

Making It Real: Philanthropic Strategies for Promoting Parents as Essential Partners

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The Campaign for
**GRADE-LEVEL
READING**

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*“Nothing about us, without us,
is for us”*

Parent Power in Education

NEWPROFIT

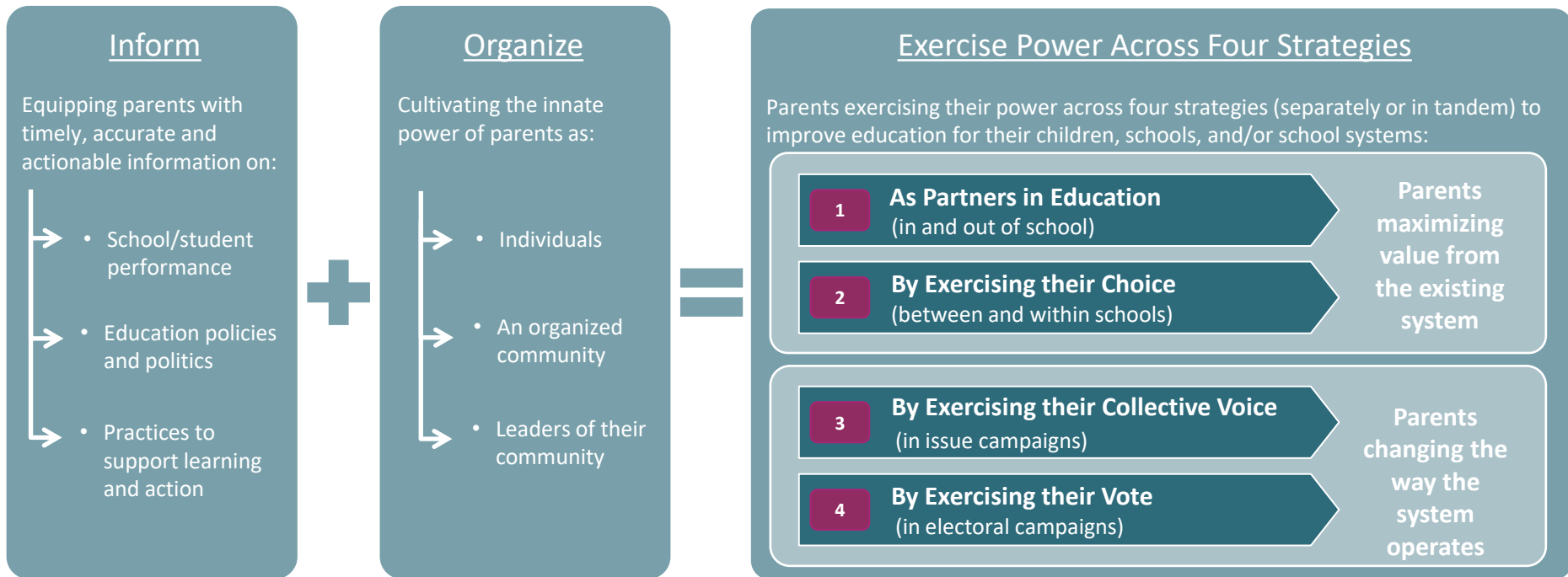
Why is parent power key to changing education systems?



- Over the past three decades, education entrepreneurs, students and parents* have demonstrated that with the right innovations, ALL children can learn and succeed
- However, we have also discovered that the “supply” of these education innovations cannot reach its full potential because of political and policy barriers that inhibit what I call “actionable demand”
- I deliberately use the term “actionable demand” because widespread “latent demand” exists for great schools in all communities. All communities care equally about the education and future of their children
- But caring is not the same as power
- Turning “latent demand” into “actionable demand” is therefore about power: Informing and organizing parents so that they can exercise their innate power – individually and collectively – to create and sustain change

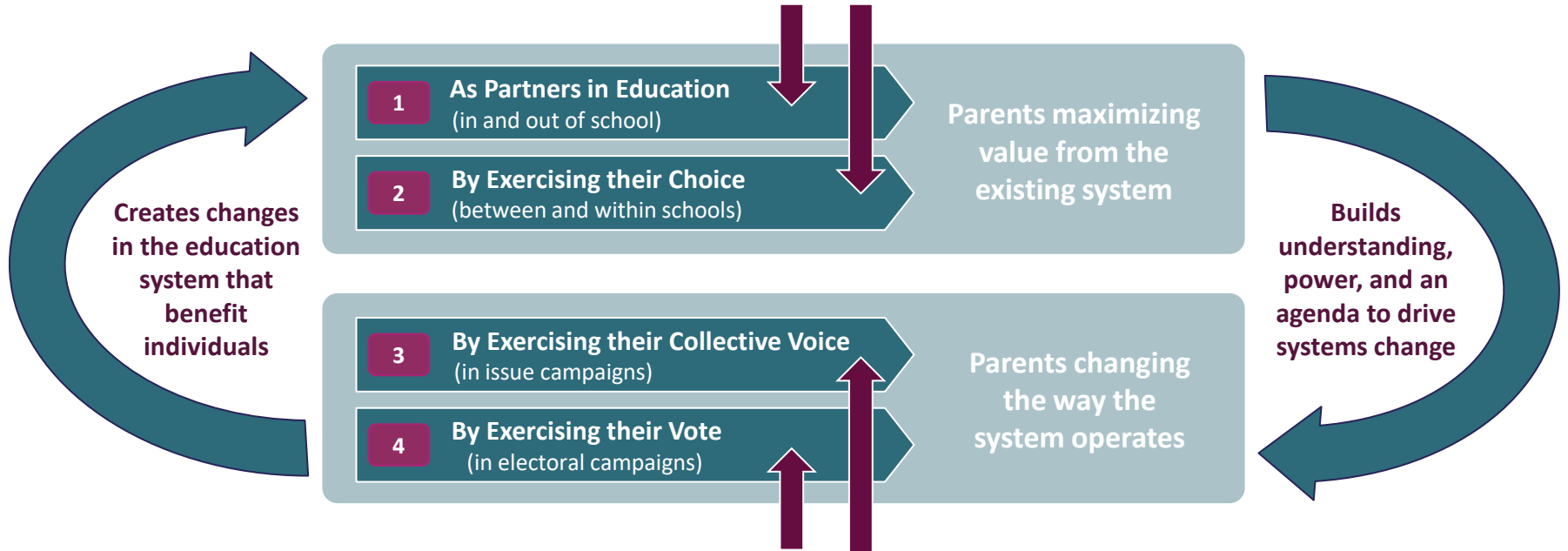
* I am using ‘parent’ as short-hand for any family or community member taking responsibility for the education and future of a child

Creating “Actionable Demand” requires informing and organizing parents so they can exercise their innate power across four strategies



These strategies are distinct, but also can form a mutually reinforcing cycle

Parents and organizations can enter at (and focus on) any strategy



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At Carnegie Corporation, our grantmaking aims to build a shared understanding about the changes needed to ensure that all students excel in school and life, including efforts to foster collaboration among families, educators, community leaders, and students as true partners in achieving that vision.

Carnegie Corporation

Public Understanding Portfolio Objectives

Services - Investments in programs or activities that provide services directly to target audiences, including actionable information, web tools or mobile apps, training, and school support services for families.

Research and Development- Grantee-specific investments to support an organization gain new knowledge to develop or enhance programs, products, services, or systems

Advocacy - Investments in work that specifically advances educational equity, particularly on behalf of low income families in underserved communities, including raising awareness activities, parent leadership development, and community organizing.

Philanthropic Infrastructure - Investments in activities that help the field's progress move toward greater impact at scale, like research, convenings, and networks, coalitions and intermediaries.

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

Re-Establishing Routines: Supporting a Return to In-Person Attendance
Tuesday, March 16, 3 p.m. ET/12 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Ed Technology and Accelerated Learning: The Future Is Now
Tuesday, March 23, 3 p.m. ET/12 p.m. PT

PEER EXCHANGE

Learning Pods: How We Responded, What We Learned & What's Next
Tuesday, March 30, 12:30 p.m. ET/9:30 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Why Shattering the Wall Between Home and School Is a Good Thing
Tuesday, March 30, 3 p.m. ET/12 p.m. PT

Please Join Us!

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