Parent Empowerment in Education

Measuring What Matters

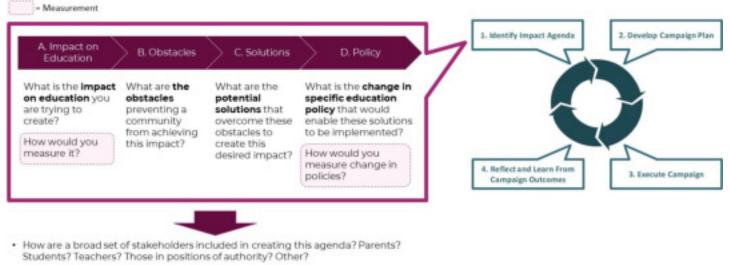
Measurement by Strategy 3 – Exercising their Collective Voice

Organizations executing this strategy are focused on informing and organizing parents so they can exercise the power of their collective voice to make a change in the way an education system operates – be it a school, a district or at the state level. **Education systems are political systems. There are always competing interests in any political system, and exercising their collective voice allows parents to be competitive.**

There is a broad array of impact agendas a collective voice campaign can pursue, as well as a wide range of potential actions a collective voice campaign can employ. For more details on collective voice campaigns, click **here**.

1. Identify impact agenda

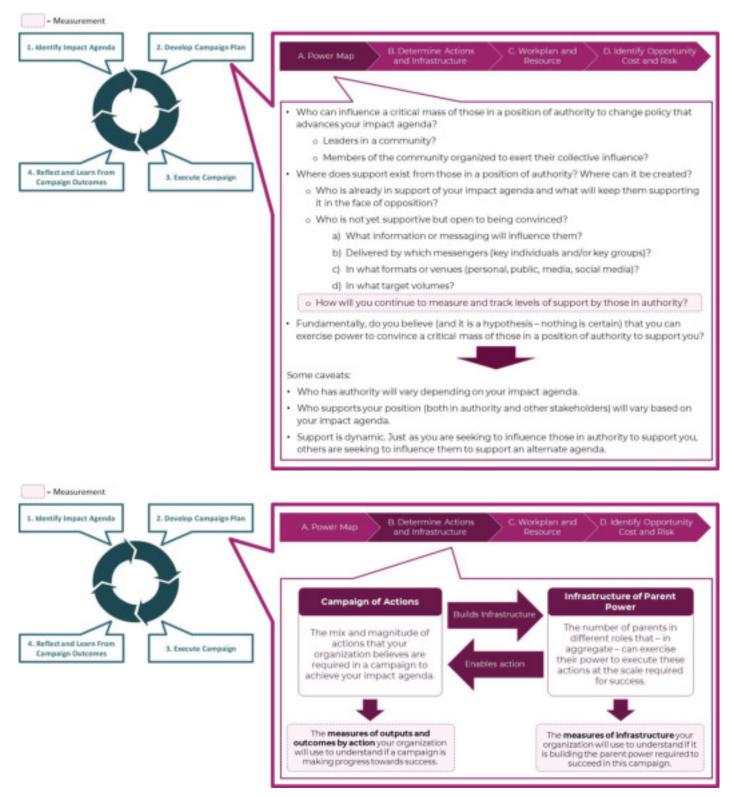
The first step is to clearly articulate the impact agenda of a campaign that key stakeholders agree with and are excited to exercise their power to support. Organizations co-create this agenda in collaboration with the communities they serve. This requires sharing points of view, listening to others,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



- · 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) mapping the power dynamics it is seeking to influence, (b) determining what actions and corresponding infrastructure are required, (c) developing a workplan and clear picture of resources required, and (d) identifying any risk or opportunity cost.

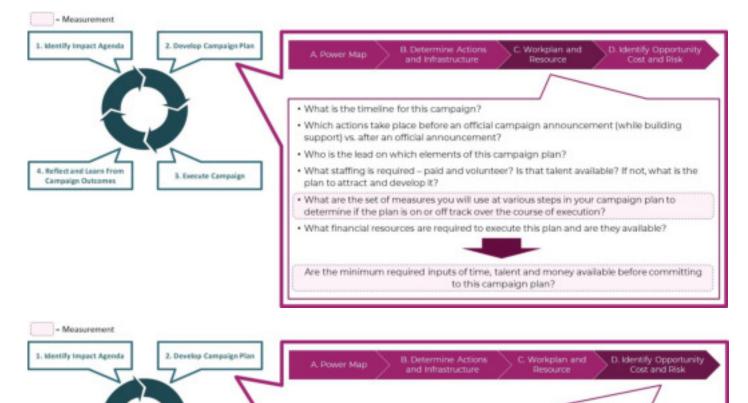


For Strategy 3, parents exercising their collective voice, the most common actions are:

- Online reach and engagement
- Mail
- Workshops and trainings
- 1-on-1 meetings
- House meetings
- Research meetings
- Communications by parents
- Public actions
- Phone-banking
- Canvassing

4. Reflect and Learn From

Campaign Outcomes



- What is the opportunity cost from expending scarce resources time, talent, money and relationship capital – in pursuing this campaign vs. other alternative campaigns? What does this mean you are NOT doing?
- Is there a risk to other existing campaigns from pursuing this campaign? Is there a risk to key relationships from pursuing this campaign?
- · What is the potential cost or risk if this campaign does not succeed?

This step is not meant to dissuade an organization from pursuing a campaign, but it is important to consider the risk and opportunity cost of a campaign – even if a campaign is successful – before committing to it.

Critically assessing this also provides an organization the chance to be deliberate about mitigating any risk it identifies (to the extent that this is possible).

3. Execute Campaign

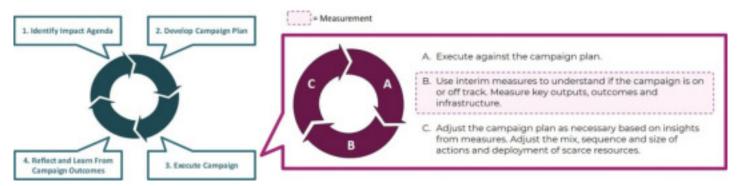
A gut-check before committing

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?



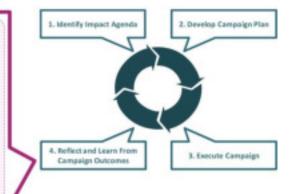
3. Execute campaign



4. Reflect and learn from campaign outcomes

= Measurement

- Did the campaign achieve its intended changes in education policy? Why or why not?
 - If successful, what is required to ensure implementation? Does this require a follow-on campaign? How will this be measured?
 - If successful, what is required to ensure public adoption? Does this require a follow-on campaign? How will this be measured?
 - 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 policy changes? Why or why not?
 - o Did you achieve the intended impact for some students but not others? If so, why?
 - o 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?



©2019 www.parentpowerined.org