The Campaign for Human Development is an action-education program sponsored by the Catholic Bishops of the United States. Since its inception CHD has funded projects throughout the country aimed at attacking the basic causes of poverty and empowering the disadvantaged.

The Campaign for Human Development encourages the submission of proposals describing projects that will aid organizations and groups in self-help efforts.

Funds are allocated on a non-denominational basis. Submit twelve (12) copies of your proposal and twelve (12) copies of the application form to:

Campaign for Human Development
Allocations Component
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Proposals and applications must be submitted (postmarked) by the January 31, 1978, deadline. Early submissions would be greatly appreciated.

A. The application form and a proposal which describes what your organization wants to do are two separate items. A proposal is a written explanation or description of a program which your organization intends to carry out. A proposal to the Campaign for Human Development should explain in detail the information provided on the Application for Funding. The application form is not a proposal.

B. It is the policy of the Campaign for Human Development to allocate funds only to organizations which are incorporated and which have an Internal Revenue Service tax-exempt number. If the Applicant Organization is not incorporated and tax-exempt, then CHD may allow funds to be channeled through some organization which has such a status. This organization is called the Channeling Agency. The Channeling Agency does not direct the project; it transmits and monitors use of CHD funds.

C. Seed Money is an initial amount of money from CHD used to start a project and generate money from other sources.

Matching Funds would be a CHD grant for a project which will obtain a sum of money from another source on a dollar for dollar(s) basis ($1 to get $1, $1 to get $2, $1 to get $3, etc.)

A Grant is an outright allocation of funds.

A Condition is a qualification placed on the grant contract which must be fulfilled prior to receipt of funds.

Self Sufficiency means that the project will generate alternate financial and technical support by the completion of the CHD funding.

Technical Assistance is supplementary services provided to programs to upgrade their effectiveness.

D. If you need assistance in filling out your application, please write to your local diocesan office or the National Office.

Criteria and Guidelines

A. CRITERIA
To be eligible for CHD funds, a project must satisfy all of the following criteria:

1. The project must benefit the poverty groups as defined on Application for Funding, Section B. Fifty percent (50%) of those benefitting from the project must be from such poverty groups.

2. Members of the poverty groups must have the dominant voice in any self-help project. As a norm, 50% of those involved in the planning, implementing and policy making (e.g. Board of Directors, etc.) of a project, should be persons who are involuntarily in the poverty group.

For projects which do not presently meet these criteria, applicants must document the following in the proposal (failure to do so may affect the evaluation of the proposal):

- Why members of the poverty group do not have the dominant role in planning, implementing and policy making.
- How members of the poverty group were involved in determining their need for the project.
- What time schedule is planned for assisting the poverty group in assuming leadership and control of this project.
3. Funding will not be considered for projects which can be adequately funded by monies known to be available from the private or public sector unless applicants document that they are unable to obtain funds from other sources. However, proposals which call for "seed money" or "matching money" will be considered. In considering "seed money" or "matching money" from CHD, applicants must present positive documentation that other public and/or private sources will commit their share of monies for this project. (See CHD General Funding Information page.)

4. No CHD monies will be made available to organizations that would utilize the money to fund other organizations.

5. The project or activity for which funding is requested must conform to the moral teachings of the Church.

B. GUIDELINES

Due to limited financial resources, CHD is not able to fund all applicants that generally meet the CHD Criteria and Guidelines. Priority will be given to:

1. Promising, innovative projects which demonstrate a change from traditional approaches to poverty by attacking the basic causes of the poverty and by effecting institutional change.

2. Projects which directly benefit a larger number of people than a few individuals.

3. Projects which generate cooperation among and within diverse groups in the interest of a more integrated and mutually understanding society.

4. Projects which indicate and document that as a result of CHD funding, there are short-range possibilities of generating funds from other sources or becoming self-supporting within the time lines established in the proposal.

PROJECTS NOT MEETING CHD CRITERIA AND/OR GUIDELINES

(In 1977 less than ______ of the proposals not meeting CHD criteria and/or guidelines received CHD funding.)

The following general classifications do not meet CHD criteria and/or guidelines.

1. Projects which have been operating for several years on funds from other funding agencies.

2. Projects sponsored by organizations which presently receive substantial sums of money from other funding agencies.

3. Direct service projects, (e.g. day care centers, headstart, recreation programs, community centers, scholarships, subsidies, counseling programs, referral services, ex-offender counseling, summer camps, direct clinical services, etc.)

4. Projects controlled by government (Federal, State, local), educational and ecclesiastical bodies.

5. Research projects, surveys, planning and feasibility studies, etc.

C. ALLOCATIONS

1. Funds will be allocated annually on a grant basis. At the discretion of CHD, a project may be considered for subsequent funding. (We do not anticipate that grants will be made before mid-Summer, 1978.)

2. Payments to funded projects will be released on a quarterly basis upon receipt of a satisfactory progress and financial report from the grantee.

3. A project must be a non-profit, incorporated body to receive and administer funds. The alternative is to use an existing tax-exempt body (channeling agency). If a channeling agency is used, notarized copies of the Articles of Incorporation, statement of IRS tax-exempt status, and Constitution and By-Laws will be required from the channeling agency before the grant is awarded.

4. The Campaign for Human Development normally will consider proposals requesting grants of no less than $10,000 and no more than $100,000.

5. All twelve (12) application forms, along with twelve (12) proposals, must be submitted (postmarked) to the Campaign for Human Development National Office in care of the Allocations Component on or before January 31, 1978. We regret we cannot accept materials submitted after this date. (The sole exception to this are Articles of Incorporation, statement of IRS tax-exempt status, Constitution and By-Laws of previously submitted proposals, or other materials subsequently requested by the CHD office.)

6. Organizations which are other than local in scope and are seeking CHD funds may be required to submit additional forms and/or information at the discretion of CHD.

7. CHD, at its discretion, may require a Grantee to submit, at its own cost, an audit of its books and records by a certified public accountant prior to allocation of funding.
APPLICATION INSTRUCTIONS

In the past, applicants for CHD funds have chosen to disregard some of the requests and instructions contained on the application form. In order to help the applicant avoid costly errors or omissions, CHD has included this instruction sheet which should be read thoroughly before any entries are made on the form. The 1978 application form has been designed to improve the evaluation of your application and proposal and to ensure that all applicant groups receive due consideration. Please answer all questions; an incomplete form may affect the evaluation of your proposal.

General Application Instructions

Please answer all questions within the space provided. The application form is designed to present the key elements of your proposal in summary form and consequently is distinct from the narrative of the proposal itself; therefore do not use phrases such as "refer to page...of proposal." We ask that the answers be as concise and as clear as possible on the form itself. In the narrative proposal you will be expected to elaborate in detail the answers to the questions on the form. The following specific instructions are keyed to the form on a page basis.

Specific Application Instructions

(All asterisks (*) throughout the Application For Funding form refer to this section)

Page 1
If requesting a "one year grant" only, you must submit a one year program plan and a one year budget. If requesting a "two year grant" only, a two year program plan and a budget for the two year period is required. If requesting either a one or a two year grant, you must submit both a one year and a two year program plan and budget. (Please note that there will be fewer two year grants recommended for funding.)

Page 1
In order to receive CHD funds, an applicant must be tax exempt under Section 501(C)(3) of the Internal Revenue Code. If the applicant does not have a 501(C)(3) exemption then another organization have such an exemption may be used (with CHD's approval) to receive and channel the CHD grant monies to the funded project. If such an organization is used, then the information asked for in the lower right hand section of page one must be entered on the blanks.

Page 2 - Section B, Part 1b
You are asked to define poverty in your community and may use economic, social or political indicators. (Some of this information can be found in the U.S. Bureau of Census Reports: we encourage the use of some statistical information to strengthen your proposal). Whichever indicator or definition is used, you will be expected to provide information and documentation clearly supporting your definition. If additional space is needed, please attach a separate sheet to the back of the application form.

Page 2 - Section B, Part 2
The lower left hand box of the chart requests figures for the individuals to be served by this project. You are advised to be realistic about the figures used. Before making any entries in the boxes corresponding to this item, please consider your definition of poverty and the number of people to be involved in the activities of the project as beneficiaries as well as members of the applicant organization.

Page 3 - Section B, Part 5
You are expected to provide the requested information. Our purpose in requesting copies of these documents is to ensure receipt of those items which are current and in effect at the time the proposal to CHD is submitted. You are also asked to clarify in the narrative proposal what the relationship is between the project and the sponsoring organization and/or the channeling agency. If you are granted CHD funds, you will be required to submit notarized copies of these items.

Page 3 - Section C
You are asked to enter total dollar amounts under each category where applicable. In the narrative proposal you are also expected to elaborate on each of the totals under the categories corresponding to Funds Received for Current Year and Funds Applied for Coming Year. The narrative proposal should identify the source and amount of each grant and should include a brief explanation of the purpose of each grant. Program income refers to any revenue produced by project activities other than grants, loans or contributions.

Page 5 - Section G
All of the information on this sheet must be supplied. If an organization has both a Board of Directors and a Policy-Making Board, use a duplicate of this form to provide the information. The applicant is also expected to thoroughly explain method of Board selection in the proposal narrative (How is a member elected/appointed to the Board?) and in the case of two Boards (e.g., Governing Board and Policy Board) describe the relationship and levels of authority.
BUDGET REVIEW INSTRUCTIONS

A. PERSONNEL

1-8 Salaries: The figure entered in the boxes corresponding to this line should reflect the amount projected for salaries and wages earned by the project's permanent employees (full or part time) and by temporary employees (full or part time) other than consultants or others engaged on an individual contract basis. Payments to consultants or others (doctors, lawyers, auditors, architects, etc.) must be entered in OUTSIDE SERVICES.

9 Fringe Benefits and Taxes: The figure entered in the boxes corresponding to this line should reflect the total amount projected for Health and/or Life Insurance plans — and any benefit for which the EMPLOYER absorbs the cost. Also to be included are taxes or deductions for employees which are paid for by the EMPLOYER (the project) under Federal, State, or local laws (e.g. Social Security, unemployment compensation, disability compensation, etc.) Contributions or payments deducted from the employee ARE NOT to be included in the total.

B. OFFICE EXPENSES

11 Consumable Supplies: To include stationery, copier, or mimeograph supplies, and any other materials used for the operation of an office.

12-13 Furniture and Equipment: The first line should reflect the projected cost of all equipment and/or furniture which will be purchased for the use of the project. (e.g. desks, chairs, ditto machines, vehicles, etc.). The second line should reflect the projected costs of all equipment and/or furniture leased or rented for the use of the project. (e.g. Xerox copier, desks, chairs, mimeograph machine, etc.)

14 Equipment Maint/Repairs: To include costs incurred for the repair and maintenance upkeep of equipment.

15 Reproduction/Printing: To include projected costs for printing pamphlets, leaflets, booklets, etc. and any costs incurred for the reproduction of materials.

16 Postage and Freight: To include costs incurred for postage, parcel post, trucking and other delivery costs.

17 Telephone, Telegraph and Cables: All telephone, telegraph and similar costs.

C. TRAVEL EXPENSES

18-20 Travel: To include the following: reimbursements based on mileage for staff, volunteers, consultants, Board Members, etc.; rent or lease of motor vehicles; costs of overnight trips (hotel, meals, bus, taxi fare, etc.)

D. OCCUPANCY EXPENSES

21 Utilities: The total should include the following: water, gas, electricity, or heating fuel.

22 Occupancy: Building Rent and Occupancy — to include rent paid by the project for office space or any other space used or occupied by the project.

23 Repairs and Maintenance: To include projected costs for renovations, repairs, and maintenance on offices used by the project. Cost of materials and contracted maintenance services (e.g. janitorial, trash removal, etc.) are also to be included in this total.

E. PROGRAM EXPENSES

24 Materials: Any materials not covered by the previous categories which will be used to realize the objectives of the project.

25 Stipends: A fixed sum of money paid periodically to interns, students or trainees while in training. Persons receiving stipends do not normally qualify for fringe benefits.

26 Insurance: To include costs incurred in securing proper insurance coverage (e.g. liability, property, fire, etc.)

F. OUTSIDE SERVICES

27-28 Consultants and Contractors: To include fees paid for services rendered on a contract basis by individuals or other agencies.

G. OTHER

29-31 Other Operating Expenses: Any operating costs not included in the above.
GENERAL PROPOSAL INSTRUCTIONS

In submitting a grant application and proposal to CHD for funding, your proposal should substantively address the following questions.

1. Why was your organization formed? What have been your organization's most significant accomplishments to date?
2. What process did your organization use to determine the need for your project? How was the community involved in determining the need for your project?
3. What process did your organization use to set the program priorities? How was the community involved in setting those priorities?
4. What has been done to educate the community at large about the issues and existence of your project? Please include samples of your community education materials.
5. Who are the participants in your program and what are the methods by which they are selected? Show how the participants reflect those community persons in greatest need of the activity.
6. How will your project help develop local community leadership? How is the community as a whole involved in your project's decision-making processes?
7. What are your specific objectives for the grant year?
8. What implementation strategies, activities, actions or tasks do you intend to employ during the grant year? Please provide a quarterly time schedule for the accomplishment of specific tasks during the CHD funding year.
9. Indicate why you feel your choice of strategies will be the most effective for bringing about the desired change in the target area. How does your program differ from similar efforts in your community?
10. What is your organization's method of selecting Board members (i.e. appointment, community election, board election, etc.)? What provisions have been made for periodic rotation of Board membership?
11. What are the specific responsibilities of the Board in relation to the implementation of your program (i.e. relationship to staff, policy-making, fund raising, community education and outreach, etc.)?
12. How will the qualifications of your Board aid in the implementation of your project? Have provisions been made to provide training for those Board members who have had no previous experiences in the management and operation of your program?
13. What are the qualifications of your project's director in your program area? If your project is presently without a director, what level of experience will you require for any candidate for the position? Please provide a job description.
14. What qualifications are required for other key staff positions? Please provide job descriptions.
15. What is your organization's method for staff selection?
16. What do you envision will be areas in which your organization will need technical assistance? What technical assistance support do you presently have committed to your project?
17. Has your organization established working relationships with private/public organizations or agencies that address similar issues? Please describe those relationships. How do you plan to draw upon other pertinent resource people in your community (i.e. management specialists, legal experts, accountants, trainers, program evaluation specialists, etc.)?
18. What are your financial management and record keeping systems (i.e. accounting procedures, inventory systems and auditing procedures)?
19. What additional services (i.e. social service counseling and referral research, transportation, etc.) does your organization provide to facilitate the implementation of your project?
20. What other sources of funding have you approached? What sources do you intend to approach? What results have you had in attracting other funding? Please document.
21. How do you plan to raise funds for this project within the local community? What percentage of the project's operating budget will be derived from this source during the grant year?
22. How will CHD grant funds (as distinct from other programmatic funds) be utilized to achieve program objectives? How will other funds be used?
23. How is your Board, staff and target community involved in your program evaluation process? How will your evaluation design assess progress in achieving program objectives?
SPECIFIC PROPOSAL INSTRUCTIONS

SOCIAL DEVELOPMENT:
A project designed to advocate for change and organize members of the poverty community around issues that affect their lives. Such a project might focus on organizing community people for self-advocacy actions.

HEALTH:
A project which advocates for reform in the health care delivery systems that do not presently provide adequate health care services. Such a project may also focus on increasing involvement of poverty groups in the planning and implementation of comprehensive health programs for an area.

1. Were local health resource assessments made? If so, what were the results? Has your area been designated "medically depressed" by the National Health Service Corporation?

2. Has your organization established working relationships with private/public health organizations or agencies that address similar issues (i.e. local hospitals, university medical and research facilities, AMA, volunteer health service agencies, etc.)? Please describe those relationships. How do you plan to draw upon other pertinent resource people in your community (i.e. doctors, medical technicians, management specialists, legal experts, accountants, trainers, evaluation specialists, etc.)?

ECONOMIC DEVELOPMENT:
A project which attempts to enable members of poverty groups to significantly improve their economic situation by developing resources through group or community effort. Such a proposal should seek to mobilize and develop the financial and human resources of the area. (Please indicate if you would be interested in being considered for our economic development loan program as well as our grant program.)

1. What is your current financial status (i.e. your current level of capitalization, current assets and liabilities, recent monthly income/expense statements, and your most recent end of the year balance sheet)?

2. Have any feasibility studies been conducted to show the need for and projected viability of your economic development venture (i.e. cost vs. income projections, market analysis, competition, availability of capital and equity)? Please document.

3. What is the ownership structure of your venture (e.g. closed corporation, cooperative, etc.)? Does or will your venture issue shares?

4. Are your Board members shareholders in the venture? What are your income and expense projections over the next three years? When do you project to reach the break-even point of your business enterprise? How do you intend to use the profits generated by your project?

TRANSPORTATION:
A project in which members of the poverty community organize to obtain transportation where it is not otherwise available. Such a project may seek a role of advocacy in obtaining public transportation services and/or greater community participation in planning transportation systems.

1. Have any feasibility studies been conducted to show the projected viability of your transportation project (i.e. cost vs. income projections, rider/usage estimates, etc.)? Please document.

COMMUNICATIONS:
A project that will enable poverty groups to control or have substantive input into the decision-making processes of the mass media. Such projects might focus on advocating for media reform in broadcasting, production, programming, hiring practices or in other areas where poverty groups have been neglected or inadequately represented.

1. Have any feasibility studies been conducted to show the need for and projected viability of your communications project (i.e. cost vs. income projections, market analysis, competition, availability of capital and equity)? Please document.

EDUCATION:
A project which assists individuals and/or groups in identifying talents and developing skills to participate more fully in society, and hopefully to influence it in some way. Such a project might be directed to help members of poverty groups who are not benefitting or have not benefitted from education opportunities. The project should work toward reform of educational systems.

HOUSING:
A project which enables members of poverty groups to obtain/provide adequate, reasonably priced living facilities and have greater input into housing policy development and planning.

1. Has your organization established working relationships with private/public organizations or agencies that address similar issues (i.e. local housing authorities and community planning agencies, HUD, local lending institutions, etc.)? Please describe those relationships. How do you plan to draw upon other pertinent resource people in your community (planners, architects, management specialists, legal experts, accountants, trainers, program evaluation specialists, etc.)?

2. What additional services (i.e. social service counseling and referral, financial counseling, home maintenance instruction, etc.) does your organization provide to facilitate the implementation of your project?

LEGAL AID:
A project which is intended to promote just laws and/or their application for those presently excluded from equality; a project designed to facilitate the redress of injustice through the mechanism of the existing legal system. Examples: administrative action or litigation on issues and conditions affecting the poor, or in-court challenges to unfair or inadequate legislation.

1. How do you plan to handle client intake and caseload management? (Who are the participants in your program and what are the methods by which they are selected?) Show how the participants reflect those community persons in the greatest need of the activity.

2. The Legal Services Corporation is responsible for a large amount of community legal aid program funding. Are you already receiving LSC money? If so, why cannot LSC money be used for the proposed project? If not, why have you been refused?
PROPOSAL OUTLINE

1. History of the organization:
   a) development over the past five-six years
   b) extent of the organization's prior community education
      (including samples in an appendix)

2. Needs Assessment:
   a) process/history of the development of the project
   b) assessment of needs
   c) community involvement in needs assessment
   d) prioritizing of the issues: how set; what priorities

3. Project Overview:
   a) parent population to be served
   b) strategy for institutional change
   c) impact on developing community leadership

4. Project Objectives:

5. Project Activities:

6. Community Context in which Project Will Operate:
   a) how is this project significantly different from
      current efforts/strategies
   b) why does project have reasons to anticipate effectiveness
   c) relationship to other public/private agencies

7. Other Activities of CWEC which Support the Project:

8. Project Staffing:
   a) director: qualifications
   b) other staff: qualifications
   c) method of staff selection

9. Role of the Board of Directors:
   a) method of selection
   b) relationship of Board to project
   c) Board qualifications to assist implementation
10. Technical Assistance: needs and strategies:

11. Project Finances:
   a) organization's fiscal management procedures
   b) funding strategy for the project
   c) plans for local support
   d) role of CHD funds

12. Program Evaluation: 
   a) role of Board
   b) role of staff
   c) role of community (participation)
ISSUES FOR PROPOSAL

1. Role of "poverty" groups in:
   a) decision making
   b) project staff
   c) target population

2. Strategy for Institutional Change

3. Funding Strategy

4. Evaluation Procedures

5. Decision of Request for Funds:
   a) seed money (highest CHD priority ???)
   b) one year grant
   c) two year request (requires 2 yr. program plan & budget)

6. Deliniation of Population to be Served and Project Staff:
   a) size
   b) income/poverty level
   c) racial/ethnic composition

7. Budget

8. Project Name

9. Proposal Tone
Project Objectives

The primary objective for the Parent Empowerment Program is education and organizing of Boston Public School parents to enable them to be involved in their children's education and to affect change in the public educational system. Urban public school parents, particularly parents of low income families, historically have been excluded from effective roles in decision-making about their own children's educations and issues of general educational policy. The political and administrative structures governing education in Boston have been more concerned with patronage and racial segregation than with opening the schools to parent involvement. To overcome the legacy of school hostility to parent involvement, parents must be equipped with basic information about the structure and content of their children's education and with skills to effectively work with school professionals. Without information and skill development, parents are often at the mercy of school personnel and politicians who can manipulate information and issues about the education of their children. With educational and organizing assistance, Boston parents can seize the opportunity inherent in the parent council structures created under the federal desegregation orders to affect educational reform in the city. In this process, black, white, hispanic, and other linguistic minority parents will have an opportunity to overcome the racial stereotypes and prejudices fostered through decades of segregation as they articulate common concerns about their children's education and work together to bring about educational change so needed in Boston.

To accomplish this objective, the City-Wide Educational Coalition will mount a four-year program of parent education and organizing for black, white, hispanic, and other minority parents not currently involved in the educational reform movement in Boston. During the first year, this program will:

1) involve approximately 1,000 public school parents from neighborhoods throughout the city in the community educational program which will increase their consciousness about the educational problems in the public schools, problems detrimental to their children's educations, and about the avenues open to them for affecting these issues;
2) provide these parents with basic information about their children's educations, i.e. curriculum, teaching methods, program options, assignment procedures, special services, and with other skills needed to monitor their children's educations and deal effectively with educational professionals;

3) assist these parents in becoming involved with other parents in parent councils at the school level, community school district level, or city-wide level, or in ad hoc committees of parent activists, to work on issues which the parents have identified as important through the informational and skill development workshops offered under this program;

4) train approximately forty parent activists from all sectors of the city to operate as community educational leadership capable of providing these 1,000 parents with information, skill development and organizing assistance by serving as the neighborhood staff for this community education program;

5) develop a series of ten-week workshops on kindergarten elementary, middle and high school programs available to Boston parents, and on the problems these parents will encounter on trying to secure quality education for their children.
Project Activities:

The Parent Empowerment Program will be a four-year effort to significantly expand the constituency of parent activists for school reform in Boston through a broad program of community education and organizing. The program will begin in the summer of 1978. The first year's program will consist of 4 interrelated activities:

1) development of the community educational workshops for parent consciousness raising and organizing

2) training of 40 parent activists as neighborhood educational leadership

3) community education for approximately 1,000 Boston Public School parents

4) organizing assistance for these parents to involve them in the ongoing efforts of other parent activists to affect institutional change in the public schools.

Development of the Community Education Workshops

Boston parents have extremely high needs for accurate, decoded, and comprehensive information about the content of the education offered to their children, the institutional problems and issues detrimental to their children's educations, and the avenues available to them for addressing these issues. Parents' informational needs are greatest when they must select an educational program for their children. The largest number of parents must make this choice when the child enters kindergarten, enters first grade, enters a middle school at the sixth grade, or enters a high school at the ninth grade.

To meet the informational needs of these parents, the Coalition will develop four ten-week workshops on kindergarten, elementary, middle, and high school programs in the city of Boston. Each workshop will consist of three sections:

1) information about the content of the education offered in the public schools, including curriculum, methods of instruction, special services, student assignment, and transportation, data on achievement levels, school administrative organization;

2) instruction in how parents can monitor the education of their children to detect problems in their child's performance, in the school's delivery of educational services, or in the
adequacy of the system's instructional programs; instruction in how to deal effectively, with educational professionals, bureaucrats, and officials;

3) information about the parent councils, private agencies, and public sources of information which are available for parents when they encounter an institutional problem with the school system.

Three staff members will be responsible for developing the format, methods, and materials needed for these workshops. These staff members will have professional experience in elementary and secondary education, in parent education, workshop design, and instructional materials development. They will develop the workshop on middle schools during the summer months so that the workshops can be offered in the fall of the school year. After developing the middle school workshop, this team will develop the workshop on high school programs in November and December, the workshop on elementary schools in January and February, and the workshop on kindergarten programs in March and April.

Training Parent Activists as Neighborhood Education Leadership

Parents who have been active around their children's education and involved in the efforts at school reform are the most effective personnel for parent education and organizing. They are able to anticipate the concerns and questions which other parents will have, to empathize with the fears and dilemmas which parents experience around their children's educations, and communicate to other parents in direct, jargon free language. As parents, they are able to evoke a high degree of trust from parents who are often skeptical of or intimidated by educational professionals. They can assist parents in breaking through the veil of silence under which many parents hide their questions and concerns. They also provide positive role models for parents who want to be involved in their children's education and educational reform.

The Coalition will recruit and train approximately forty parents during the first program year as the staff for the community educational and organizing program. These parents will be paid to teach the workshops listed above. They will be trained by the three staff members who develop the workshop programs and
materials. Since the workshops will be offered in four rounds during the school year, this staff will be recruited and trained in four rounds. Sixteen parents will be recruited and hired in September to begin training for the workshops on middle schools in the fall. These parents will be identified by Coalition Board and staff members who know the pool of parent activists who have been involved in the middle schools in Boston over the past three years.

The second round of parent leadership training will begin in November for the workshops on high school programs. Some of these parents will be drawn from the workshop leaders trained for the middle school programs. Others will be newly recruited under the same system of identification used for the first round. Again the workshop developers will train these parents.

A third group of 16 parents will be recruited in January for training around elementary school programs. The final group will be recruited in March for the kindergarten workshops.

With sixteen parents for each round of workshops, the Coalition will be able to reach out to parents in each of the eight community school districts into which the city is divided. Two parent activists will be drawn from each district for each round of workshops. In this manner, parents participating in the workshop will have a parent workshop leader from their own community who will be available for assistance and information at the end of the workshops. Since some of these parent leaders will lead more than one workshop during the year, the Coalition anticipates training a total of forty parent leaders by the end of the first program year.

Community Education for 1,000 Boston Parents

Boston parents begin to make decisions about their children's middle school education during the fall months since tests for the examination schools and application for parochial schools must be done in the early winter months. Parents fill out their requests for pupil assignment for the next school year in May. Given this timetable, the program of community education must span the school years from October to April.
The first group of parent leaders trained for the middle school workshops will offer sixteen neighborhood based workshops in the early part of October. There will be two workshops in each of the eight community school districts. There will be an average of fifteen parents per workshop. Coalition staff and the parent workshop leaders will collaborate on parent notification and recruitment for these workshops. Parent participants will be asked to pay the nominal fee of $5.00 for these workshops to cover part of the staffing and materials expenses.

The workshops on high schools will begin in January, followed by the elementary school workshop in March and the kindergarten workshop in April. Again, there will be sixteen workshop sections for each round, with an average of fifteen parents per workshop. Based on these estimates, the Coalition anticipates that the Parent Empowerment Program will reach out to approximately 1,000 parents during the first program year.

Organizing Assistance for These Parents

Information and skill development are essential for the majority of Boston parents if they are to become involved in the process of institutional change. However, parents also need organizing assistance to link up with other parents already involved in this process. Parents need assistance in identifying where their concerns can best be addressed at a school parent council, a Community District Parent Council, or the City-wide Parents Advisory Council. In some instances, these bodies may not be able to address the concern immediately and parents will need assistance in developing an interim strategy. Parents also need assistance in formulating and articulating their concern, in interpreting how the institutional structures respond to them, and in developing ongoing strategies. Staff time also must be available to follow-up on parents to make sure they have been able to get their concerns addressed.

The parent leaders of the workshops will provide the first level of assistance to the parents reached through this program. The Coalition also will have two
staff members will be familiar with all the levels of the school bureaucracy, and the activities, powers, and focus of the different parent councils (school, district, and city-wide), and of the other parent reform groups within the city. They will have the skills and experience to help parents formulate and articulate their concerns, as well as knowledge of the parent initiated struggles of the past three years. Each staff person will cover four of the community districts during the first year.