



**Parent Services Project  
Parent Leadership Institute  
Outcome Evaluation Report**

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## I. Fact Sheet

Sociometrics and Parent Services Project co-conducted an outcome evaluation of the Parent Leadership Institute (PLI) to 1) assess its influence on parent knowledge, leadership capacity, and action, and 2) assess its influence on partner agencies' capacity to support parent leadership and directly engage parents. Data were collected in 2008-2009 through a phone survey with PLI alumni from 2005-2008, an in-person pre/post institute survey with PLI attendees from 2008-2009, an online survey with PLI partner agencies from 2005-2008, and a focus group with parent alumni in San Rafael, CA.

Evaluation results were overwhelmingly positive, both in terms of PLI's direct influence on parents' knowledge, skills and action, as well as on PLI's indirect influence through capacity building of local partner agencies. Highlights include:

### Increases in parent knowledge, skill and capacity

- Statistically significant increases in parents' community leadership skills, represented by eight different skill sets (such as communication skills, goal setting, and parent recruitment) after attending PLI.
- Statistically significant increases in parents' sense of themselves as leaders in most areas of their lives after attending PLI, self-described in part as their desire to help others overcome their fears, and take initial leadership steps (like training).
- Trends in a positive direction for all 17 leadership capacity and skills after attending PLI.
- Parents with children who haven't yet entered school appear to make extra gains during their PLI experience, especially in areas related to family/school advocacy, community change, and parent recruitment.

### Parent leadership actions initiated with credit to past PLI participation

- Many parents made their first leadership connections with schools and other parents during or after attending PLI and credit PLI with much influence for this. First connections during or post-PLI were most common for school-based activities, followed by advocacy activities and wider constituency building.
- The majority of alumni report having been involved in a least one type of other formal training since completing PLI, and the vast majority say that PLI had a lot of impact on seeking out such training.
- Many parents recognize PLI as a life-changing experience, citing their increased sense of confidence, leadership role in their family and community, and their children's improved view of them as parents.

### Partner agency capacity and engagement of parents

- The vast majority of agency partners are very satisfied with their PLI experience and PLI partner meetings, especially among community-based agencies.
- The majority also report being able to recruit, engage and make leadership opportunities available to parents, and the positive influence of PLI on their ability to do so.
- The majority of agencies report having helped at least some parents actually take on basic leadership activities (i.e., parent recruitment and alliance building, and PTA attendance), and tend to report a lot of influence of PLI on their ability to do so.
- Most agencies report an increase in the number of parents they have served since partnering PLI, and a capacity for meaningful connections with parents that has been influenced by partnering with PLI.

## II. Introduction

Since 2005, Parent Services Project (PSP) has offered the Parent Leadership Institute (PLI), a series of six to eight workshops led by PSP staff, designed to train and support emerging parent leaders in early childhood, school, and community settings. PLI uses a family support and community organizing framework based on mutual respect, equity, shared power, and recognition of strengths. PLI primarily targets parents with children ages 0-18, but also involves local service providers who work with families. Core topics covered in PLI sessions include: understanding family support principles and strategies; leadership qualities and goal setting; understanding and influencing systems; relational meetings; and organizing for change. Sessions not only provide a space for learning, but also for reflection, networking and action-planning with other parents, as well as with school and program staff representing local partner agencies.

In the five years since its inception, PLI has served over 200 parents, first in PSP's local community in San Rafael and surrounding areas, and later expanding to other sites across the country, including Atlanta, Georgia and Kansas City, Missouri.

In fall 2008, PSP engaged Sociometrics Corporation to assist in the evaluation of PLI with the following broad aims:

- **AIM 1:** To assess the influence of PLI participation on parent knowledge, leadership capacity, and action.
- **AIM 2:** To assess the influence of PLI participation on partner agencies' capacity to support parent leadership and actual engagement of parents.

These evaluation aims flow directly from a theory of change for PLI adopted by PSP and revised with assistance by Sociometrics (see Appendix A).

### III. Research Background

Decades of research point to the many benefits of family support and parent engagement in children's learning (Henderson & Mapp, 2002). Evidence from the long history of family support efforts at the Parent Services Project (PSP) echo broader research findings. Specifically, fifteen years of independent evaluations of the PSP approach to family support indicate positive outcomes of various PSP programs, such as reduction of family isolation, stress and illness; improved relationships between parents and school/program staff; feelings of empowerment to overcome challenges; increased use of family and community resources; and increased leadership and decision-making skills (<http://www.parentservices.org/evaluation.php>).

One important subtype of family support and parent engagement is the engagement of parents in leadership roles within their families, schools, and communities. Although few evaluations of parent leadership programs exist, available evidence suggests positive outcomes. Specifically, programs aimed at improving parents' leadership skills and active participation in school reform suggest that such programs can:

- Sustain and increase parents' involvement in their children's education and school improvement efforts (Corbett & Wilson, 2008)
- Shift involvement from school-based to community- and systems-based reform efforts (Corbett & Wilson, 2008)
- Develop parent participation and leadership skills, including skills to communicate with other parents and school personnel about educational issues (Kroll, Sexton, Raimondo, Corbett & Wilson, 2001)
- Create a community of parents committed to better schools and communities (Lopez & Kreider, 2003)
- Open up new roles for educators and school leaders as partners who engage and support parents (Lopez & Kreider, 2003)

Despite the documented benefits of parent leadership training, challenges also exist to enacting the leadership skills gained. For example, trained parent leaders often encounter difficulty changing school organizations and directly impacting student achievement (Corbett & Wilson, 2000). Schools and districts that provide forums and decision-making structures with authentic parent participation can result in more responsive schools and increased parent power to influence school reform (Lopez & Kreider, 2003; McConnell, 1991).

Findings from prior evaluations also suggest structural, pedagogical, and curricular features of effective and well-attended parent leadership training programs (McConnell, 1991), such as highly interactive training sessions, time for parent socialization, curricula informed by parent interests, required pre-registration, and provision of well-staffed child care.

Building on prior research and evaluation evidence of the positive outcomes of parent leadership training, this report extends our knowledge base by describing results of an evaluation of Parent Services Project's Parent Leadership Institute (PLI).

#### IV. Methods

In partnership with PSP staff, Sociometrics conducted a mixed-method evaluation of PLI from 2005-2009. Quantitative data collected was collected through in-person and phone interviews and electronic surveys with various PLI constituents, including current and past PLI participants and partner agencies. Qualitative data was collected via open-ended survey questions and a focus group with PLI alumni parents. The evaluation also reflected an empowerment approach, in that PSP staff and PLI alumni were involved in the design, data collection and entry, and findings interpretation. Specifically, PSP staff co-developed with Sociometrics the PLI theory of change that guided the evaluation (see Appendix A for logic model), translated survey instruments and responses, collected phone and in-person survey data, entered this data into a database, and met to discuss interpretations of, implications for, and dissemination strategies for initial findings. In addition, four active PSP alumni parents participated in a focus group to identify themes for investigation prior to the start of the evaluation and helped with phone survey data collection.

**Measures and Data Collection.** A variety of measures were used to assess PLI as described below. See Appendix B for the original measures.

- *Phone surveys with PLI alumni* and a comparison group. In Fall and Winter 2008, after receiving evaluation training from Sociometrics, PSP staff attempted to contact all 200+ PLI alumni by phone, with at least two follow-up calls to each person. Phone surveys were conducted in English or Spanish. A similar survey was administered in person to incoming participants of a PLI Institute at the Davidson School in San Rafael to serve as a comparison group. The survey included items on participants' demographics including their roles in PLI, years and location of PLI attendance, education level, language most often spoken at home, immigration status, and ethnicity. It also included items on frequency of parent-teacher contact; involvement in leadership activities before, during or after PLI; attendance at other trainings post-PLI; the Dunst family support scale; perceptions of the impact of PLI on aspects of parent leadership; and perceptions of how children's views of their parents changed as a result of PLI.
- *Pre/post-surveys with PLI participants.* During the 2008-2009 year, pre- and post-surveys were administered in English and Spanish, during the first and final workshop session respectively. The pre/post surveys include demographic questions about participants' roles in PLI, education level, ethnicity, home language and immigration status; knowledge, attitudes, and capacities related to leadership, family/school advocacy, community leadership, and systems-change. PLI participants who were representatives of PLI partner agencies also responded to items about their capacity to recruit, engage and offer leadership opportunities to parents. The pre-survey also asked about desired outcomes from PLI, and the post-survey includes ratings of satisfaction with PLI; things learned from PLI; and future goals.
- *Online surveys with partner agency alumni.* In Winter 2008, 60 PLI partner agency alumni from 2005-2008 were invited by an email from the PSP director to participate in an online PLI survey using Survey Monkey. Three attempts were made to solicit the participation of each partner agency. The survey includes items related to years as a PLI partner, institute attendance, multiple institute attendance, and service as a coach; level of satisfaction with PLI; capacity to recruit, engage and offer leadership opportunities to parents; and actual practices to engage families including number of parents recruited and served, top activities offered, sustained connections with and meaningful dialogue

with parents; the number of parents the agency has supported in taking a variety of leadership roles (e.g., PTA member/officer, school board member, recruiter of other parents) and educational opportunities (e.g., leadership training, classes), and the impact PLI has had on the agency's ability to do this; changes in parent-parent relationships and PLI impact on agency's support for this; and agency gains from PLI and recommendations to PLI.

- *A focus group with PLI alumni.* In Fall 2008, Sociometrics and PSP staff facilitated an in-person focus group with 4 PLI alumni parents at PSP's office in San Rafael. The focus group was conducted in English and Spanish and lasted approximately 90 minutes. Questions focused on PLI expectations and realities, salient experiences, knowledge and skills gained, leadership actions taken or planned as a result of PLI, and positive outcomes of PLI for parent, child, and others.

### **Data Analysis.**

Sociometrics designed two Microsoft Access databases into which a designated, trained PSP staff member entered data collected from the pre-test, post-test, and alumni surveys. Partner survey data was downloaded from Survey Monkey by Sociometrics' staff.

Quantitative analyses were conducted using SPSS (version 17.0). Univariate statistics were used to examine the frequency and distributions of all study variables in the pre-test, post-test, alumni, and partner surveys. Bivariate tests (e.g., t-tests) were used to test for significant differences between pre- and post-test survey responses only. Statistical significance was set at  $p < 0.05$ .

Qualitative data were analyzed using a grounded theory methodology involving an inductive approach to identify emergent themes and relations between themes (Glaser & Strauss 1967). The results functioned to help explain the quantitative findings and inform future programming efforts.

## V. Results

Data from pre/post institute surveys, alumni surveys, and partner agency surveys suggest that PLI has a positive influence on various aspects of parent knowledge, leadership capacity, and action, as well as on partner agencies' capacity-building for and direct support of parent leaders.

### A. Evaluation Aim 1: Assessing the influence of PLI participation on parent knowledge, leadership capacity, and action

Parent knowledge and leadership capacity gained as a result of PLI attendance was measured primarily through the pre/post survey and examined leadership identity, family/school advocacy skills, community leadership skills, and systems-change skills. Through the alumni survey, parents also reported on various leadership actions and behaviors enacted before, during and after PLI, including the types of family support they received, their frequency of contact with their child's teacher, school and family advocacy actions, and pursuit of other training. Findings suggest that PLI influences most areas of parent leadership knowledge and action targeted by the initiative.

#### ➤ **PLI influences many areas of parental knowledge and leadership capacity**

Table 2a in Appendix C shows the survey results for new PLI participants' perceptions of their identity as a leader, family/school advocacy skills, community leadership skills, and systems-change skills before (pre-test) and immediately after (post-test) having been through the program.

#### *Boosting leadership identity and family/school advocacy skills.*

Individuals who completed PLI were significantly more likely than those who had not yet been through the program to report a leadership identity, meaning they considered themselves to be "a leader in most areas of life." Qualitative data unpacks this positive outcome, suggesting that:

- After PLI, participants recognize their desire to help others
- Just preceding and following PLI, participants see their decision to attend PLI as a first step (along with overcoming their fears) in becoming a leadership
- Pre- and post-PLI participants also view themselves as leaders in their family (especially single parents who are heads of household), and as individuals possessing various leadership qualities like outspokenness, commitment, outlook, and ability to follow as well as lead.

Those who had completed PLI also had significantly higher ratings than those who had not been through the program on items related to knowing a lot of families at their child's school/program and feeling comfortable talking with their child's school administrators.

#### *Increasing community and general leadership skills.*

Compared to those who had not yet been through the program, those who had completed PLI also reported significantly greater community and general leadership skills, including:

#### **Who are the typical PLI participants in 2008-2009?**

- California-based participants (87% pre-test; 78% post-test)
- High-school educated or more (74% pre-test; 72% post-test),
- Primarily Spanish-speaking at home (63% pre-test; 53% post-test)
- Immigrants to U.S. (70% pre-test; 61% post-test)
- Parents of young children ages 0-5 years (54% pre-test, 49% post-test)

See Table 1, Appendix C for detailed demographics results from pre/post surveys administered in Fall 2009 (pre=90, post=94).

- a sense of belonging
- an ability to communicate effectively with others
- comfort with teamwork and cooperation
- an ability to confidently interact with parents from backgrounds different than their own
- an ability to recruit other parents in efforts to make change within education or community settings,
- knowledge about how to set realistic goals
- an ability to effectively develop and follow-through on an action plan
- capacity to make change in the community
- understanding of ways to build power in the community than those who had not yet been through the program.

In addition to reporting more knowledge about each of these individual skill areas, the skills also cluster into two factors that also show statistically significant increases: self efficacy to work with others (i.e., belonging, communication, teamwork, and interaction across cultures) and to act/lead (i.e., set goals, develop and act on plans, make change in community, build power)

#### *Preparing for family support and systems-change.*

Finally, participants who had completed PLI were also significantly more likely than those who had not yet been through the program to report one precursor to promoting family support and one to promoting systems-change:

- Aware of resources to help advocate for their children
- Understanding the school system and the role parents play in the system

#### *Potentially increasing other skills and capacities.*

PLI participation was not significantly associated with improvement of all areas of parental knowledge and leadership capacity. Nonetheless, a positive trend was observed (i.e., increases in average participant scores on a 5-point Likert scale) for all of the non-significant variables. With regard to family/advocacy skills, persons who had completed PLI did not rate their relationship with families at their children's' school/program, knowledge of how to effectively gain support from family and friends, comfort level talking with teachers or school administrators significantly higher those who had not yet been through the program. Neither were significant differences detected regarding participants' comfort level in situations requiring teamwork and cooperation (a community leadership skill) nor participants' awareness of community organizing efforts (a systems change skill). The lack of significant differences in some variables may be explained by comfort levels among the pre-test group that are already quite high (e.g., talking with teachers and teamwork/cooperation earned 4.2 on a scale of 1 to 5).

#### *Extra influence for parents whose children have not yet entered school*

Separate analyses on parents of children ages 0-5 years who do not also have children in school, suggest that these parents enter PLI with less knowledge or capacity in many leadership areas than other parents (e.g., those with children who are school-age), but exit PLI with equivalent knowledge and capacity. In other words, parents with children who haven't yet entered school appear to make extra gains during their PLI experience, especially in areas related to family/school advocacy, community change, and parent recruitment. This may be because parents of young children have had fewer formal opportunities to learn about and interact with other parents, the k-12 school system, and formal school-based groups.

*Parent knowledge and leadership capacity consistent across sites*

Tables 2b-e in Appendix C break down parent knowledge and leadership capacity data by site, for data collected in 2008-2009 from Atlanta, GA, Novato, CA, San Rafael, CA and Santa Clara, CA. Across all sites, data are fairly consistent, with positive gains in reported knowledge and capacities from pre- to post-institute. Participants in Atlanta report the highest level of baseline knowledge and capacities, and the greatest overall gains are reported in Santa Clara.

➤ **PLI also influences some types of parent leadership action**

Drawing from the PLI alumni survey, the vast majority of parents report having carried out a variety of leadership actions since their PLI participation, and report a positive influence of PLI in helping them do so.

*PLI parents report PLI influence on family support received*

PLI alumni reported on the sources of family support they received. Sources of support deemed “very” or “extremely” helpful to the highest percentages of alumni include other immediate family members such as a spouse/partner (81%) and older child(ren) (79%), co-workers (74%), and professional helpers (i.e., social workers, therapists, teachers, etc.) (74%), and agencies (i.e., public health, social services, mental health, etc.) (74%). The vast majority of alumni (between 94% and 100%) who received at least some help from each potential source of family support reported that their experience at PLI had “some” or “a lot” of impact on the level of support their family receives. See Table 3 in Appendix C for detailed results.

*PLI parents contact teachers less*

Table 4 in the Appendix describes findings related to parents’ frequency of contact with their child’s teacher across a range of issues. Note that, in general, comparison group parents report more frequent contact with their child’s teacher than do alumni parents (with the exception of small amounts of contact, i.e., 1-2 times per year). This may be a function of PLI parents’ children exhibiting less problem behavior and therefore eliciting less need for communication with their child’s teacher.

Specifically, note that while “no contact” frequencies are comparable across comparison and alumni groups for areas that do not necessarily suggest problems (i.e., academics and school quality), “no contact” frequencies are higher for alumni than comparison groups in realms more likely to indicate problems (i.e. behavior, peer relationships and school safety). Also, high frequency contact (3 or more contacts) is lower among alumni for all areas of communication, but especially areas suggesting problems (behavior, relationships with peers, and school safety).

**Who are typical PLI alumni from 2005-2008?**

- California-based (62%)
- High-school educated or more (51%)
- Latino/a (85%)
- Primarily Spanish-speaking at home (78%)
- Immigrants to U.S. (88%)
- Parents of a school age child (63%)

See Table 1, Appendix C for detailed demographics results from surveys administered in Fall/Winter 2009 with PLI alumni from 2005-2008 (n=100).

These findings are not entirely unexpected given prior research on parent-teacher communication, which concludes that communication often occurs when problems are present. Research suggests that it is the quality not the quantity of communication that leads to positive child outcomes (Izzo, Weissberg, Kasproff & Fendrich, 1999), suggesting that future evaluation efforts include a measure of parent-teacher communication quality in addition to frequency.

As PLI addresses a population whose primary language is not English, and this can further complicate parent-teacher communication, additional analyses were conducted to compare communication frequency of parents who primarily spoke English at home (or both English and Spanish) versus those who primarily spoke a language other than English at home (i.e., Spanish or Somali). Results suggest that compared to parents who primarily speak English, those that do not are more likely to have no contact with their child's teacher, as well as very frequent contact with their child's teacher in areas that may suggest problems (behavior, peer relations, school safety). On the other hand, primarily English-speaking parents are more likely than non-English speaking parents to have frequent contact about academics, and moderate contact about other topics.

#### *PLI parents connect with the school and other parents as a result of PLI*

Table 5 in Appendix C details the extent to which PLI alumni are involved in various school or community activities and when this involvement first occurred. Approximately half (52%) of the alumni surveyed had been involved in at least one school or community activity listed in Table 5 prior to their participation in PLI. Prior to their participation in PLI, respondents were most commonly involved in school-based activities such as being a volunteer in their children's schools (34%) and regularly participating with a school advisory group (i.e., PTA, PTO, ELAC, PAC, etc.) (22%). Activities that PLI alumni most commonly became involved in for the first time during or after their participation in PLI included these school-based activities (47% and 33%, respectively) and also advocacy activities such as building alliances with parents whose backgrounds are different than their own (64%), and recruiting other parents to make change in education or community settings (42%). Fewer PLI alumni reported having ever been a member of a community group or organization (34%), an officer/leader of a community group or community organization (32%), a school advisory group officer (29%), a local school board member, informed a local elected official or policy maker of a community issue (14%), or been selected for regional and/or state committees and/or advisory groups (10%). Nonetheless, the majority of those who engaged in such wider constituency involvement did so for the first time during or after having completed PLI. Only 3% of alumni reported having never been involved in any of the activities listed in Table 5 prior to, during, or after their participation in PLI. Note that these results are consistent with findings from prior parent leadership evaluation studies (Corbett & Wilson, 2008).

#### *PLI parents participate in other training programs after PLI*

Since completing PLI, the majority of alumni (66%) report having been involved in a least one type of other formal training, including leadership training offered by another organization (39%), and training through another PSP initiative (34%). The vast majority of alumni (86%-94%) who had been involved in some form of additional formal training reported that their experience at PLI had "a lot" of impact on their decision to seek out new training. See Table 6 in Appendix C for details.

### *A life-changing experience for some parents*

When asked about how PLI may have changed their life, PLI alumni often mentioned their increased sense of confidence in themselves and their role as leaders in their family and community. They also mentioned increased knowledge about the importance of involvement in their child's school. They felt better prepared to relate to and recruit parents, understand and respect others from different cultural backgrounds, and make plans and take action. For others, no life-changing outcomes occurred, but they still reported gaining valuable information and skills to carry forward in their own acts of leadership.

### *PLI influences how children view their parents*

Likewise, many parents felt that PLI changed how their children viewed and experienced them as parents. Children seemed proud of their parents' involvement in school, recognized their parents' increased confidence and self-esteem, and experienced better communication, homework support, college encouragement, and family routine with parents. Even for children too young to be aware of their parents' leadership transformation, parents still believed PLI helped with their parenting.

### *Connecting PLI-inspired goals with knowledge gained and actions taken*

Top goals identified by incoming PLI participants align with many of the actions described by PLI alumni, suggesting that some PLI-inspired goals may be realized long-term. Specifically, incoming PLI participants (via the pre-survey) named professional and educational growth as a top goal (i.e., gaining more education and new skills), and PLI alumni frequently report pursuing additional formal training. Incoming PLI participants also desired increased involvement in community and school (parent recruiting, ELAC, volunteering) and improved parenting (time with child/family, help with schoolwork), all of which are mentioned by PLI alumni as outcomes of their PLI experience. Even named goals of personal growth (i.e., being a good person, travel, and marriage), or as one incoming PLI person explained, "triumphing in life," appear supported by alumni reports of PLI as a life-changing experience.

#### ➤ **Overall impact of PLI training**

All PLI alumni reported that PLI had "some" or "a lot" of impact on five or more aspects of their lives (see Table 7, Appendix C for full list and detailed findings). The areas that alumni most often reported PLI had "a lot" of impact on include: self-esteem and confidence (86%), level of knowledge about leadership (80%), communication with child's teacher and school leaders (80%), and their own education and professional development (80%).

## **B. Evaluation Aim 2: Assessing the influence of PLI participation on partner agencies' capacity to support parent leadership and actual engagement of parents.**

Drawing from the online survey of PLI local partner agency representatives, results indicate that partner agencies tend to be very satisfied with PLI and believe it has a positive influence on most areas of agency capacity-building for and direct support of parent leaders.

### ➤ **Partner Agency Satisfaction with PLI**

*PLI partners report high satisfaction with PLI.*

The majority of PLI partner agencies report being "satisfied" or "very satisfied" with their PLI experience overall (81%), as well as with partner agency meetings (85%). All (100%) of the representatives from community based organizations and "other" types of agencies (e.g., municipal health department, community foundation) reported high levels of overall satisfaction versus 69% and 60% of those from schools/school districts and early childhood organizations, respectively. High levels of satisfaction with partner meetings were reported by representatives from 100% of community-based organizations, 80% of early childhood organizations, 77% of schools/school districts, and 75% of other agencies. See Table 9 in Appendix C for more details.

### ➤ **PLI Influence on Agency Capacities**

*PLI influences agency capacity to recruit, engage, and offer leadership opportunities to parents*

The vast majority of partner agencies agree or strongly agree that they are able to: recruit parents to participate in agency-led activities and services (95%), fully engage and retain parents in agency-led activities and services (85%), and make leadership opportunities available to parents through their agency (89%). Those reporting such capacities, also overwhelmingly report some or a lot of impact of PLI on these capacities. Specifically, agencies reported "some" or "a lot" of PLI impact on their ability to: recruit parents to participate in agency-led activities and services (70%), fully engage and retain parents in agency-led activities and services (63%), and make leadership opportunities available to parents through their agency (67%). See Table 10 in Appendix C for detailed results.

The majority of partner agencies also reported that PLI has impacted their agency's overall interactions with parents (74%), as well as parents' interactions with one another (84%).

#### **Who are typical PLI partner agencies?**

- Family and school experts (46% family/community liaisons, 35% school or program administrators, 19% other school or program staff)
- Experienced practitioners (67% in current position for more than 3 years)
- Mostly school-based (57% in schools/districts; 27% early childhood; 26% community-based)
- Repeat supporters of PLI (44%, 15%, and 26% with PLI for 2, 3, or > 3 years; 89% have attended PLI, and 67% attended more than once; 48% served as a PLI coach)

See Table 8, Appendix C for detailed demographics results from partner agency surveys administered in Winter 2009 (n=27) to alumni from 2005-2008.

## ➤ **PLI Influence on Agency Engagement with Parents**

### *PLI influences partner agency capacity to engage parents in certain leadership roles*

Results from the partner agency survey (see Table 11 for findings) are consistent with those from the alumni survey (See Table 4) in that the majority of agencies have facilitated at least some parents' involvement in some leadership activities, especially those that are school-based. Ninety-five percent agencies surveyed reported that they facilitate at least five of the activities listed in Table 11. Partner agencies most commonly help parents get involved with school-based activities such as participation with a school advisory group (95%), volunteering in their children's schools (95%), and being a school advisory group officer (80%), and advocacy activities such as recruiting other parents to make changes in education or other community settings (95%) and building alliances with parents whose backgrounds are different than their own (95%). Although the total number of parents for whom partner agencies have facilitated wider constituency involvement is less than that for school-based or advocacy activities (between 1-20 parents per agency for activities that would be considered wider constituency involvement compared to >50 parents for some agencies for school-based and advocacy activities), many partner agencies do facilitate such opportunities (27%-89% depending on the activity). In particular, 89%, 71%, and 52% report having helped parents become members of a community or community organization, become an office/leader of a community group or community organization, and be selected for a regional and/or state committee and/or advisory group, respectively. Only one agency (5%) reported that it does not currently facilitate any of the activities listed in Table 11. Among agencies that facilitated leadership opportunities for parents, 75%-100% reported that PLI had "some" or "a lot" of influence on their ability to do so for each type of activity.

### *PLI influences amount and quality of agency engagement with parents*

The majority (70%) of partner agencies report "agreeing" or "agreeing strongly" that the number of parents served by their agency has increased since the agency began partnering with PLI. Likewise, almost all agencies "agree" or "strongly agree" that they are able to sustain their connections to parents over time (95%), engage in meaningful dialogue with parents (95%), and engage parents in numerous types of activities and services (85%). Most agencies report "some" or "a lot" of impact from PLI on their ability to engage parents in these ways, with few reporting "no" impact (11%). See Table 12 in Appendix C for details.

### *PLI influences partner agency engagement of parents in further educational pursuits*

Partner agencies also report helping parents pursue further educational opportunities, especially trainings by community agencies (79%) and non-PSP leadership training (68%). The vast majority of those who facilitate such trainings (82%-100%) report that PLI had "some" or "a lot" of influence on their ability to support parents in this way. See Table 13 in Appendix C for more details.

### *PLI results in other positive outcomes for and requests from partner agencies*

Partner agencies mentioned other positive outcomes of PLI for their agency, including bundling family support services and sustaining friendships (i.e., for PAT parents); networking/partnering with other agencies, fostering parent confidence, action, and leadership; and promoting family support and cultural competence principles among staff. As one agency partner explained "It

[PLI] has created a paradigm shift in which we see and value the benefits that parents bring to our school community.”

Partner agencies also requested other supports from PSP related to PLI training, including those that acknowledge their increasing independence as parent leadership organizations (i.e., making the curriculum available for purchase and training parents and community experts to implement PLI). They also requested more intensive and specialized supports, such as training in new topical areas, follow-up training to re-engage parents, sustained technical assistance, site visits to partner agencies, and track parents beyond PLI to craft case studies of PLI alumni.

## VI. Implications

Below we offer programmatic recommendations related to the revision and implementation of the PLI curriculum, and recruitment of PLI participants, based on evaluation findings. We also offer research and evaluation suggestions for collecting additional evaluation data, conducting additional analyses, and disseminating evaluation results.

### Programmatic recommendations

- *Build on the clear successes of the PLI curriculum.* In general, PLI participants across the board – including current and past participants and partner agencies – report high levels of satisfaction with and positive impact from Institute attendance. Comparisons between pre- and post-surveys and intervention and comparison groups also suggest statistically significant or positive trends across the vast majority of outcome areas related to leadership knowledge, capacity, and action. While still preliminary, these findings suggest that PLI may be poised for broader replication and expansion. This could occur, for example, in the following ways:
  - *By packaging PLI curricula* for purchase and implementation by local sites, with train-the-trainer support by PSP, as recommended by several partner agencies, and already under development at PSP.
  - *By scaling up PLI to new sites and populations*, with surface structure adaptations to match the needs and interests of new participants, and with replication studies to assess whether positive outcomes are repeated.
  - *By expanding the curriculum, technical assistance, and specialized trainings* associated with PLI to cover new but related topical areas, and to enhance and sustain impact, as recommended by several partner agencies.
  - *By parsing the PLI curriculum* into its component sessions for flexible use in varied settings, but with associated evaluation to study the outcomes of standalone sessions.
  
- *Make minor adjustments to PLI curricula* to reflect revised priorities and desired outcomes. Specifically, PLI participants report relatively low knowledge gains related to community organizing, and PSP staff confirm that this is currently not a well-covered topic in PLI workshops despite its inclusion in the formal curriculum. In addition, many participants report first engaging in advocacy and school-based activities during or after PLI participation. For those who have already engaged in these types of activities, or who are repeat attendees at PLI, focused training on wider constituency building might be fruitful.

*Recruit unusual suspects for future Institutes.* Although the overall PLI participant pool appears to match PLI's mission of primarily targeting parents of children ages 0-18 who want to increase their leadership capacity, evaluation results may suggest new constituencies for inclusion in PLI. For example, Alumni survey data suggests that the majority of PLI participants have already participated in leadership activities prior to attending an Institute, and current PLI participants report relatively high pre-existing levels of leadership knowledge, for example, related to teamwork. Numbers of non-parent community stakeholders are also quite low. In addition, parents of young children who do not also have school-age children are especially influenced by PLI. To extend its reach and benefits, PLI might consider recruitment strategies that target parents of young children, more isolated and disengaged parents, and other community members concerned with improving the lives of local children and families. This echoes the perspective of PSP leadership that having parents with and without school-age children in PLI may expand networking and shared learning opportunities, and may even contribute to the parents without school age kids learning more about the school system.

### **Research and evaluation recommendations**

- *Continue to collect pre-post Institute surveys.* We encourage PSP to continue to collect pre-post PLI survey data with each future Institute offered, and to make use of the revised database for data entry on a regular basis. More and varied pre-post Institute survey data will add statistical power and continued currency to evaluation results.
- *Collect more and multi-site comparison data.* PSP can also easily collect additional alumni survey comparison data from incoming PLI participants in several sites (not just San Rafael), such that follow-up survey data from PLI alumni can later be compared to a larger and more representative comparison sample.
- *Conduct future fine-grained analyses.* As pre-post PLI survey data grow in size, we recommend analyzing this data by site, region and parent population (e.g., parents of young children, immigrant and Spanish-speaking parents) for increasing the organization's knowledge about which populations PLI works best for. Likewise, PSP might consider further investigation of the different satisfaction levels reported by community-based versus school/early childhood partner agencies.
- *Develop case studies.* Stories are a powerful complement to statistics. Best case examples of PLI alumni and partner agency successes could be useful to PSP and local site recruitment, fundraising, and more, as at least one partner agency suggests. Consider PSP's anecdotal feedback from local partners that PLI is a perfect environment for grooming new local school board members.
- *Utilize PLI alumni as interpreters and messengers* of positive evaluation results. In the spirit of PLI's parent leadership, family support, and community organizing framework, PSP might consider sharing PLI evaluation results in future PLI workshops, partner agency meetings, or PLI alumni emails/letters, to solicit feedback on the findings (such as interpretations and illustrative examples of findings, and related program recommendations), and encourage active dissemination of positive findings in their local schools and communities (to encourage future engagement of other parents and partner agencies, for example).

## VII. References

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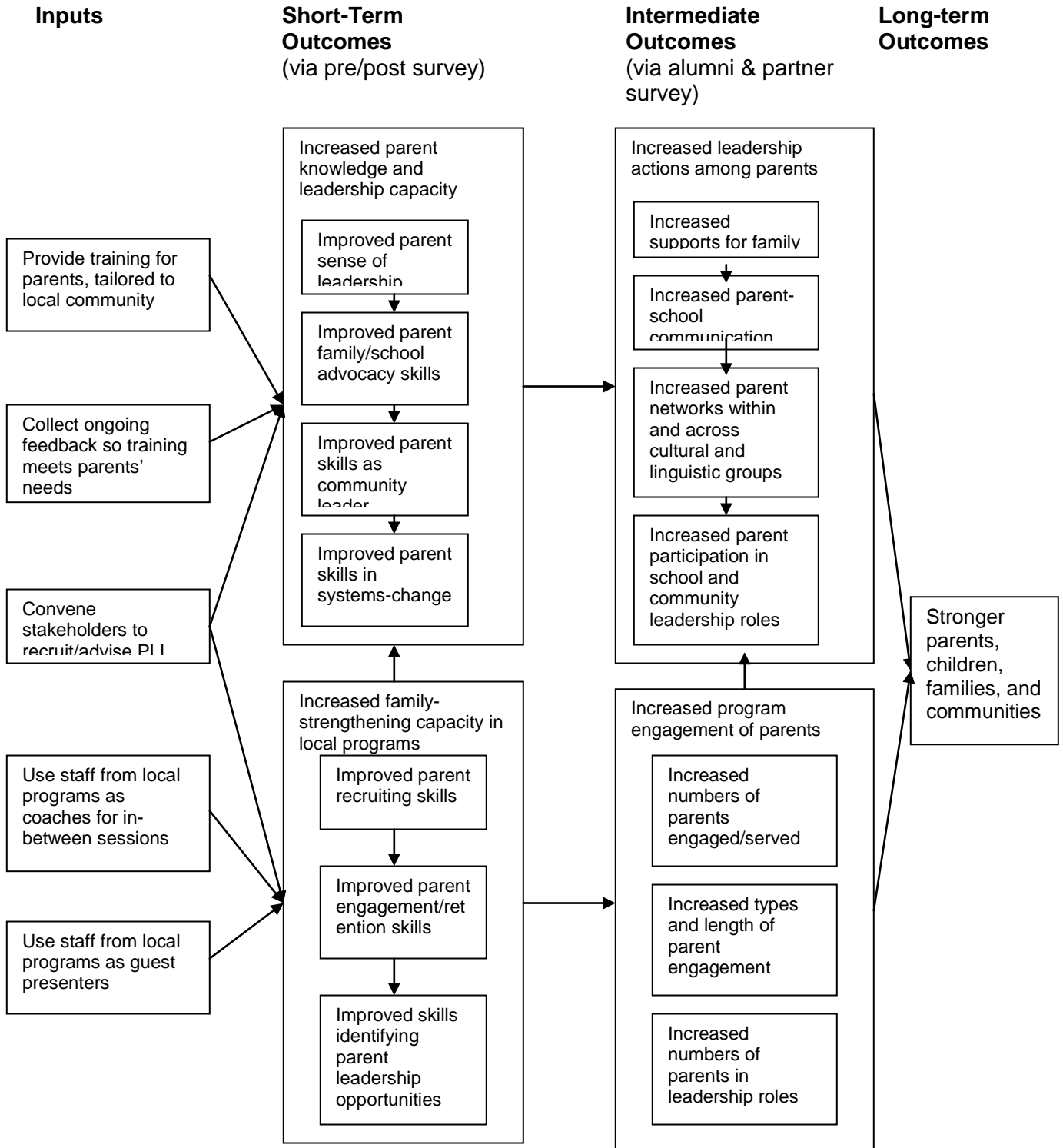
## **VIII. Appendices**

Appendix A: Logic Model

Appendix B: Evaluation Measures

Appendix C: Results Tables

## Appendix A: PLI Logic Model



## **Appendix B: Evaluation Measures**

- I. Pre-Institute Survey
- II. Post-Institute Survey
- III. Alumni Survey (and Comparison Group Survey)
- IV. Partner Agency Survey

## Appendix C Results Tables

Table 1. Participant characteristics<sup>a</sup>

Characteristic	N (%) <sup>d</sup>		
	Recent PLI participants 2008-2009		PLI alumni 2005-2008 (N=100)
	Pre-test (N=90)	Post-test (N=94)	
<b>Institute location</b>			
Fairfield, CA	0 (0)	0 (0)	11 (11)
Novato, CA	17 (19)	21 (22)	N/A
Santa Clara, CA	37 (41)	34 (36)	N/A
San Rafael, CA	24 (27)	19 (20)	51 (51)
Atlanta, GA	12 (13)	17 (18)	18 (18)
Kansas City, MO	N/A	N/A	21 (21)
<b>Highest level of formal education</b>			
Some grade school (K-8)	9 (10)	6 (6)	10 (10)
Some high school	15 (17)	15 (16)	36 (36)
High school diploma or GED equivalent	21 (23)	25 (27)	23 (23)
2-yr associate degree or technical certificate	14 (16)	6 (6)	5 (5)
Some college	14 (16)	20 (21)	12 (12)
4-yr undergraduate degree from a college or university	15 (17)	15 (16)	11 (11)
Professional post-graduate degree	2 (2)	2 (2)	0 (0)
<b>Race/Ethnicity<sup>b</sup></b>			
White	9 (10)	8 (9)	2 (2)
Black	12 (13)	14 (15)	9 (9)
Latino/a	60 (67)	57 (61)	85 (85)
Asian	2 (2)	0 (0)	0 (0)
Mixed	0 (0)	2 (2)	0 (0)
<b>Language spoken most often at home<sup>c</sup></b>			
Spanish	57 (63)	50 (53)	78 (78)
Somali	0 (0)	0 (0)	6 (6)
English (or English and Spanish together)	26 (29)	35 (37)	13 (13)
Other	5 (6)	3 (3)	0 (0)
<b>Immigrated to the United States</b>			
Yes	63 (70)	57 (61)	88 (88)
No	26 (29)	27 (29)	8 (8)
<b>Role<sup>e</sup></b>			
Parent of young child (age 0-5) only	23 (26)	18 (19)	16 (16)
Parent of school-age child only	29 (32)	39 (41)	63 (63)
Parent of both a young child and school-age child	31 (34)	28 (30)	14 (14)
PLI peer coach	2 (2)	4 (4)	7 (7)
PLI partner agency representative	4 (4)	3 (3)	1 (1)
Other	6 (6)	2 (2)	8 (8)

<sup>a</sup> For some characteristics, there were significant differences between recent PLI participants who completed the pre-test and those who completed the post-test surveys as well as between recent PLI participants and PLI alumni who were surveyed. Demographic data is not available for recent participants or alumni who did not complete the surveys.

<sup>b</sup> Categories are consistent with those used by government agencies and were created from participants' responses to a fill-in-the-blank question regarding their ethnicity.

<sup>c</sup> Categories were created from participants' responses to a fill-in-the-blank question regarding which language they most often speak at home.

<sup>d</sup> Some totals do not add up to 100% due to missing data.

<sup>e</sup> Totals add up to greater than 100% because some parents reported having multiple roles.

Table 2a. Parent knowledge and leadership capacity

Item	Mean (SD) <sup>a</sup>			
	All parents		Parents of young children aged 0-5 years only	
	Pre-test (N=90)	Post-test (N=94)	Pre-test (N=23)	Post-test (N=18)
<b>Identity as a leader</b>				
Considers self leader in most areas of life*	3.9 (.87)	4.3 (.70)	3.7 (1.1)	4.2 (.73)
<b>Family/school advocacy skills</b>				
Aware of resources to help advocate for child*	3.7 (1.0)	4.3 (.77)	3.3 (1.1)	4.1 (.96)
Know a lot of families at child's school/program*	3.7 (1.0)	4.0 (.88)	3.3 (1.3)	3.8 (.73)
Know how to effectively gain support from family/friends	4.0 (.87)	4.1 (.88)	3.7 (1.1)	4.1 (.96)
Feel comfortable talking with child's teachers	4.2 (.91)	4.4 (.77)	3.6 (1.3)	3.9 (.83)
Feel comfortable talking with child's school administrators*	4.0 (.95)	4.3 (.78)	3.6 (1.2)	3.8 (1.0)
<b>Community leadership</b>				
Sense of belonging in leadership groups*	3.9 (1.1)	4.3 (.75)	3.1 (1.2)	4.1 (.76)
Able to communicate effectively with others*	4.0 (.98)	4.3 (.66)	3.6 (1.0)	4.2 (.81)
Feel comfortable with teamwork and cooperation*	4.2 (.82)	4.5 (.66)	3.8 (1.0)	4.3 (.75)
Able to confidently interact with different backgrounds*	4.1 (.93)	4.4 (.75)	3.7 (1.1)	4.2 (.86)
Able to recruit parents in efforts to make change*	3.7 (.95)	4.1 (.76)	3.2 (1.1)	3.6 (.86)
Know how to set realistic goals*	3.8 (.94)	4.2 (.70)	3.7 (.94)	4.3 (.60)
Able to effectively develop/follow-through on an action plan*	3.9 (.93)	4.2 (.62)	3.7 (1.1)	4.1 (.56)
Have capacity to make change in the community*	3.7 (.99)	4.2 (.74)	3.2 (1.1)	4.1 (.96)
Understand ways to build power in the community*	3.5 (1.0)	4.1 (.66)	3.2 (1.1)	3.9 (.73)
<b>Systems-change skills</b>				
Understand the school system and the role parents play in the system*	3.7 (1.0)	4.1 (.76)	3.2 (1.3)	3.7 (.77)
Aware of community organizing efforts	3.8 (1.1)	4.1 (.87)	3.2 (1.4)	4.1 (1.0)

<sup>a</sup> Some means are based on smaller sample due to missing data.

\* P<0.05 for mean difference between groups among all parents.

Table 2b. Parent knowledge and leadership capacity – Novato, CA

Item	Mean (SD) <sup>a</sup>	
	Pre-test (N=17)	Post-test (N=21)
<b>Identity as a leader</b>		
Considers self leader in most areas of life	3.8 (.64)	4.0 (.76)
<b>Family/school advocacy skills</b>		
Aware of resources to help advocate for child	3.6 (.61)	4.1 (.91)
Know a lot of families at child's school/program	3.6 (1.0)	3.8 (1.1)
Know how to effectively gain support from family/friends	3.8 (.91)	4.0 (.73)
Feel comfortable talking with child's teachers	4.5 (.64)	4.5 (.76)
Feel comfortable talking with child's school administrators	4.1 (.86)	4.4 (.75)
<b>Community leadership</b>		
Sense of belonging in leadership groups	4.0 (.71)	4.3 (.91)
Able to communicate effectively with others	4.0 (.61)	4.2 (.70)
Feel comfortable with teamwork and cooperation	4.3 (.45)	4.3 (.73)
Able to confidently interact with different backgrounds	4.0 (.61)	4.2 (.88)
Able to recruit parents in efforts to make change	3.6 (.51)	4.0 (.79)
Know how to set realistic goals	3.4 (1.1)	3.9 (.67)
Able to effectively develop/follow-through on an action plan	3.5 (.85)	3.9 (.54)
Have capacity to make change in the community	3.6 (.71)	3.8 (.62)
Understand ways to build power in the community*	3.2 (1.0)	3.8 (.64)
<b>Systems-change skills</b>		
Understand the school system and the role parents play in the system*	3.5 (.94)	4.2 (.67)
Aware of community organizing efforts	3.4 (.89)	3.7 (.98)

<sup>a</sup> Some means are based on smaller sample due to missing data.

\* P<0.05 for mean difference between groups.

Table 2c. Parent knowledge and leadership capacity – Santa Clara, CA

Item	Mean (SD) <sup>a</sup>	
	Pre-test (N=37)	Post-test (N=34)
<b>Identity as a leader</b>		
Considers self leader in most areas of life*	3.6 (.96)	4.3 (.74)
<b>Family/school advocacy skills</b>		
Aware of resources to help advocate for child*	3.5 (1.2)	4.3 (.75)
Know a lot of families at child's school/program	3.7 (1.1)	4.1 (.89)
Know how to effectively gain support from family/friends *	3.8 (.93)	4.3 (.87)
Feel comfortable talking with child's teachers*	3.8 (1.1)	4.3 (.70)
Feel comfortable talking with child's school administrators *	3.6 (1.1)	4.2 (.85)
<b>Community leadership</b>		
Sense of belonging in leadership groups*	3.7 (1.2)	4.3 (.70)
Able to communicate effectively with others*	3.9 (1.2)	4.4 (.56)
Feel comfortable with teamwork and cooperation*	3.9 (1.1)	4.6 (.62)
Able to confidently interact with different backgrounds	4.0 (1.1)	4.4 (.72)
Able to recruit parents in efforts to make change*	3.5 (1.0)	4.0 (.63)
Know how to set realistic goals*	3.8 (.91)	4.4 (.56)
Able to effectively develop/follow-through on an action plan	4.0 (.94)	4.3 (.63)
Have capacity to make change in the community*	3.6 (1.0)	4.3 (.73)
Understand ways to build power in the community*	3.4 (.98)	4.2 (.66)
<b>Systems-change skills</b>		
Understand the school system and the role parents play in the system*	3.3 (1.2)	4.0 (.87)
Aware of community organizing efforts	3.6 (1.2)	4.1 (.99)

<sup>a</sup> Some means are based on smaller sample due to missing data.

\* P<0.05 for mean difference between groups.

Table 2d. Parent knowledge and leadership capacity – San Rafael, CA

Item	Mean (SD) <sup>a</sup>	
	Pre-test (N=24)	Post-test (N=19)
<b>Identity as a leader</b>		
Considers self leader in most areas of life	4.1 (.84)	4.5 (.51)
<b>Family/school advocacy skills</b>		
Aware of resources to help advocate for child	4.0 (.72)	4.4 (.61)
Know a lot of families at child's school/program*	3.7 (.86)	4.4 (.60)
Know how to effectively gain support from family/friends	4.4 (.66)	4.2 (.83)
Feel comfortable talking with child's teachers	4.4 (.66)	4.3 (.95)
Feel comfortable talking with child's school administrators	4.3 (.65)	4.4 (.70)
<b>Community leadership</b>		
Sense of belonging in leadership groups	4.1 (1.1)	4.3 (.83)
Able to communicate effectively with others	4.2 (1.0)	4.5 (.62)
Feel comfortable with teamwork and cooperation	4.6 (.50)	4.7 (.56)
Able to confidently interact with different backgrounds	4.2 (1.0)	4.6 (.69)
Able to recruit parents in efforts to make change	4.0 (1.0)	4.4 (.69)
Know how to set realistic goals	3.9 (.81)	4.2 (.88)
Able to effectively develop/follow-through on an action plan	3.9 (1.0)	4.4 (.68)
Have capacity to make change in the community*	3.5 (1.1)	4.3 (.67)
Understand ways to build power in the community*	3.7 (.99)	4.2 (.63)
<b>Systems-change skills</b>		
Understand the school system and the role parents play in the system	4.1 (.81)	4.4 (.85)
Aware of community organizing efforts	4.1 (.94)	4.4 (.61)

<sup>a</sup> Some means are based on smaller sample due to missing data.

\* P<0.05 for mean difference between groups.

Table 2e. Parent knowledge and leadership capacity – Atlanta, GA

Item	Mean (SD) <sup>a</sup>	
	Pre-test (N=12)	Post-test (N=17)
<b>Identity as a leader</b>		
Considers self leader in most areas of life	4.5 (.52)	4.5 (.62)
<b>Family/school advocacy skills</b>		
Aware of resources to help advocate for child	4.0 (1.2)	4.2(.83)
Know a lot of families at child's school/program	3.7 (1.3)	3.8 (.64)
Know how to effectively gain support from family/friends	4.4 (.67)	3.9 (1.1)
Feel comfortable talking with child's teachers	4.5 (.52)	4.4 (.71)
Feel comfortable talking with child's school administrators	4.3 (.47)	4.4 (.79)
<b>Community leadership</b>		
Sense of belonging in leadership groups	4.0 (1.2)	4.3 (.60)
Able to communicate effectively with others	4.3 (.65)	4.2 (.83)
Feel comfortable with teamwork and cooperation	4.4 (.50)	4.3 (.70)
Able to confidently interact with different backgrounds	4.3 (.65)	4.3 (.69)
Able to recruit parents in efforts to make change	4.1 (.83)	3.9 (.93)
Know how to set realistic goals	4.5 (.52)	4.3 (.60)
Able to effectively develop/follow-through on an action plan	4.4 (.67)	4.3 (.49)
Have capacity to make change in the community	4.4 (.67)	4.5 (.80)
Understand ways to build power in the community	4.3 (.79)	4.1 (.60)
<b>Systems-change skills</b>		
Understand the school system and the role parents play in the system	4.4 (.67)	4.0 (0.5)
Aware of community organizing efforts	4.5 (.52)	4.2 (.56)

<sup>a</sup> Some means are based on smaller sample due to missing data.

\* P<0.05 for mean difference between groups.

Table 3. Sources of support<sup>a</sup>

Source of support <sup>b</sup>	N (%)				
	Alumni for whom source was helpful	Alumni for whom source was “very” or “extremely” helpful <sup>c</sup>	Institute impact on level of support received <sup>d</sup>		
			None	Some	A lot
<b>Kinship</b>					
Your parents (N=47)	45 (96)	33 (70)	1 (2)	16 (36)	25 (56)
Your relatives/kin (N=54)	47 (87)	26 (48)	1 (2)	21 (45)	22 (47)
<b>Spouse/partner support</b>					
You spouse/partners’ parents (N=38)	35 (92)	22 (58)	0 (0)	17 (49)	16 (46)
Your spouse or partner’s relatives/kin (N=40)	34 (85)	13 (33)	1 (3)	19 (56)	12 (35)
Your spouse or partner (N=80)	80 (100)	65 (81)	1 (1)	22 (28)	51 (64)
<b>Informal support</b>					
Your friends (N=80)	78 (80)	54 (68)	0 (0)	35 (45)	35 (45)
Your spouse or partner’s friends (N=42)	39 (93)	21 (50)	0 (0)	17 (44)	18 (46)
Your older child(ren) (N=34)	34 (100)	27 (79)	0 (0)	12 (35)	19 (56)
Neighbors (N=55)	49 (89)	27 (49)	0 (0)	28 (57)	17 (35)
Other parents (N=68)	67 (99)	46 (68)	2 (3)	20 (30)	42 (63)
Members/leaders of faith-based organization (N=43)	40 (93)	22 (51)	0 (0)	17 (43)	19 (48)
<b>Programs/organizations</b>					
Co-workers (N=43)	42 (98)	32 (74)	1 (0)	17 (40)	22 (51)
Parent group members (N=74)	73 (99)	54 (73)	1 (1)	20 (27)	46 (63)
Social groups/clubs (N=35)	33 (94)	20 (57)	0 (0)	10 (30)	18 (55)
School/daycare center (N=75)	72 (96)	53 (71)	0 (0)	21 (29)	48 (67)
<b>Professional services</b>					
Your family or child’s physician (N=76)	71 (93)	49 (64)	6 (8)	22 (31)	40 (56)
Early childhood intervention program (N=47)	44 (94)	32 (68)	2 (5)	12 (27)	28 (64)
Professional helpers (social workers, therapists, teachers, etc.) (N=57)	57 (100)	42 (74)	0 (0)	22 (39)	33 (58)
Professional agencies (public health, social services, mental health, etc.) (N=47)	44 (94)	35 (74)	0 (0)	10 (23)	33 (75)

<sup>a</sup> This scale is drawn from Dunst, C.J., Trivette, C.M. & Jenkins, V. (1984). Family Support Scale. Winterberry Press.

<sup>b</sup> N’s are the number of alumni for whom the type of support was applicable.

<sup>c</sup> Rating of 4 or 5 on a 5-point likert scale where 1=not at all helpful and 5=extremely helpful.

<sup>d</sup> Based only on responses of those for whom source was helpful. Totals do not add up to 100% due to missing data.

Table 4. Parent contact with school since the beginning of the school year

Reason for contact	N (%)						
	Frequency of school contact				Institute impact on school communication <sup>b</sup>		
	Comparis on (N=19)	All alumni <sup>a</sup> (N=100)	Alumni who speak English as primary language at home <sup>a</sup> (N=13)	Alumni who do not speak English as primary at home <sup>a</sup> (N=78)	None	Some	A lot
<b>Child's academic performance</b>							
No contact	2 (11)	11 (11)	1 (8)	10 (12)	0 (0)	22 (27)	61 (73)
Contacted 1-2 times	3 (16)	31 (31)	42 (15)	27 (32)			
Contacted ≥ 3 times	14 (74)	52 (52)	79 (69)	43 (51)			
<b>Child's school quality</b>							
No contact	4 (21)	23 (23)	1 (8)	21 (25)	0 (0)	18 (26)	52 (74)
Contacted 1-2 times	3 (16)	25 (25)	4 (31)	20 (24)			
Contacted ≥ 3 times	12 (64)	45 (45)	7 (54)	38 (45)			
<b>Child's behavior in school</b>							
No contact	4 (21)	38 (38)	3 (23)	34 (40)	1 (2)	16 (30)	36 (68)
Contacted 1-2 times	2 (11)	30 (30)	8 (62)	21 (25)			
Contacted ≥ 3 times	13 (68)	25 (25)	1 (8)	24 (29)			
<b>Child's relationship with peers</b>							
No contact	3 (16)	36 (36)	3 (23)	32 (38)	1 (2)	17 (30)	39 (68)
Contacted 1-2 times	2 (11)	26 (26)	8 (62)	21 (25)			
Contacted ≥ 3 times	14 (73)	31 (31)	1 (8)	26 (31)			
<b>Child's safety at school</b>							
No contact	4 (21)	41 (41)	5 (38)	34 (40)	0 (0)	16 (32)	34 (68)
Contacted 1-2 times	2 (11)	23 (23)	6 (46)	17 (20)			
Contacted ≥ 3 times	13 (68)	28 (28)	1 (8)	27 (32)			

<sup>a</sup> Percents do not add up to 100 due to missing data.

<sup>b</sup> Based on responses of alumni who report having communicated with school at least once in past school year.

Table 5. Alumni involvement in school or community activities

Activity	N (%) <sup>a</sup> (N=100)		
	Never done	Started doing before PLI	Started doing during or after PLI
<b>Advocacy</b>			
Recruiting other parents to make change in education or community settings	27 (27)	16 (16)	42 (42)
Building alliances with parents whose backgrounds are different than own	17 (17)	16 (16)	42 (42)
<b>School-based</b>			
Regularly participating with a school advisory group (i.e., PTA, PTO, ELAC, PAC, etc.)	30 (30)	22 (22)	33 (33)
Being a school advisory group officer	66 (66)	10 (10)	19 (19)
Being a volunteer in child's school	13 (13)	34 (34)	47 (47)
<b>Wider constituency involvement</b>			
Being a local school board member	77 (77)	8 (8)	9 (9)
Being selected for regional and/or state committees and/or advisory groups	86 (86)	1 (1)	9 (9)
Being a member of a community group or community organization	62 (62)	8 (8)	26 (26)
Being an officer/leader of a community group or community organization	66 (66)	4 (4)	26 (26)
Informing local elected official/policymaker of community issue	82 (82)	2 (2)	12 (12)

<sup>a</sup> Based only on responses of those for whom source was helpful. Some totals do not add up to 100% due to missing data.

Table 6. Other formal training in which alumni have been involved since their participation in PLI<sup>a</sup>

Type of training	N (%) (N=100)
Other Parent Services Project (PSP) initiative	34 (34)
Other leadership training (not PSP)	39 (39)
College/university classes	19 (19)
School, district, or state level education classes	30 (30)
Community agency trainings	33 (33)

<sup>a</sup> Totals add up to greater than 100% because some alumni have been involved in multiple types of trainings.

Table 7. Overall impact of PLI training

Domain	N (%) <sup>a</sup> (N=100)		
	None	Some	A lot
Level of support from people and groups	6 (6)	26 (26)	63 (63)
Communication with child's teacher and school leaders	1 (1)	13 (13)	80 (80)
Network of other parents	2 (2)	31 (31)	65 (65)
Network of others whose cultural backgrounds are different from own	2 (2)	33 (33)	60 (60)
Participation as a leader in school and community groups	3 (3)	28 (28)	64 (64)
Own education and professional development	2 (2)	13 (13)	80 (80)
Self-esteem and confidence	0 (0)	9 (9)	86 (86)
Sense of power to make change in community	1 (1)	25 (25)	69 (69)
Level of knowledge about leadership	0 (0)	15 (15)	80 (80)

<sup>a</sup> Some totals do not add up to 100% due to missing data.

Table 8. Partner agency characteristics

Characteristic	N (%) <sup>a</sup>
	PLI partner agency representatives (2005-2008) (N=27 unless otherwise stated)
Agency Type	
School or school district	13 (48)
Early childhood organization	5 (19)
Community-based organization	5 (19)
Other	4 (15)
Number of parents served by each partner agency	
1 – 5	3 (11)
6 – 10	2 (7)
11 – 50	1 (4)
> 50	13 (48)
Positions held by partner agency representatives	
Family/community liaisons	12 (44)
School or program administrators	9 (33)
Other school or program staff	5 (19)
Length of time at current position	
1 year or less	3 (11)
2 years	3 (11)
3 years	3 (11)
More than 3 years	18 (67)
Length of agency involvement with PLI	
1 year or less	4 (15)
2 years	12 (44)
3 years	4 (15)
More than 3 years	7 (26)
Partner agency representatives' participation in PLI	
Participated	24 (89)
Did not participate	3 (11)
Number of PLI(s) attended by each partner agency representative (N=24)	
1	8 (33)
2	10 (42)
3+	6 (25)
Location of PLI attended (N=24)	
San Rafael, CA	3 (13)
Fairfield, CA	1 (4)
Atlanta, GA	8 (33)
Kansas City, MO	12 (50)
Partner agency representative participation as a coach at a PLI	
Yes	13 (48)
No	14 (52)
Number of times participated as a coach at a PLI (N=13)	
1	6 (46)
2	6 (46)
3	1 (8)

<sup>a</sup> Some totals do not add up to 100% due to missing data.

Table 9. Partner agency satisfaction

Type of agency	N (%) <sup>a</sup>					
	Overall satisfaction			Satisfaction with PLI partner meetings		
	Low	Neutral	High	Low	Neutral	High
School or school district (N=13)	1 (8)	3 (23)	9 (69)	1 (8)	2 (15)	10 (77)
Early childhood (N=5)	1 (20)	0 (0)	3 (60)	0 (0)	0 (0)	4 (80)
Community-based organization (N=5)	0 (0)	0 (0)	5 (100)	0 (0)	0 (0)	5 (100)
Other (N=4)	0 (0)	0 (0)	4 (100)	1 (25)	0 (0)	3 (75)

<sup>a</sup> Some totals do not add up to 100% due to missing data.

Table 10. Influence of PLI partnership on partner agencies' capacities

Item	N (%)			
	"Agree" or "Strongly Agree"	Impact of PLI on capacity <sup>a</sup>		
		None	Some	A lot
Able to recruit parents to participate in activities offered by agency (N=20)	19 (95)	1 (5)	8 (42)	10 (53)
Able to fully engage/retain parents offered by the agency (N=20)	17 (85)	3 (18)	4 (24)	10 (59)
Can recognize and make available leadership opportunities (N=19)	17 (89)	0 (0)	4 (24)	13 (76)

<sup>a</sup> Based on the responses of those who "agree" or "strongly agree" with each statement.

Table 11. Influence of PLI partnership on partner agencies' ability to facilitate leadership opportunities for parents

Activity	N (%)								
	Number of parents for whom agency facilitated leadership opportunity						Impact of PLI on facilitating leadership opportunities <sup>b</sup>		
	None	1-5	6-10	11-20	21-50	> 50	None	Some	A lot
<b>Advocacy</b>									
Recruiting other parents to make changes in education or other community settings (N=20)	1 (5)	3 (15)	5 (25)	3 (15)	4 (20)	4 (20)	2 (11)	4 (27)	12 (63)
Building alliances with parents whose backgrounds are different from their own (N=20)	1 (5)	4 (20)	3 (15)	2 (10)	6 (30)	4 (20)	2 (11)	7 (37)	10 (53)
<b>School-based</b>									
Regularly participating with a school advisory group (e.g., PTA, PTO, ELAC, PAC, etc.) (N=20)	1 (5)	5 (25)	3 (15)	1 (5)	4 (20)	6 (30)	2 (11)	6 (32)	11 (58)
Being a school advisory group officer (N=20)	4 (20)	8 (40)	2 (10)	3 (15)	2 (10)	1 (5)	1 (6)	5 (31)	10 (63)
Being a volunteer in their child's school (N=19)	1 (5)	4 (21)	4 (21)	6 (32)	1 (5)	3 (16)	1 (6)	8 (44)	9 (50)
<b>Wider constituency involvement</b>									
Being a local school board member (N=20)	14 (70)	6 (30)	0 (0)	0 (0)	0 (0)	0 (0)	1 (17)	2 (33)	3 (50)
Being selected for regional and/or state committee and/or advisory group (N=19)	9 (47)	9 (47)	0 (0)	1 (5)	0 (0)	0 (0)	1 (10)	4 (40)	5 (50)
Being a member of a community or community organization (N=18)	2 (11)	6 (33)	5 (28)	5 (28)	0 (0)	0 (0)	2 (13)	9 (57)	5 (31)
Being an officer/leader of a community group or community organization (N=17)	5 (29)	8 (47)	2 (12)	1 (6)	0 (0)	1 (6)	1 (8)	5 (42)	6 (50)
Informing local elected official/policymaker of community issue (N=17)	9 (53)	5 (29)	2 (12)	1 (6)	0 (0)	0 (0)	2 (25)	2 (25)	4 (50)
Another activity not listed above <sup>a</sup> (N=11)	8 (73)	0 (0)	1 (9)	2 (18)	0 (0)	0 (0)	0 (0)	2 (67)	1 (33)

<sup>a</sup> Other activities listed by partner agency representatives include: partnership efforts with parents, school transition teams, serving as speakers at local and state events, participating in site visits with funders and others, attending community meetings, and supporting student initiated projects at school.

<sup>b</sup> Based on the responses of those agencies who facilitated leadership opportunities. Some totals do not add up to 100% due to missing data.

Table 12. Influence of PLI partnership on partner agencies' practices.

Item	N (%)			
	"Agree" or "Strongly Agree"	Impact of PLI on capacity <sup>a</sup>		
		None	Some	A lot
Number of parents served by agency has increased since involvement with PLI (N=20)	14 (70)	1 (7)	4 (29)	8 (57)
Agency typically sustains its connections to parents over time (N=20)	18 (95)	3 (17)	6 (33)	9 (50)
Agency engages in meaningful dialogue with parents (N=20)	19 (95)	3 (16)	5 (26)	11 (58)
Agency engages parents in numerous types of activities and services (N=20)	17 (85)	2 (12)	4 (24)	11 (65)

<sup>a</sup> Based on the responses of those who "agree" or "strongly agree" with each statement. Some totals do not add up to 100% due to missing data.

Table 13. Impact of PLI on partner agencies' ability to facilitate educational opportunities for parents

Type of training	N (%)								
	Number of parents for whom agency facilitated educational opportunity						Impact of PLI on facilitating educational opportunities <sup>a</sup>		
	None	1-5	6-10	11-20	21-50	> 50	None	Some	A lot
Other training by Parent Services Project (N=17)	10 (59)	3 (18)	2 (12)	2 (12)	0 (0)	0 (0)	0 (0)	3 (43)	4 (57)
Other training on leadership (not provided by PSP) (N=19)	6 (32)	6 (32)	1 (5)	2 (11)	2 (11)	2 (11)	2 (18)	5 (45)	4 (36)
College/university classes (N=17)	8 (44)	4 (22)	1 (6)	4 (22)	0 (0)	1 (6)	1 (1)	4 (40)	5 (50)
School, district, or state level education trainings (N=18)	7 (39)	2 (11)	4 (22)	1 (6)	2 (11)	2 (11)	1 (9)	3 (27)	6 (55)
Community agency trainings (N=19)	4 (21)	8 (42)	3 (16)	1 (5)	2 (11)	1 (5)	2 (13)	4 (27)	8 (53)

<sup>a</sup> Based on the responses of those agencies who facilitated educational opportunities. Some totals do not add up to 100% due to missing data.