

Parent Voice and Action in Discovery

A Community Resource Guide

The William Caspar Graustein Memorial Fund and the 49 Connecticut communities participating in the Discovery initiative have explicitly committed to promoting the participation of parents at every level of decision-making, within the home as well as the organizations and networks that touch the lives of young children. Research shows that parent involvement in the education of their own children significantly improves a child's early learning and development. Discovery communities are demonstrating that parent participation and leadership in civic life can improve the early learning of *all* young children.

The term “**parent**”, as used in this guide, refers to children's most immediate caretakers—mothers, fathers and, often, grandparents and other relatives or adults who accept responsibility for their nurturance, safety and well-being. The guide focuses mainly on increasing the involvement, engagement and leadership of people who are operating primarily from their parenting role. That is, while many of the people who work on behalf of children (child care providers, health care providers, and other professionals) are parents, this guide is aimed at helping communities to include parents who are not already in these kinds of positions.

Parent Voice and Action in Discovery provides a set of questions to be answered by a cross-section of community stakeholders. The very practical approach of this guide rests on a solid base of academic and program research. More importantly, the framework grew from the lessons learned by the communities as they have pursued the Discovery objectives. Communities can use the Guide to assess how parents, residents, professionals, and community institutions are doing in providing a

range of opportunities for parent voice to be heard and valued in six areas or “chambers” of the Honeycomb described below. The worksheets help to plan how to improve the active participation of parents in the lives of their children and the community.

What makes this guide and framework unique? This guide is not a manual for bringing more parents to “a” table or even the Discovery table. This guide instead describes a process for a community to create and sustain an environment where all parents can become leaders in their homes, communities, and on behalf of all young children.

The guide is intended to provide a framework that:

- Challenges communities to take responsibility for creating the conditions that support parents as leaders - experience shows that it is not the sole responsibility of parents to make this happen.
- Acknowledges that parents are advocates in multiple arenas and that parent leadership opportunities need to take into account a variety of parent interests.
- Requires focused and sustained attention—it is not a one time event nor is it “add-on” services.
- Puts parents at the center of a community process to improve early childhood learning.

The Honeycomb as a Discovery Framework

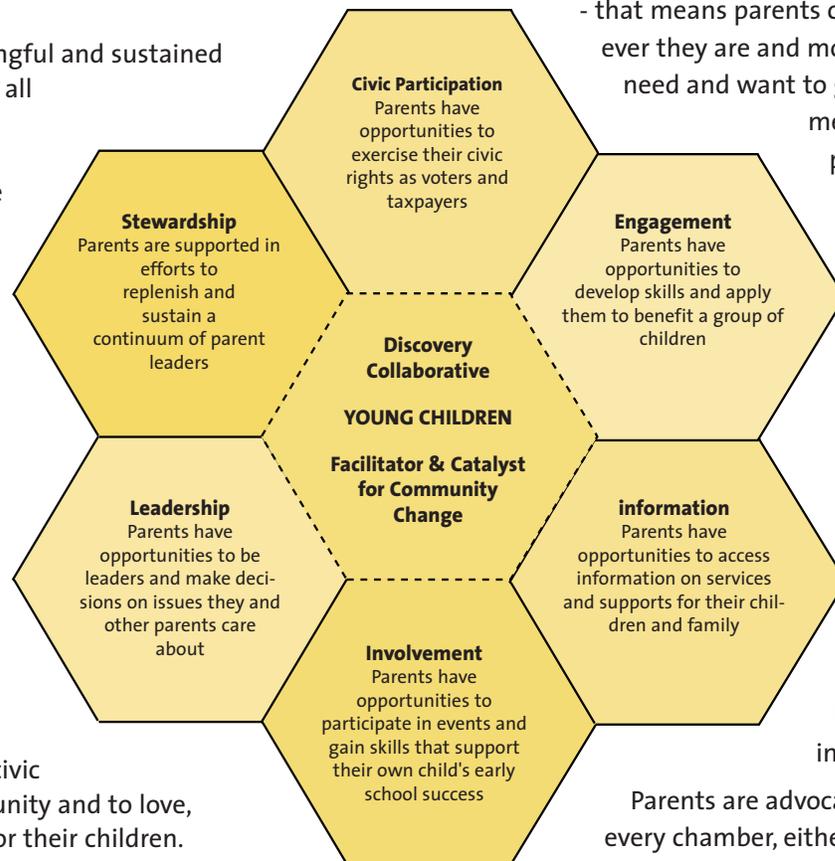
The Honeycomb was chosen to visually represent how the components of a community-wide strategy to support parents as agents of change come together and become a “system.”

Parent Voice and Action in Discovery

A Community Resource Guide

The framework provided by the guide acknowledges the following assumptions:

- Parents are responsible for the well-being of their child (ren) in partnership with providers and other institutions that touch the lives of children. The community is responsible for the well-being of all the children.
- In order for meaningful and sustained change to happen, all parents, and in particular parents whose children are at greatest risk, need to be engaged.
- Parents are the best advocates for their children and effective agents for change.
- The community is responsible for maintaining a system of opportunities for parents to participate in the civic life of their community and to love, nurture and care for their children.
- The local Discovery collaborative is an accountability mechanism, ensuring that the community and parents are engaged in a partnership where children are at the center and family roles are acknowledged and respected.



Why a Honeycomb?

The Honeycomb shows the full range of parent opportunities and community responsibilities that would be present in a Discovery community, and in others hoping to achieve the same goals. Each “chamber” represents a

key component and the “walls” are permeable

- that means parents can enter from wherever they are and move to wherever they need and want to go. Parent engagement is not a linear

process, with parents

progressing toward

some goal. Like a

honeycomb, it is

a system that

offers a range of

opportunities and

constantly nurtures

and sustains the life

of the community.

When opportuni-

ties for parents

are in a constant

state of renewal

the process

becomes self-sustain-

ing.

Parents are advocates at every point, in

every chamber, either for their own child,

for a group of children, for all children and

for other parents to be engaged. The goal is

to ensure that parents and professionals have the sup-

ports they need to be partners in decision-making.

Parent Voice and Action in Discovery

A Community Resource Guide

Why a Honeycomb? *continued*

Activities within a Chamber Each “chamber” represents a key type of activity or role that parents may play. No one chamber harbors the solution; all chambers are needed to form an active system or “honeycomb” of parent voice and action. Within each chamber, the community needs a body of knowledge, strategies and tactics. This capacity, resident in individuals and institutions, fuels change and innovation. The chambers reflect what the community is responsible for creating so that parents have a range of opportunities:

- Civic Participation - Parents exercise their civic rights as voters and taxpayers.
- Engagement - Parents develop skills and apply them to benefit a group of children
- Information - Parents have access to information on services and supports
- Involvement - Parents gain skills to support their own child's early school success
- Leadership - Parents are leaders on issues they and other parents care about
- Stewardship - Parents and communities sustain a continuum of parent opportunities

How to Use the Resource Guide

Parent Voice and Action: A Community Resource Guide is a dynamic assessment and planning tool. The Discovery collaborative group, as a catalyst for community change, can use the guide and the Honeycomb to stimulate discussion and action by a cross-section of stakeholders. The intent is to understand what exists, what is needed and how to develop a plan of action that builds, over time, every chamber of the Honeycomb.

The guide examines each of the six Honeycomb chambers and provides a definition, a rationale and examples of what it would look like in a community. There is also a set of questions for each chamber that help a community reflect on its capacity within each area. When taken together, the Honeycomb allows a community to assess its ability to maintain a system of supports for parent voice and action.

The following are suggestions for how the collaborative and the community-at-large can use the guide:

- a. Conduct a community forum. By inviting a broad cross section of stakeholders to jointly assess current opportunities, the collaborative can begin to raise public awareness, identify common language and build shared ownership. The forum could generate an advocacy agenda and a framework for resource allocation and fund raising.
- b. Collaborative meeting agenda. The collaborative can use the Honeycomb on a regular basis to review its policy, practice and process strategies and routinely ask how its strategies reflect the values of parent voice and action across each of the chambers. This will help to reinforce the understanding that parent action is not limited to “sitting at the collaborative table.”
- c. Structure for committees. Many Discovery groups have parent engagement or involvement committees. The Honeycomb can provide a guide for their work. For example, the committee could conduct a community-wide assessment of parent opportunities using the Honeycomb frame.

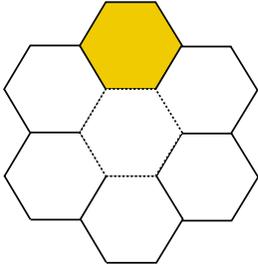
Parent Voice and Action in Discovery

A Community Resource Guide

How to Use the Resource Guide *continued*

- d. Leverage partnerships. The collaborative can ask community groups and organizations to conduct their own assessment of parent voice and action. They can also use the Honeycomb as a vehicle to enhance and support the work of other entities (e.g., volunteerism goals of the United Way, community leadership agenda of community foundations, the civic participation work of faith-based groups).
- e. A community value. The “Honeycomb” can become a community symbol that indicates an organization's or institution's commitment to parent voice and action. Partners within the community that take an active role in making sure parents have opportunities to be advocates could “display” the Honeycomb as a way to start a “buzz” for creating and sustaining parent opportunities.

As you use this guide and discover challenges and opportunities for supporting parent leaders in your communities please use the list in Appendix for additional resources and contact information of organizations and people in Connecticut also working on supporting parents.



Civic Participation

What is Civic Participation?

Exercising your rights as a citizen and getting involved in community life. It is how you as a citizen affect local, state, and national policies and improve the quality of life. Civic participation includes a range of activities. Some examples are:

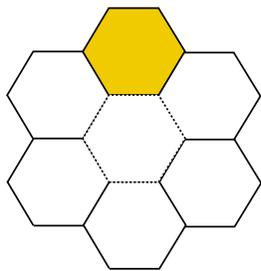
- Voting and paying taxes
- Attending/speaking at town meetings
- Running for election to a local board or commission
- Volunteering in a Block Watch or civic projects like improving a playground

Why are Civic Opportunities important?

Being actively involved in your community gives you a greater voice in the policies that govern how your community works. When parents are active in the civic life of their community, they are able to influence public policy for all children. They know that their vote matters. As voters and residents, parents can unite on issues and become a powerful influence on elected officials and others.

What can your community do to support Civic Participation?

A community can provide supports to encourage the civic participation of parents as voters, community volunteers and leaders. Becoming involved in the community can feel like a huge task. Many parents may not be registered voters. Some parents may not speak English, or may feel that their vote does not matter. A community can sponsor voter education drives, provide parents with information about how the city budget process works and keep citizens updated on public hearings. City government and boards of education can put information on their websites and public access television channels. They can designate seats for parents on some committees and boards. Communities can help parents become active citizens by providing interpreters and bi-lingual mentors. They can reach out through the networks that already connect parents, like block watch groups, neighborhood associations, parent and teacher associations (PTAs) and playgroups.



Civic Participation

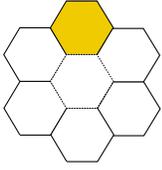
Does your community support the civic participation of parents? Answers to the following questions will help you identify local efforts, and whether they are enough to reach all the parents in your community.

What currently exists in your community that supports the Civic Participation of parents?

- Think about the organizations or groups in your community already conducting “get out the vote” campaigns, helping new citizens register to vote, holding democracy workshops, and providing parents information on how city government works, and how citizens can participate in the local budget setting process. Some examples are the League of Women Voters or the local NAACP chapter.
- What formal and informal networks might parents already be involved with where they exercise their civic rights as voters, leaders, community volunteers, and taxpayers? Are parents connected to block watches, neighborhood associations, playground clean-up groups or home-school associations?
- What parents are being reached? What neighborhoods are organized? Which racial and ethnic groups have access to civic opportunities? What resources are available to reach parents at all education and income levels and in their primary language? Are supports, such as child care, food and transportation, available so parents can participate?
- Who are the civic leaders in your community? Can you work with a member of the clergy, the Mayor, political action campaigns, or other civic organizations?

How is your collaborative facilitating connections and community ownership of Civic Participation?

- What are the relationships among existing groups and can your group help build connections? For example, what groups sponsor legislative briefings, voter registration drives, promote each other's events, or share space, staff and funding? Do members of these groups talk regularly, plan together and support one another?
- What is being done to make sure parents continually have opportunities to exercise their civic rights? Do kindergarten registration events include voter registration? Do child care centers host voter registration sessions? Do Family Resource Centers provide information on the city budget process? How are opportunities for membership on a board of directors or government committees shared with parents?
- What local resources support civic participation efforts in your community? Are there community development block grants, United Way, public and private foundations, or corporations that can help?



Worksheet **Civic Participation**

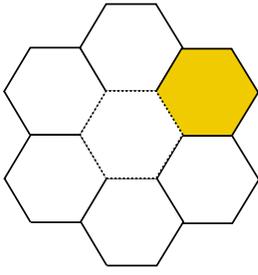
What organizations are doing this work?

What parents are not being reached? What can we do to support their participation in the civic life of our community? What are the barriers?

What are the formal and informal networks?

What are we and others doing to promote the civic participation of parents?

What parents are being reached and how?



Engagement

What is Engagement?

Opportunities for parents to join other parents, learn new skills and apply these skills to benefit many children, including their own. Parents who are engaged express their preferences about what children need and ways in which community institutions and individuals can respond. In a supportive environment, providers and professionals actively seek the opinions, advice, and leadership of parents as experts. Examples of these types of engagement opportunities might include:

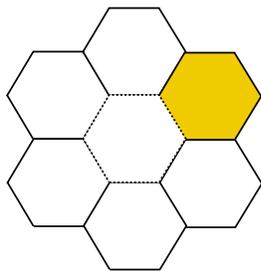
- Joining the Parent Teacher Association
- Serving on a parent advisory committee or board
- Becoming members of the Discovery Collaborative or School Readiness Council
- Participating in Community Conversations or public forums

Why are Engagement Opportunities important?

Parents bring a unique perspective to a community, with a passion to help their children and others succeed. When parents are engaged throughout the community, their collective voice can be heard on behalf of all children. With community support, parents become involved in the inner workings of boards and commissions as problem-solving partners with professionals.

What can your community do to support Parent Engagement?

Communities can develop outreach plans to attract parents to forums and other organized opportunities where their views can be expressed and acted upon. School personnel, providers and others can meet with individual parents in order to find out what they care about, and then systematically connect parents who have common interests. Communities can include parent voices on advisory boards and committees. To engage all parents, approaches need to respect the linguistic and cultural diversity of all groups within the community. Parent Engagement requires a dialogue between professionals and parents.



Engagement

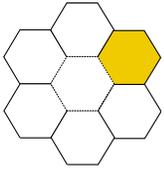
How does your community support the engagement of parents? Answers to the following questions will help you identify local efforts, and determine whether they are enough to reach all the parents in your community.

What currently exists in your community that supports Parent Engagement?

- What organizations or groups in your community currently have parent boards or advisory groups (e.g. Head Start, Family Resource Centers, community service organizations, other child care centers)? Who provides skill-building workshops on how to run a meeting or public speaking? What organizations conduct community forums? How are parents involved? What elementary schools have school/community/parent partnership teams and/or a PTA/PTO?
- What are the formal and informal networks that parents already engage with (e.g., neighborhood safety group, resident association, playground clean-up group, civic groups or clubs, multi-cultural events, ethnic clubs)?
- Who are the parents being reached? Are there outreach efforts in every neighborhood, to all racial and ethnic groups, to parents at all education and income levels and in their primary language? Are supports, such as child care, food and transportation, available so parents can participate?
- Who are your key allies in reaching out to parents (e.g. school principal, child's teacher, clergy, city official, pediatrician, school nurse, neighbors, and day care provider)?

How is your collaborative facilitating connections and community ownership of Parent Engagement?

- Are there relationships between early care organizations and other groups where parents are actively expressing their opinions and preferences (e.g. community development corporations, neighborhood associations)?
- Are existing community groups providing training programs or workshops that help parents develop their skills (e.g., People Empowering People)? Are these programs available to all parents? Are parents encouraged to engage with issues affecting all children? Do parents have culturally competent mentors?
- What is being done to improve the culture of institutions and systems to welcome parent engagement throughout the community? Do parents participate in the review of school readiness grants? Are providers and professionals receiving training on how to work with parents as partners?
- Do parents have access to data and receive training on how to use the data? What opportunities exist for parents to have a dialogue with other parents and those in charge? Has your community hosted a Community Conversation?



Worksheet Engagement

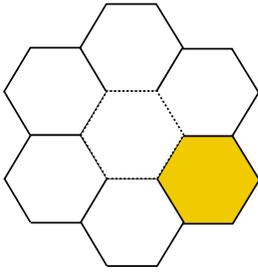
What organizations are doing this work?

What parents are not being reached? What are the barriers? How can they be overcome?

What formal and informal networks exist?

What is being done to expand and sustain efforts that promote the engagement of parents?

What parents are being reached?



Information

What is Information?

Having access to information about resources, issues, programs and activities that benefit your child and family. Some examples are:

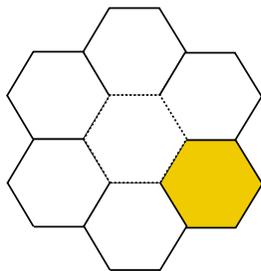
- Using a community services directory to find an early learning program
- Dialing 211 (Info line) to get information about services
- Finding out about local activities on the town websites and at the library
- Attending a seminar on child development

Why are Information Opportunities important?

Parenting is possibly the most difficult and complex role someone may carry out. Having information readily available assists parents in the challenging but rewarding responsibility of raising healthy and happy children. When a community is supportive, parents know how to get the information they need and find allies in the community who are ready and able to walk with them on their journey as parents.

What can your community do to support a parent's need for Information?

A community can ask parents what kind of information would make it easier to be a parent and to support the healthy development of their children. Some parents may be overwhelmed with family issues, new to your community, not able to read, or not fluent in English. Communities can identify and publicize how parents can seek help and support. Having an easy-to-read “directory of services”, in multiple languages and widely distributed in the community can be extremely useful. Communities can make it easy for parents to learn about child development and parenting by distributing information and providing places where parents can readily get the information they need on child rearing and family dynamics. The library, a Family Resource Center or their child's school can be excellent resources. A community should pay careful attention to languages spoken in households and have literature available in those languages. It is also important to have staff at key locations who can work with and/or answer parents' questions in their primary language.



Information

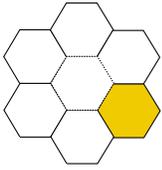
How does your community support parent access to information and knowledge? Answers to the following questions will help identify local efforts, and see whether they are enough to reach all the parents in your community.

What currently exists in your community that supports parents' access to information?

- Think about the organizations or groups in your community already collecting and sharing information on services. Is the information complete? Does it reach all racial and ethnic groups, parents at all education levels and in their primary language? What types of information are available and who provides it?
- Who are the key individuals, informal networks and formal sources of knowledge that parents look to and trust? Do members of the clergy and kith and kin (family care) providers have the information and knowledge they need to help parents navigate systems and get the supports they need? Does your library have a parent resource section? Do local stores and malls make information available to parents? What learning and knowledge sharing opportunities are there? How broadly is their availability known in the communities?

How is your collaborative facilitating connections and community ownership of information important to parents?

- What are the relationships among existing groups who provide information and share knowledge with parents? Have they collectively done an analysis of what are the information gaps? Have they asked parents what information they want? Have they looked at the United Way 211 data to see what services parents are looking for? Do providers routinely share information about each other's services? Has your community established relationships with the employee assistance programs at local businesses?
- Are the vehicles to share information sufficient? Do civic organizations provide information about community services at family festivals and events? Does the school system make information about community resources available at kindergarten registration and back-to-school nights? Does your town have a website and does it include information specifically for parents about community services and is it easy to navigate? Does your Chamber of Commerce have access to information about community supports for families?



Worksheet **Information**

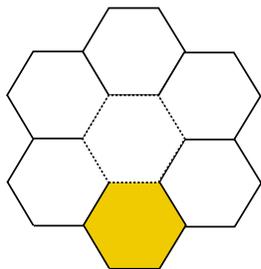
What organizations have information that support parents and children? Can parents easily access what they need?

What formal and informal information networks exist? What resources do they have and actively offer parents?

Who are the parents using available information?

What parents are not being reached? What can we do to support their acquiring needed information? What are the barriers?

What are we and others doing to promote the sharing of information with parents?



Involvement

What is Involvement?

Being your child's first teacher and primary advocate for their positive growth and development. Involved parents are leaders in the home and actively interact with their children and the world around them. Examples of these opportunities include:

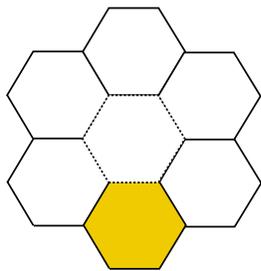
- Attending school performances
- Participating actively in parent-teacher conferences
- Reading to your child
- Volunteering to be a classroom helper

Why are Involvement Opportunities important?

Being actively involved as a parent in activities that directly support your child increases your knowledge and builds a foundation for your child's school success. When parents are learning and teaching partners with schools and community organizations, they are able to positively influence their child's development.

What can your community do to support Parent Involvement?

A community can provide a wide range of culturally competent activities where families can participate together. A variety of community institutions, such as schools, library, parks and recreation department, and multi-cultural groups, can offer programs that involve parents in their children's learning. Community groups can sponsor multi-cultural festivals so parents can connect with other parents. The school district can sponsor back-to-school nights that include childcare and dinner. Community agencies can host Parents as Teachers workshops and parenting education courses that help parents to be more involved. A community use the networks and the places where parents already connect to reach out to all parents across the community.



Involvement

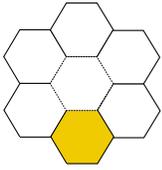
How does your community support the involvement of parents? Answers to the following questions will help you identify local efforts, and determine whether they are enough to reach all the parents in your community.

What currently exists in your community that supports the involvement of parents?

- Think about the organizations or groups in your community that sponsor neighborhood or citywide family events. Do these events recognize and reflect the cultural and ethnic differences of parents in your community? Do notices reach parents at all education levels and in their primary language? Are there multiple ways that parents can get information about community resources?
- What formal and informal networks that already connect parents can help to get parents involved? Is there a community health clinic, neighborhood center, museum, or child care center that connects well with parents? Are there citywide sports leagues or recreational activities? What does the school sponsor that can be expanded?
- What structured opportunities exist for parents to increase their parenting skills? Are there programs that support parents as a child's first teacher? Who does the program reach? How many parents participate in parent-teacher conferences? Are supports, such as child care, food and transportation, available so parents can participate?
- Who are the key individuals that parents look to for advice and support in their role as parents? A member of the clergy, their pediatrician, teachers, child care provider, or family member? How can these individuals support parent involvement?

How is your collaborative facilitating connections and community ownership of parent involvement?

- What are the relationships among existing groups and can your collaborative help build connections? For example, can the neighborhood multi-cultural group be a resource for increasing attendance at parent-teacher nights or back-to school events? Do members of the different community groups jointly plan and promote events and share resources?
- What is being done to make sure all parents have access to opportunities that improve their parenting skills? Do organizations and groups jointly apply for funding for workshops and programming? Do professionals regularly meet to share best practices and new research? Do organizations work together to create new services and programs such as Family Resource Centers?
- Given that many organizations are required to provide parent involvement opportunities, how are these resources being maximized? Are school district Title I resources connected with community-based after-school programs and/or Family Resource Center funding? How are United Way and community foundation grants to arts and cultural groups supportive of family involvement?



Worksheet **Involvement**

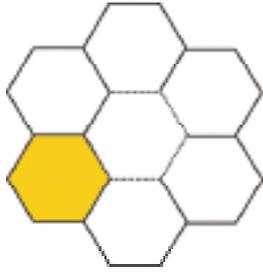
What organizations are doing this work? What resources, human and financial, do they have?

What are the formal and informal networks? What human and financial resources do they have to support parent involvement?

Who are the parents being reached and how?

What parents are not being reached? What can we do to support their involvement in their children's lives? What are the barriers?

What are we and others doing to promote the involvement of more parents in their children's lives?



Leadership

What is Leadership?

Representing a group of parents and possessing the authority to influence or make decisions that affect public and private institutions and policies. Parent leaders are accountable to a constituency and accept responsibility for representing their views. Examples include:

- Running parent-led community projects
- Serving on Boards and Commissions
- Serving as chairperson of the Discovery Collaborative or School Readiness Council
- Becoming a candidate for public office

Why are Parent Leadership Opportunities important?

Being a parent leader means that you are a decision-maker and a partner in creating solutions to community wide concerns. When parents are leaders in the community, they can represent the interests of all children. Children and family interests are front and center.

What can a community do to support Parent Leadership?

A community can provide different supports that encourage the development of parents as leaders and decision-makers. Mayors, town and city councils, and service organizations can appoint parents to boards and commissions whose work affects most directly the growth and development of young children. City government, boards of education and private businesses can allocate funding to parent leadership programs. Neighborhood service centers can provide in-kind space and childcare for the parent leadership training. A community can make sure that parents have the data they need to make informed decisions on issues of importance to children and families. Communities can help parents be leaders by providing interpreters and bi-lingual mentors.



Leadership

How does your community support parents as leaders? Answers to the following questions will help you identify local efforts, and assess whether they enough to reach all the parents in your community.

What currently exists in your community that supports parent leadership?

- Are there organizations or groups in your community that have designated seats for parents on their boards of directors? Over what boards or commissions does the Mayor have appointment authority and is that power used to appoint parents? Are supports, such as child care, food and transportation, available so parents can participate as leaders?
- On what formal and informal groups do parents provide leadership? Where might parents already be in a leadership position? Are they leaders in their neighborhood association, the citywide parent teacher association, or their church? Are parents from your community delegates of Connecticut Parent Power? What parent-led groups exist in the community?
- What structured leadership training programs are available in your community? Which racial and ethnic groups are being reached? Do parents at all education and income levels and in their primary language have access?

How is your collaborative facilitating connections and community ownership of Parent Leadership?

- Are you working with local and statewide organizations to secure resources for parent leadership programs including the Children's Trust Fund and community development block grant funds? How is your local community foundation or United Way supporting parent leadership?
- What is your community doing to ensure that there are multiple, meaningful leadership roles for parents within institutions, systems, and community processes? Do funding entities require that community agencies have parents on their boards of directors?
- What mechanisms are in place to continuously replenish the base of parent leaders when parent leaders inevitably move on, as their children age and/or they take on new commitments? Do leadership positions include term limits and other ways for parents to step away from leadership roles as needed?
- Are there dedicated staff resources responsible for parent leadership training and ongoing support?



Worksheet **Leadership**

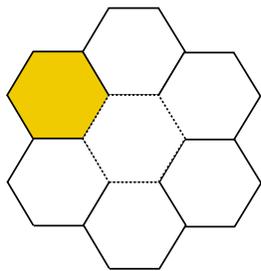
What organizations are doing this work?

What parents are not being reached? What are the barriers and what can we do to nurture the leadership skills of parents?

What are the formal and informal leadership networks?

What are we and others doing to expand and sustain efforts that promote the leadership of parents?

What parents are being reached, trained and supported as leaders?



Stewardship

What is Stewardship?

Creating a system that looks to the future and ensures the continuation of parent voice and action. In order to sustain the role of parents in all chambers of the honeycomb, a community needs both seasoned and emerging parent leaders. The community at large is responsible for supporting the development of individuals' leadership skills and ensuring that a group of leaders has the capacity and commitment to move an agenda for all young children. Responsible stewards maintain a vision of the future that is ten generations away from today. Examples include:

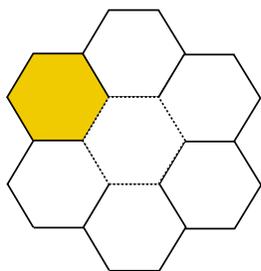
- Creating a designated parent leadership, education and training fund at a community foundation
- Ensuring parent participation in selecting key leaders within the schools and community
- Maintaining the resources needed for parent leadership in a city budget line item
- Supporting a parent-led local or statewide community organizing entity

Why are Stewardship Opportunities Important?

A community needs the capacity to continue the work begun by one group of parent leaders when their children get older or they no longer have the time to participate. When parents and the community-at-large plan for one generation of parents to succeed another, there will always be a cadre of parent leaders to represent the needs of all young children.

What can a community do to support Stewardship?

When communities look to the future, they regularly take the pulse of what is going on and hold themselves accountable for the participation of all parents as decision-makers in all aspects of their children's lives and the community's civic life. Parent leadership training can build the skills needed to assess the community's strengths and challenges. Organizations and networks across the community can help to build structures, processes and resources dedicated to replenishing each generation of parent leaders.



Stewardship

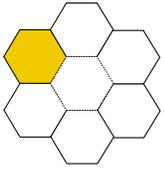
Does your community support the stewardship actions of parent leaders? Answers to the following questions will help you identify local efforts, and see whether they are they enough to reach all the parents in your community.

What currently supports parent and community Stewardship?

- Think about the formal and informal organizations and networks that devote significant resources to organizing parents as leaders. Do they have permanent funding and adequate staffing to carry out the work? Are parent leadership training programs offered on a continuous basis? Does your community have a functioning PLTI alumni group? Does your community have one or more CT Parent Power Delegates?
- Do you know what parents are being reached and are active in the community? Do parents of all racial and ethnic groups, at all education and income levels have access to decision-making positions? Do various boards and commissions have designated seats for parents and/or specific neighborhood representatives? Are supports, such as child care, food and transportation, available so parents can equitably participate?

How is your collaborative facilitating connections and community ownership of parent stewardship?

- Who are the civic leaders in your community who are champions for parent leadership? Are there any faith based organizing efforts in the community sharing a similar interest? Is the Mayor or City Council a potential ally and are they looking at how the city charter can be a stewardship vehicle? Are senior citizen and parent leadership groups working together? Are there sororities or fraternities that can be stewardship champions?
- What is being done to make sure there is a cadre of parent leaders over the long term? Are members of the community continually doing parent outreach and building personal relationships? Does the school system have a parent leadership mentoring system in place? Do local employers have a family leave policy for parents to participate in community boards and commissions? Does the Mayor annually report on the level of parent involvement and engagement in schools and in civic affairs?
- What local resources support parent stewardship efforts in your community? Has your community foundation or United Way established a designated fund for parent leadership and outreach? Is there a school/community partnership position within the board of education? Have local businesses contributed resources to these funds?



Worksheet **Stewardship**

What organizations are doing this work?

What parents are not being reached? What can we do to support a diverse cadre of parent leaders? What are the barriers?

What are the formal and informal networks?

What are we and others doing to promote parent stewardship as a community norm?

What parents are being reached and how?