impact agenda

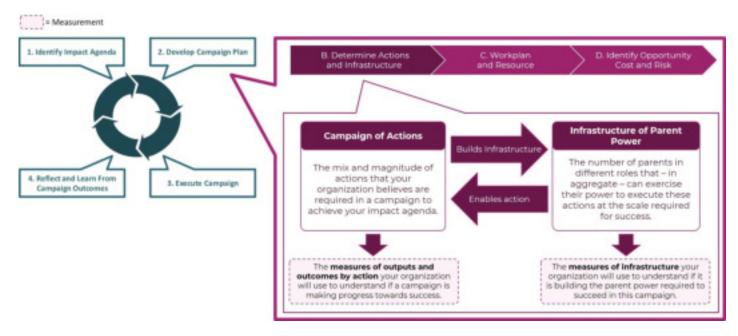
The first step is to clearly articulate the impact agenda of a campaign that key stakeholders agree with and are excited to exercise their power to support. Organizations co-create this agenda in collaboration with the communities they serve. This requires sharing points of view, listening to others, and deep dialogue built on both data and also values.



- How are a broad set of stakeholders included in creating this agenda? Parents?
 Students? Teachers? Those in positions of authority? Other?
- What are the values held by various stakeholders who are shaping this agenda?
- · What data would inform this agenda? Local data? State or national data?
- What are lessons from similar past campaigns? Local or in other communities?

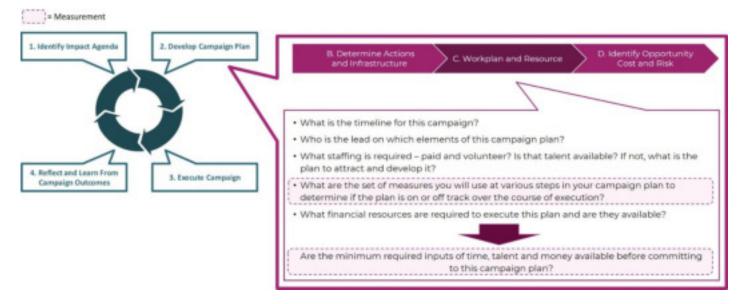
2. Campaign plan

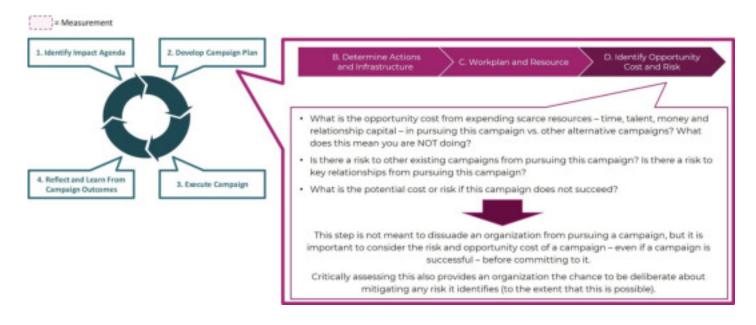
Next, an organization develops a campaign plan, (a) determining what actions and corresponding infrastructure are required, (b) developing a workplan and clear picture of resources required, and (c) identifying any risk or opportunity cost.



For Strategy 2, parents exercising the power of their choice, the most common actions are:

- Online reach and engagement
- Mail
- Workshops and trainings
- House meetings
- 1-on-1 meetings
- Phone banking





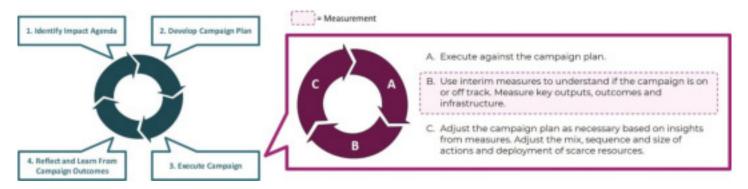
A gut-check before committing



- Is there confidence that this plan, if faithfully executed, is likely to achieve the desired change in practices and education impact? If not, does a different impact agenda need to be pursued?
- Even if success is very uncertain, are there still compelling reasons to pursue this agenda because of what is at stake, or because even an unsuccessful campaign in the short-term builds an infrastructure of power to enable success in a future campaign?



3. Execute campaign



4. Reflect and learn from campaign outcomes



- Did the campaign achieve its intended change in education practices (by parents, teachers and/or students)? Why or why not?
 - o Did it achieve its intended change in practices for some but not others? If so, why?
 - o What can you learn to inform future campaigns in your community and for other communities?
- Did the intended impact on student outcomes occur from these change in practices?
 Why or why not?
 - o Did you achieve the intended impact for some students but not others? If so, why?
 - What can you learn to inform future campaigns in your community and for other communities?
- · What is the infrastructure of parent power built at the end of this campaign?

