What Happens When Parents Lead: Civic Engagement and Systems Change


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Our Mission

The National Parent Leadership Institute (NPLI) exists to coordinate and increase the civic skills and impact of diverse parents to improve child and community outcomes as they build caring communities.

Parents Who Care Can Become Parents Who Lead!
What We Do

We are developing the field of parent leadership by embracing a cross-race, cross-class, parent-informed and pro-social learning approach to building parents as a constituency for community and recognizing children as the beneficiaries.

Parents Who Care Can Become Parents Who Lead!
How We Do It

NPLI works with and trains parents, agencies, community organizations, local/state governments and other systems to partner with parents as valuable leaders and assets working to build caring communities.

Parents Who Care Can Become Parents Who Lead!
The Parent Leadership Training Institute
PLTI

Our core work with parents across the nation, and internationally

- California
- Colorado
- Connecticut
- Florida
- Hawaii
- Louisiana
- Maine
- Massachusetts
- Michigan
- New York
- Rhode Island
- Virginia
- Washington
- Wind River Nation
- Wyoming
- Now in Queensland, AU
Chart 6 reads: Before participating in PLTI/FLTI, less than 50% of PLTI’s parent leaders enrolled in 2015-2016 understood how government budgets or state laws are made, or who represented them in state and local government. After the PLTI training, 84%-91% of parent leaders reported knowledge of these processes.
Chart 7: Civic Skills and Activities

Chart 7 reads: After attending PLTI/FLTI, parent leaders reported the greatest increases in how often they used consensus building skills, advocated for policy issues, or developed programs to address community needs. Parent leaders’ use of these skills changed from “yearly” to “monthly.”
So, what happens when parents lead?
Outcomes from the 2015-2016 evaluation of PLTI Graduates include:

• *Increased involvement* in public activities including speaking, presenting, and attending at community meetings and contacting local officials.

• *Increased use of civic skills* including consensus building skills and community organizing skills.

• *Increased participation in civic activities* such as advocating for meaningful community issues or policies, advocating for an issue or public policy, developing programs to address community issues, and assessing community strengths.

• *Increased knowledge* of how state and local governments work, including a 69% increase in their knowledge of how state budgets are made.

• *Greater sense of self-confidence* to influence change and to understand and navigate community systems. Ratings changed from little or no understanding of the configuration of community systems to understanding these systems nearly “most of the time”.
PLTI Outcomes

Before participating in PLTI:

- **less than 50%** of participants understood how budgets or state laws are made, or who represented them in state and local government.
- **42%** of participants knew their elected State representative.
- **just 33%** of participants would speak at public meetings.

After participating in PLTI:

- **84%-91%** of parent leaders reported knowledge of these processes.
- **86%** of parent participants knew their elected officials.
- **56%** speak at public meetings.
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