



Funders For Family Leadership | Transforming Philanthropic Practice to Center Parent Power

PHILANTHROPIC SELF-REFLECTION TOOL FOR EQUITABLE PARENT PARTNERSHIP



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A TOOL ROOTED IN PARTNERSHIP

In 2019, Funders for Family Leadership (FFL) engaged VIVA Social Impact Partners (VIVA) to provide strategic backbone support to the FFL network and help facilitate an authentic relationship with the United Parent Leaders Action Network (UPLAN). UPLAN is an ever growing network of 33 parent leadership and organizing groups committed to achieving systemic improvements in living and learning outcomes for children and families of color and those from challenged communities. After intentional relationship building, UPLAN was formally brought on as a consultant to FFL in 2020 to conduct interviews with parent leaders and funders to understand the ways in which foundations have both effectively and not effectively partnered with parent leaders. In partnership, FFL, UPLAN, and VIVA co-created *The Philanthropic Self-Reflection Tool for Equitable Parent Partnership*, which includes many of the stories, quotes, and lessons learned as told to UPLAN by funders and parents themselves.

From the beginning, *The Philanthropic Self-Reflection Tool for Equitable Parent Partnership* was intended to serve as a catalyst for ongoing conversation and relationship building with parents, because it is through both honest reflection and active dialogue that funders can begin to make substantial changes to practice, culture, and mindsets that will create more equitable partnerships and outcomes in communities.

Acknowledging the evolutionary nature of partnerships, FFL, UPLAN and VIVA have committed to creating a living and breathing resource that will evolve through ongoing dialogue and co-creation. Over the course of 2021, UPLAN, FFL, and VIVA collaborated to launch a pilot Parent-Funder Learning Community with 11 funders and 11 parent leaders from across the country who wanted to both use the tool for their own practice and help shape its next iteration. As a living and breathing tool, it is expected that it will morph and be updated as a result of ongoing conversations and learning in action between funders and parents.

The process of drafting this tool has truly been a lesson in the importance of relationship building, honest communication, ongoing self-reflection, and commitment to authentic partnership. As UPLAN, Funders for Family Leadership, and VIVA have worked together to research and co-create this tool, there have been many moments of learning and growth, and we anticipate and trust that those moments will continue through further

development of and implementation of this tool.

DEFINITIONS TO KNOW

The Philanthropic Self-Reflection Tool for Equitable Parent Partnership references many different terms throughout. It is important to understand the definitions of these key terms before advancing through this resource:

Parents: Not merely limited to the relationship between a caregiver and their biological offspring, “Parents” can encompass all those individuals that contribute to the nurturing, caregiving, and/or guardianship of a child (e.g., grandparents, extended family, friends, community leaders, etc.)¹

Funder(s): Entities or individuals that provide financial support to other entities, individuals, and/or initiatives. The types of funders referenced onward primarily refer to those entities (or individual representatives from) that identity as philanthropic and/or charitable organizations.²

Funder Collaborative: A collective of funders in partnership to share knowledge, ideas, and capacity to maximize its impact through convenings, initiatives, and partnerships, both within and across sectors of social impact.³

Equity: The outcome and process for which groups and/or individuals are provided the necessary resources and support needed to attain fair and equal access to optimal social, political, and financial well-being.

Co-Creation: Individuals and/or entities collaborating in the idea generation, development, and implementation of tangible deliverables, concepts, or initiatives.

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1. Definition adapted from Parent (2020).
 2. Definition adapted from Glossary of Philanthropic Terms (2018), Parent (2020), and What Is a Foundation? Definitions, Types & Rules (2020).
 3. Definition adapted from Mani & Froetscher (2019) and Funder Collaboration (n.d.).

WHO THIS TOOL IS FOR

This tool is for funders whose priorities concern child, family, and community well-being and who recognize the need to be in authentic relationships with those they seek to support. Specifically, the Tool is designed for funders and funder collaboratives who are committed to:

1. Honestly reflecting and identifying themselves along a continuum of engagement and partnership with parents
2. Determining which areas of their practice need improvement
3. Identifying best practices and strategies they can begin to implement to advance along the continuum
4. Facilitating necessary and important discussions internally to ensure that there is institutional support to implement these strategies, and
5. Being in conversation with both parents and other funders to receive coaching, mentorship, and technical assistance to center and partner with parents in an equitable, authentic, and meaningful way
6. Having policies and systems that positively impact the communities they seek to help

The Philanthropic Self-Reflection Tool for Equitable Parent Partnership is designed with all types of funders and funder affinity groups in mind. Though there is much diversity in the field of philanthropy, the functions of power, resource distribution, and influence with the intent of supporting community are a common thread. Therefore, this tool can be utilized by and applied to any institution that distributes financial resources for social impact.

“When funders engage with parents as peers, respect is built, funders start to understand that parents really do know what’s what...Most of the funder champions that we have is because they did that, they listened and built relationship, and then they become lifers, stay with us 25 years, because of eye opening light bulb moments with parents. And, receiving respect helps parents recognize ‘I’m not just a parent, but a change agent.’”

—Organization A

HOW TO USE THIS TOOL

I. Confirming Users

Start by determining who will be involved in completing this tool for the purposes of reflection and continuous improvement. This can be an individual, a program team, a funder collaborative, etc. If completing the tool in a group setting, determine with your group if you want to complete it all together, first complete it individually and then share responses, or if you want to have participants complete it anonymously and share out the composite results for discussion.

II. Focus Area for Reflection

Next, the user(s) should begin by identifying a particular focus area for reflection. This could be a program, a line of grantmaking, a portfolio, an entire foundation, or an affinity group. Once a focus area for reflection has been determined, the user will assess the degree to which activities are implemented, which will help to situate the user along the continuum of engagement and authentic partnership. It is important to note that some elements and practices may not be relevant to your particular focus area for reflection. It is okay to skip those elements and practices that are not applicable.

III. The Domains

The Philanthropic Self-Reflection Tool for Equitable Parent Partnership is organized around four domains of philanthropy. Domains are the core functions of philanthropic organizations, and include internal foundation practice and external community-facing practice. Within each domain is a series of elements and practices for self-reflection that are informed by best practice as well as parent leader recommendations. To help illustrate each domain and how some of these practices have played out in real partnerships, you will find accompanying stories and quotes from both funders and parent leaders. Before getting started, user(s) should determine if they will focus on one or a couple of domains, or if they will embark on a more intensive process of reflecting on all four domains.

Review the domain area(s) and reflect on the degree to which each of the elements and practices are in-place within your selected focus area for reflection. Once you have completed the assessment for that domain, notice if there are any trends with your responses. For example, were most of the elements in the domain under the *Not Started* degree, or were they in the *In Place* degree? Following each domain are some reflective questions for deeper exploration, as well as a space for setting goals and

an action plan. The reflection questions are intended to provide a starting point for additional reflection and/or discussion if using this tool with colleagues or parent partners.

IV. In Partnership

We recommend using this tool with mentorship and accountability support from external foundation partners who might already be actively collaborating with parent leaders or are committed to doing the work of honest self-reflection and practice change. We also strongly advise funders to consult with parent leaders who can provide technical assistance and ongoing feedback for implementing new practices and equitable approaches. Funders for Family Leadership, in partnership with parent leaders, will be offering a community of practice for those who are committed to practice change and interested in a learning and accountability-driven environment.

THE PHILANTHROPIC DOMAINS & FUNCTIONS

1. **Learning and Innovation:** Funders are constantly engaged in a learning process to identify impactful approaches that can positively impact communities. In addition to their own learning, philanthropy focuses resources on field building to ensure public access to available and current information. This learning includes activities such as: evaluation, supporting research, disseminating research, and capacity building.
2. **Influence:** Philanthropy's financial capital and leadership in field building work provide funders with the power and social capital to leverage and influence stakeholders, whether that be with grantees, policymakers, institutions, and other community partners. This influence allows funders the ability to effectively convene partnerships and community members, build relationships and bridge gaps between sectors, communicate important information, advocate, and steward systems and community change work forward.
3. **Internal Organizational Practice:** Outside of their community facing work, foundations are also engaged in ongoing organizational development efforts to ensure that all internal components of the foundation are operating effectively and in unison towards the institution's mission and vision. Foundation leadership and board of directors are actively providing oversight, guidance, and

direction on foundation operations, governance, and culture.

4. **Catalyze Impact:** Funders are mission-driven and utilize their financial capital to catalyze impactful programs, services, initiatives, research, infrastructure and systems, advocacy, and ultimately sustainable outcomes for communities. This is often done through strategic planning, grantmaking, and investments.

THE DEGREES OF PARENT PARTNERSHIP & ENGAGEMENT

The degrees of implementation that make up the continuum of parent partnership and engagement are as follows:

1. **Not Started:** The funder, program, and/or foundation(s) have not yet thought about or considered how to partner with parents and caregivers, and have not yet prioritized relationship building with parents and caregivers as a common practice.
2. **Getting Started:** The funder, program, and/or foundation(s) acknowledges the critical role that parents and caregivers play in their communities and the systems they interact with. The funder, program, and/or foundation(s) is beginning the exploration process to understand the work that parent leaders and organizers do, and how philanthropy can partner with and meaningfully involve parents in internal and external practice. These funders are in the initial stages of gathering insights from other funders and from grantees, and thinking about how to better engage parent leaders and families into their work.
3. **Started:** The funder, program, and/or foundation(s) is making internal, and possibly external, efforts to test different approaches that elevate parent voice. These funders may be establishing parent leadership and parent engagement as strategic priorities, and are developing a goal(s) for parent partnership. These funders are testing out different approaches to elevating parent voice in their priority areas, and may be engaging parent leaders through input gathering and intentional relationship building efforts.
4. **In Place:** The funder, program, and/or foundation(s) has built and cultivated authentic relationships with parent leaders, and has created multiple opportunities for parent involvement that meet parents where they are and values the role they play in the work.

The funder, program, and/or foundation(s) consistently embeds equitable parent partnership practices into everyday operations, including having parents in decision-making roles.

A MOVEMENT FOR CHANGE

The journey towards authentic partnership and equitable collaboration with parents is an ongoing process and requires regular reflection, inquiry, and conversation to avoid causing harm to parent leaders and the community. Therefore, we do not advise funders to view this work as a one-time process, but rather encourage funders to build ongoing reflection and feedback into their practice.

Mistakes will be made and the road to authentic partnership and engagement with parents is long, messy, and bumpy. However, as the poet Antonio Machado stated, “you make the path as you walk.” We hope that you find the means to start wherever you are. Without action and movement, we will make no progress towards ensuring parents are at the table as collaborators and partners. Therefore, we encourage you to dive into deep reflection, intentional and honest conversation, and thoughtful action.⁴

“Now everyone is talking about equity -- what do you mean by that, how does it appear in an RFP? Equity should be laced throughout practices. For example, in hiring, have more people of color in staff positions at foundations. Foundations notoriously don't have a lot of people of color on staff, there are a few exceptions. Their budgets are their value statements; they should fund what they value. What does funding equity look like? Funders fund all kinds of initiatives. Parents should be part of all the initiatives. They have the lens of parent equity, and also racial healing. It's community, it's family.”

—Organization E

SELF-REFLECTION TOOL

Chosen Focus Area for Reflection:

I. DOMAIN: LEARNING & INNOVATION

Funders are constantly engaged in a learning process to identify best practices and new impactful approaches to invest in order to positively impact communities. In addition to their own learning, philanthropy focuses resources on field building to ensure public access to well-researched information. This learning includes activities such as: evaluation, supporting research, and disseminating research and capacity building.

Goal: *There is intentionality in incorporating parent voice and expertise into the foundation's learning activities so that research processes and field learnings are both informed by and accessible to families.*

“What some funders lack is the ability to trust the work. We know they have to have a report, they need numbers for themselves and who they answer to. They have to see proof of how their money is working. But what counts as proof? For this funder, they have seen the growth in the work that we've done, because they've been at the table as partners and they are seeing the changes occur.”

—Organization B

“Too often funders see parents as volunteers, as PTA. Funders don't believe that parents have expertise. We may not look as studious or respected as the other entities. But parents are more than their passion. This is not just volunteer experience. They look at us as PTA volunteers. It is very frustrating what they say behind closed doors about parents.”

—Organizations J & K

4. From the poem “Proverbios y Cantares” in Campos de Castilla (1912)

SELF-REFLECTION: LEARNING & INNOVATION

Degree to Which Elements and Practices are Implemented to Achieve the Goal

	Not Started Not started, but recognize importance	Getting Started Learning and considering how to implement	Started Testing and learning	In Place Fully embedded into common practice	Not Applicable or Relevant
1. Parent leaders/organizers are systematically invited to be part of foundation and/or foundation-funded research processes from the very onset.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
2. Parent-led organizations are consulted to help recruit diverse families to participate in research.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
3. Parent research participants are included to inform learning, and are provided with transparent information about confidentiality, how their input is being used, and their rights in the research process.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
4. Parent research participants are diverse and represent the demographics and lived experiences relevant to the focus area of research.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
5. Materials and communications shared with parent research participants are easy to understand (no jargon or acronyms), and translated or interpreted as needed by the families.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
6. Parent research participants are adequately compensated for their time, and provided accommodations for participation (e.g., travel, childcare, interpretation)	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
7. Research publications about families are written jointly with parents and give equal credit to parent contributors and authors	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
8. Parent leaders are brought into research and evaluation processes, such as defining research questions, evaluation tools, data collection methods, measures, analysis, sensemaking, etc.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
9. Parent leaders brought into evaluation processes are provided with capacity building support to be able to actively participate in evaluation or research activities.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
10. Parents are openly acknowledged for their role in the success of a learning initiative; for example, they are invited to participate in press conferences and highlighted in public communications.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐

LEARNING & INNOVATION DOMAIN: LIVED EXPERIENCES & INSIGHTS

PARENT & PARENT ORGANIZATION PERSPECTIVES:

"Also, I think about, as a parent leader, a group of people who don't know me, but the foundation trusted me enough to sit at tables with PhD doctors. They trusted that I could bring something to the conversation, they trusted that there was value to having parents at the table. By the foundation endorsing this approach - having parents built in as paid members of the team in the project - they lent their credibility to us. The organizations listened because the foundation said, this is how we are doing it. Other places parents are always left out, but in this work, parents were centered in the entire process, parents co-led the project. And we had success. I'm not surprised, but I'm happy that it happened, and I think it offers proof to show other funders how it can be done"

—Organization B

"We stopped to have honest dialogue with the funder. We said that this is not working for our parents, parents weren't going to these activities. They were [not] culturally appropriate, they were intimidating. That process of us being so open about trying to get it right, trying to do as our funder and their expert wanted, but always trying to stand on the side of the community. They respected that in the end."

—Organization E

"The system is not set up to support what we do, and we are forced to adapt to the system. The system needs to work more outside of the box, find new ways to engage that aren't so systematic and numbers driven. Need approaches that are more qualitative than quantitative."

—Organization H

"The white dominant institutional frame is that funders have to have hard data, numbers, to prove that we are worthy of funding. We have made so many proposals, and because we did not have an evaluation, some big outcome story that was based in evaluation, no one would fund us. We have knocked on doors, done dog and pony shows, trying to sell our program. One of the ways that funders could improve is by listening to 'the program,' the initiative to see: 'What are they trying to do? We can hear the work they are doing. We can hear and see it in the people.' Rather than having to have some Ivy League school evaluation that says we are worthy. We work with oppressed and marginalized people and their word is not good enough. Our word is not good enough. If we could change the perspective of funders to say, 'These folks are saying their work changed lives. It's transformational, we want to listen, we want to hear about that. We want to hear from the people who have participated.' If that was your application to get funding, it would change the world."

—Organization C

"Fund grassroots and parent organizing at more equitable levels to policy/lobby groups in DC. Policy change comes from people, and usually from people most impacted by the need for the policy change. If you trace a policy victory back, the root of it, the first seed, was folks on the ground...parents and community, folks who were negatively impacted by the issues. And, they talk to each other about it. Parent leaders - no matter what structure they use for organizing - know a lot of other parents. Parent leaders are talking to hundreds of other parents for outreach, to share information, and conduct research. When you're talking to one of our parent leaders, they have the input of hundreds of parents. They know a lot themselves, and they also know a lot because of the many parent perspectives that they have heard. Parents actually play roles in the policy development process, the advocacy process. All these roles that parents are playing, but it's the big policy organization that gets the funding, gets the support, because 'it's just parents'. The role that parents are playing is just not understood."

—Organization A

FUNDER PERSPECTIVES:

"I often say to grantees, 'You are the expert, tell me what you need to do the work. What is your goal? And based on your experience, what do you need in order to get the work done?' Building trust with the funder to be open about what you need is so helpful."

—Foundation A

"Our foundation asked parent leaders to review and give feedback on a publication. I heard back that the parents felt that at that stage in the process, the publication was a "done deal;" that it was too late and the Foundation didn't really want input. I said, 'That's a totally fair criticism. What is something we can do moving forward to co-create a publication with parents?' And we started again with parents informing a new publication with a strengths-based framing. Our foundation supported it, and the parents and parent-led organizations 'owned' it."

**—Irene Lee,
Annie E. Casey Foundation**

"Traditionally, the policy experts funded were white men. DC, State policy groups. We are working to shift that culture. We are asking the question, Who do we value? What organizations are getting paid and getting the credit? What expertise are we bringing to the table? Lived experience is expertise."

**—Arianna Cisneros,
W.K. Kellogg Foundation**

"We don't see it as our role to evaluate grantees. We are partnering with grantees, and together we decide how we are measuring what a successful project looks like. And that includes flexibility along the way. You may say you are going to do this, but then stuff happens, things shift and you can no longer achieve what was originally planned, for reasons

outside of your control. Still, there are wins and the work is successful, but it may look different than originally envisioned."

**—Arianna Cisneros,
W.K. Kellogg Foundation**

"Funders have operated from a euro-centric perspective. The philosophy has been that black and brown families don't know what's best. There's the idea that we need a certain kind of evidence of the work if it's being done. Programs need to be 'evidence-based.' But our families are the evidence! If something is working in their eyes, that's evidence. I would ask funders to reassess and continue a feedback loop with families as evidence of impact."

**—Anita Black & Danette Campbell-Bell,
Greater Rochester Health Foundation**

QUESTIONS FOR REFLECTION: LEARNING & INNOVATION DOMAIN

1. In which degree area did your responses tend to fall? If you were to take this tool again in six months, where would you want the majority of your responses to be?

2. What practices are not yet in place that may be feasible to implement in the near future (next six months to one year)?

3. What would it take to get those practices into place (e.g., time, resources, buy-in, capacity)? Who needs to be involved? Where relevant, what parent-led organizations in your community could you bring in as expert consultants to offer technical assistance with building these practices out? And, how can you identify and build relationships with new parent groups that you have not yet engaged with in the past?

4. What capacity building resources exist, either within your foundation or in your community, that could be leveraged to better support parents in becoming more actively involved in research, evaluation, and innovation activities?

5. What sources do you typically go to for expertise? Does your foundation value expertise from those with lived experience, in addition to academia and think tanks?

6. Are you asking your parent partners what areas of expertise they have and what resources they need to support learning initiatives and research?

7. What specific action steps can you begin taking immediately?

ACTION PLANNING FOR DOMAIN 1: LEARNING & INNOVATION

ASSESSMENT
What are 1-3 areas of practice you want to spend time in the next 6-12 months building out?
GOAL(S)
Where are you hoping to be by the end of the next 6-12 months? What would success look like for you at the end of that period?
IMPLEMENTATION & PROGRESS
What steps will you take? When will you take them?

II. DOMAIN: INFLUENCE

Philanthropy's financial capital and leadership in field building work provide funders with the power and social capital to leverage and influence stakeholders, whether that be with grantees, policy makers, institutions, and other community partners. This influence allows funders the ability to effectively convene partnerships and communities, build relationships and bridge gaps between sectors, communicate important information and steward systems building work forward.

Goal: *Funders are actively wielding their influence to amplify parent needs and experiences, serving as a bridge between parent leaders and the stakeholders they need to collaborate with in order to move the needle on equity in their communities.*

"One thing I know is funders all know different funders. Be willing to be the first to invest. You tell other funder friends, funders should be advocates for their grantees as well. Be an advocate for the movement."

—Organizations J & K

SELF-REFLECTION: INFLUENCE

Degree to Which Elements and Practices are Implemented to Achieve the Goal

	Not Started Not started, but recognize importance	Getting Started Learning and considering how to implement	Started Testing and learning	In Place Fully embedded into common practice	Not Applicable or Relevant
1. Foundation staff serve as relationship brokers, introducing parent-centered grantees to other funders and partners in their networks that can help advance their efforts.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
2. Foundation staff champion parent perspectives in their spheres of influence by showcasing the work and advocacy agendas of parent-centered organizations and grassroots groups with their broader audiences and stakeholders.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
3. Foundation staff encourage grantees to engage parent voices, and provide guidelines and capacity support for how to best partner with parents in an equity-centered way.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
4. When convening parents for initiatives or other community-centered engagements, foundation staff build time for interaction and conversation to foster relationship building.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
5. When convening parents for initiatives or other community-centered engagements, foundation staff intentionally create a welcoming environment for parents including meals, dedicated time for learning about one another, and being mutually vulnerable in sharing.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
6. When convening parents for initiatives or other community-centered engagements, foundation staff ensure parent participants are representative of the families in the community.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
7. When convening parents for initiatives or other community-centered engagements, foundation staff hold meetings at accessible times and locations, and provide accommodations to ensure diverse range of parents can participate (e.g., interpretation, child care, transportation, easy to read materials).	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
8. When convening initiatives or other community-centered engagements, foundation staff compensate parents for their participation, and whenever possible, hire parents as consultants and compensate for their expertise to the process.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
9. When convening initiatives or other community-centered engagements, foundation staff request feedback from the community for continued learning and growth in relationship with the community.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐

INFLUENCE DOMAIN: LIVED EXPERIENCES & INSIGHTS

PARENT & PARENT ORGANIZATION PERSPECTIVES:

"Lifting up, exposure through their social media, websites, newsletters. Any time they can spread the news of their grantees who are doing excellent work to communities who would otherwise not see it. And they offer funder convenings where they put us in rooms with people who may not have heard of us, but our mission, our values, our work matches them OR it provokes them into seeing parent leadership as part of work they do but didn't think about. Anything that puts us in front of other funders is really critical, and speaks to the partnership, and their belief in our long term work - they equally want to see it continue."

—Organization H

"Funders set you up to be in positional power. You need their money, they have money, you're always trying to figure out how to get the money and keep the money and that does not give you a foundation for authenticity, and transparent and true partnership...Here are things we need to share, but we are always worried about it because of the power differential. This is hard to do. It's the same reason why we don't have conversations about race, it's hard. We don't know how to have conversations about power either. That is institutional and structural funderism. We're taught and encouraged to show up that way."

—Organization C

"What's nice about them is they also have a network they are cultivating and they connected us to a national network. The opportunity is not just transactional. They also try to convene grantees in their portfolio to have conversations among themselves, across agencies...Being in a consortium together brought new opportunities and also new relationships, has built ways we can work together even after this project ends, it has established a kind of community that can be leveraged for advocacy."

—Organization F

"In terms of racism and equity, parent leadership changes that. But we have to show funders that's the case. Parent engagement is and should be a part of everything. All policy areas. When I think of changing how they see or recognize the value of our work, think they do a better job of telling our stories, better job of connecting dots between parents and the work... There has to be a recognition that competition is happening all the time for funding, for support, for attention. We've got to figure out a way to market what you do, show the power of what we do. For small nonprofits, that's not what we are doing. We're not good enough at telling our strengths, at storytelling, but we are getting on that train, we are trying to learn. Think it's so important to be able to show the power."

—Organization G

FUNDER PERSPECTIVES:

"It's helpful to be part of funder collaboratives working on equity and to look at the research on equity in philanthropy. Part of this is 'giving funders cover.' They can say 'other funders did this; let's try it.'"

**—Ira Hillman,
Einhorn Collaborative**

"The work is not only building relationships between parent-led organizations and funders, but also building funder-to-funder relationships to advance the field. While our Foundation team is pretty diverse, the field is not, at all. Part of my responsibility is to push my peers and colleagues in their thinking. We have to hold each other accountable."

**—Arianna Cisneros,
W.K. Kellogg Foundation**

“We want to elevate our partners doing grassroots work in the community. When we are invited to have a seat at the decision-making table because of our role as a funder, we are intentional about bringing grassroots grantees to join us at that table. This is how we can shift the power dynamics and ensure their voices are heard.”

**—Arianna Cisneros,
W.K. Kellogg Foundation**

“We’ve held funder briefings and invited colleagues from large foundations. These briefings spotlight what an organization is learning in their community and how they’re taking action. If one funder is putting their endorsement on it, that’s a great way to get attention.”

**—Ambika Kapur,
Carnegie Corporation of New York**

“Since we are a foundation traditionally invested in data and research, we like to look to where others have done something and it worked. We start small, based on evidence, and build from there. For example, one of the first steps we took was with “Ban the Box” [an effort aimed at removing the check box that asks if applicants have a criminal record from hiring applications]. We saw other organizations doing it, as a major foundation we decided to do it. That allowed us to further interrogate our hiring practices. This is critical as we are entering new bodies of work that require lived experiences.”

**—Mike White,
Robert Wood Johnson Foundation**



QUESTIONS FOR REFLECTION: INFLUENCE DOMAIN

1. In which degree area did your responses tend to fall? If you were to take this tool again in six months, where would you want the majority of your responses to be?

2. What practices are not yet in place that may be feasible to implement in the near future (next six months to one year)?

3. What would it take to get those practices into place (e.g., time, resources, buy-in, capacity)? Who needs to be involved? Where relevant, what parent-led organizations in your community could you bring in as expert consultants to offer technical assistance with building these practices out? And, how can you identify and build relationships with new parent groups that you have not yet engaged with in the past?

4. What platforms do you have access to within your foundation and networks that could be used to amplify parent voice, parent leadership and grassroots organizing work, and bridge those connections between parent-centered grantees and other funders?

5. Have you asked your parent partners what barriers they are experiencing to reaching wider audiences and other funders, and what support they would like to make more broader connections?

6. What specific action steps can you begin taking immediately?

ACTION PLANNING FOR DOMAIN 2: INFLUENCE

ASSESSMENT
What are 1-3 areas of practice you want to spend time in the next 6-12 months building out?
GOAL(S)
Where are you hoping to be by the end of the next 6-12 months? What would success look like for you at the end of that period?
IMPLEMENTATION & PROGRESS
What steps will you take? When will you take them?

III. DOMAIN: INTERNAL ORGANIZATIONAL PRACTICE

Outside of their community facing work, foundations are also engaged in ongoing organizational development efforts to ensure that all internal components of the foundation are operating effectively and in unison towards the institution's mission and vision. Foundation leadership and board of directors are actively providing mission-driven oversight, guidance, and direction on foundation operations, governance, and culture.

Goal: Foundation leadership is creating an internal environment where all staff recognize the value that parents bring to the larger community and their ability to support the foundation's efforts to achieve its mission and vision; and, all foundation staff have the internal capacity to engage and partner with parents effectively and authentically.

"There is a power dynamic. Do you see us as your partner, or as your grantee? You've got to have relationship building in their bones. When a program officer doesn't have that or the culture of the foundation doesn't have that, you're going to see more of the power dynamic, more strings attached, less attachment to the work, less partnership. Hopefully foundations would hire program officers who have done the work themselves, if they are a social justice foundation. I have had program officers fly in to join the annual advocacy day that we do, to see us in action, not just the words I send them in a report. When program officers are really wanting to connect beyond the fiscal relationships and reporting, that's where we see things change, and the relationship deepen."

—Organization H

SELF-REFLECTION: INTERNAL ORGANIZATIONAL PRACTICE

Degree to Which Elements and Practices are Implemented to Achieve the Goal

	Not Started Not started, but recognize importance	Getting Started Learning and considering how to implement	Started Testing and learning	In Place Fully embedded into common practice	Not Applicable or Relevant
1. Family engagement and parent voice is explicitly named as a priority and/or value in either mission or vision statements, strategic plans, or other formal documentation.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
2. Internal capacity is built across foundation staff and teams to effectively engage parents, such as with training on implicit bias and cultural humility, and provides time and resources to adequately engage parents in activities.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
3. Internal foundation practice includes routine feedback collection from parents (even if it challenges the status quo) and engagement in honest reflection and response to that feedback.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
4. Foundation staff and leadership are onboarded to, and familiarized with, parent-led work in the foundation's portfolio, and are encouraged to build relationships with these grantees so that the work is valued across the institution and grantee partnerships within the foundation are sustained.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
5. Foundation staff are transparent with parents about how their feedback has been used to inform decisions, policies, and practice, and ensure that critical feedback will not jeopardize current or future funding opportunities of grantees.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
6. Foundation seeks to hire board members and staff that reflect the demographics of families in the community it serves.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
7. Foundation staff are introspective around identifying areas of privilege and power, and how this intersects with engaging families.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
8. Foundation board allocates a percentage of seats for parents with real power so parents are not tokenized, and have influence over decisions and policies that impact families.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
9. There is routine assessment of the types of organizations that are being funded and identification of opportunities to more equitably fund organizations that are small, grassroots, and led by caregivers of color.	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐

INTERNAL ORGANIZATIONAL PRACTICE DOMAIN: LIVED EXPERIENCES & INSIGHTS

PARENT & PARENT ORGANIZATION PERSPECTIVES:

“Only a few on her team really understood what we do, though; and, when the program officer left the funder to move on to other things, not many people inhouse understood this work. Our funding was cut. We had to start over, we still haven’t been able to rebuild to where we were, even working to build understanding with new staff. The entire institution has to be in that work.”

—Organization A

“They were willing to self assess and recognize if they were going to ask grantees to model engagement of parents as real partners in the work, that they too needed to see where they were doing that, and how to be better. Showing honesty and real vulnerability that was never seen at that level of a funder.”

—Organization B

“Another funder, what I saw is, it depends. With them, when there was leadership change, the work can change month to month. Depends on the strategic direction of who’s in charge, as well as who your program officer is. It always matters who your program officer is. Right now, I’ve got a program officer who is candid with his advance, who will lobby for me, but also lets me know it might not come through.”

—Organization G

“I want a funder who believes in the work, understands the work, and understands the urgency. Who will give me the money, but also be invested and see the bigger picture. Especially because the work I’m doing is to restore spirits and minds and give a different outlet. Be more

of a connection understanding the organization and their needs. Not just a checkbox, but viewing them as an actual body, in person. Come out to the program. Talk to parents.”

—Organizations J & K

FUNDER PERSPECTIVES:

“We had a ‘hand-to-the-face’ moment realizing we weren’t involving parents in what we were doing as a foundation. This was true even as we were inviting proposals from organizations to improve their internal capacity for partnering with families. So we started convening an equitable table including parents to partner on our grant making decisions.”

**—Anita Black & Danette Campbell-Bell,
Greater Rochester Health Foundation**

“We have to acknowledge when something went wrong and parents felt disrespected. It’s not about foundations or organizations doing it perfectly every time. It’s about being willing to listen and learn and improve.”

**—Anita Black & Danette Campbell-Bell,
Greater Rochester Health Foundation**

“Every foundation is different. Program officers don’t always have the final say on grants, but can be a champion for organizations and for perspectives that center families’ voices within our own foundations.”

**—Arianna Cisneros,
W.K. Kellogg Foundation**

“We are not perfect, we are going to make mistakes, but we have to have relationships where organizations can come back, where they can push on us. And now we are creating that atmosphere, and those relationships.”

**—Margarita Alvarez,
William Caspar Graustein Memorial Fund
(WCGMF)**

“A lot of organizations who account for parent leader input don’t necessarily lead with parents. When we see an organization receiving a large grant [from us] where the funds are mostly passed on to other, smaller organizations, we are now trying to ask the question: does it make a difference for that large organization to receive the dollars, or can we fund the organizations on the ground directly? Can we move from ‘grasstops’ to ‘grassroots’? Is having an intermediary organization adding to the value of the work?”

**—Mike White,
Robert Wood Johnson Foundation**



QUESTIONS FOR REFLECTION: INTERNAL ORGANIZATIONAL PRACTICE DOMAIN

1. In which degree area did your responses tend to fall? If you were to take this tool again in six months, where would you want the majority of your responses to be?

2. What practices are not yet in place that may be feasible to implement in the near future (next six months to one year)?

3. In which areas of your own sphere of internal work can you model these practices for peers and colleagues? In which spaces within your organization can new ideas and approaches be introduced, tested, and refined?

4. What specific action steps can you begin taking immediately?

ACTION PLANNING FOR DOMAIN 3: INTERNAL ORGANIZATIONAL PRACTICE

ASSESSMENT
What are 1-3 areas of practice you want to spend time in the next 6-12 months building out?
GOAL(S)
Where are you hoping to be by the end of the next 6-12 months? What would success look like for you at the end of that period?
IMPLEMENTATION & PROGRESS
What steps will you take? When will you take them?

IV. DOMAIN: CATALYZE IMPACT

Funders are mission-driven and utilize their financial capital to catalyze impactful programs, services, initiatives, research, infrastructure and systems, advocacy, and ultimately sustainable outcomes for communities. This is often done through strategic planning, followed by grantmaking and investments within those strategic priorities.

Goal: *Funders see parents and parent leaders as community experts to guide impact-driven grantmaking, and are also viewed as fundamental community partners to support and resource through grantmaking and investments.*

"It was never not only about giving us funding, they had other capacity building opportunities that we took advantage of to help us for the long term, build our sustainability, and impact through management training and grassroots organizing training."

—Organization H

SELF-REFLECTION: CATALYZE IMPACT

Degree to Which Elements and Practices are Implemented to Achieve the Goal

	Not Started Not started, but recognize importance	Getting Started Learning and considering how to implement	Started Testing and learning	In Place Fully embedded into common practice	Not Applicable or Relevant
1.	There is active and intentional funding of parent organizing and parent leadership centered work.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
2.	Parents are included in the grantmaking review panel and the final decision-making process, and ensures parents on this panel are both representative of the communities that the grants will impact and are compensated adequately for their time and expertise.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
3.	There is transparency with parent-led organizations about how grantmaking is done and how decisions are made.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
4.	There is intentional time spent on relationship building and (whenever possible) prioritizing face-to-face touch points with parent leaders from grantee organizations, driven by genuine curiosity and interest to learn about parent experiences and points of views.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
5.	There is demonstrated trust in the leadership and strategies of parent-led organizations and grassroots organizing groups by committing unrestricted funding for more than one year.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
6.	There are active efforts to reduce and simplify paperwork and application and reporting processes that limit parent-leader organizations from accessing needed resources to sustain their community work.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
7.	Foundation staff routinely search for parent-led groups and organizations that might not be in their typical purview by seeking recommendations from other trusted community partners and parent organizations, and doing research in the community.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
8.	Capacity building and parent leadership building for parents (e.g., training, skill building, peer-mentoring, coaching) is a funded priority.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
9.	Parents are actively involved in grant development and monitoring - collaborating with program staff to set outcomes and measures for funding, and sense-making to interpret findings and testing assumptions.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐

SELF-REFLECTION: CATALYZE IMPACT

Degree to Which Elements and Practices are Implemented to Achieve the Goal

	Not Started Not started, but recognize importance	Getting Started Learning and considering how to implement	Started Testing and learning	In Place Fully embedded into common practice	Not Applicable or Relevant
10.	Grantees are funded with sufficient and adequate resources to implement parent collaboration and leadership work, including funding for parent compensation and accommodations.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐
11.	When there are staffing or strategic changes within the foundation, foundation staff seek feedback from parents about how these shifts may impact the work that has been done or is in progress to avoid inadvertently derailing efforts.				
	Not Started ☐	Getting Started ☐	Started ☐	In Place ☐	Not Applicable or Relevant ☐

CATALYZE IMPACT: LIVED EXPERIENCES & INSIGHTS

PARENT & PARENT ORGANIZATION PERSPECTIVES:

“One funder invited us to create a video as our application. Continue to think outside the box in terms of how you request organization to show their work, to show their impact. If you’re in community and are listening and can trust that, that can be at least part of your application or the evaluation. We understand that funders have someone they have to answer to, beyond the program officer. There are always decision makers who won’t understand the work on the ground, who believe they need a certain type of data. We are just urging you to also be inclusive of the other piece -- the story, not just numbers. Stories from parents about the impact of the organization is valid data.”

-Organization A

“All these groups have to start somewhere, many funders are unwilling to fund a start up until they win something big. I would like funders to be more strategic in their search for organizations to support; there are organizations all across this country working on issues and there are funders all across this country who have a philanthropic heart for a particular issue or another. This is what intentionality looks like to me.”

-Organization A

“What we’ve found is that we can’t be honest with funders when we are doing parent leadership work. We have to hide the work, we barely spend budget on it, because no one wants to fund it. It’s always extra. They don’t think it’s important. The funders who fund us only want to fund direct service. They don’t see a link between direct service and leadership. The leadership work is aligned, it uplifts the direct service. With leadership, you get families advocating around issues impacting them - the same issues that services are supposed to be helping alleviate. And, as parents build their leadership, they can interact more successfully with the services, it can make the services more impactful,

as they are empowered through the leadership work. Parent leadership work is critical to our mission, but funders don’t see the connection and value”

-Organization I

“Sometimes you put in a lot of time into building relationships with funders, wooing them. You want to show results, you want to show that you can be depended on, what you say is what you do; and, at the end of it you are hoping there is a multi year grant for continuing to do your work because you’ve shown it. But there have been many times where that didn’t happen, it’s brutal. We feel used, tokenized. We go through it all, but no grant. And it feels really bad when they know your budget, who you’re organizing, the amount of work to build trust with members so you can text them, so you can get a quick response, and they have no idea how much time, effort, love, doing this work entails.”

-Organization H

“They had criteria, they had frameworks, but wanted it to support our work, meaning we didn’t have to change what our work was, just had to show how our work aligned. They provided strategies and tools to meet the goals. They provided access to training opportunities in order to strengthen the organization to better serve our goals. They wanted to support our growth, and support us for the future. They balanced encouraging and challenging us to be better, giving room to reorganize a strategy, and recognize when we were hitting our goal.”

-Organization B

FUNDER PERSPECTIVES:

“Rather than coming in with an approach of, ‘we need to know exactly what you’re doing, and when you’re doing it,’ we are learning to trust the process. We are giving general support for this year. We are trying to not be as involved in the process. We join the meetings to learn about the work, but not to micromanage the work. We are following their leadership.”

**-Margarita Alvarez,
William Caspar Graustein Memorial Fund
(WCGMF)**

“Funders think they have to have a fully orchestrated plan from a prospective grantee in order to start supporting the work. But I think funders should look for opportunities to get a ‘slice’ of the work and its impact, and then lift it up and leverage it to do more of that work.”

**-Anita Black & Danette Campbell-Bell,
Greater Rochester Health Foundation**

“Because of the power dynamics in our world, many people have assumptions about parents. I’ve learned how valuable parent leadership training can be to bringing parents and traditional experts together. When parents are supported to show up in a way that’s clear, prepared, and coordinated, they have amazing abilities to influence the traditional experts.”

**-Ira Hillman,
Einhorn Collaborative**

“Because the funder has the dollars, there’s a power dynamic. Some organizations will say whatever it takes - ‘That’s what we do. Our mission is aligned.’ But when that’s not true, the relationship breaks down. We have to be honest and find common ground.”

**-Ambika Kapur,
Carnegie Corporation of New York**

“Our support for organizations is driven by where they indicate help is needed - not by our own determinations of where help is needed. If an organization says they have issues with [their] board and need support, we help. Sometimes we can provide connection with other funders. We also use our position and access to resources outside of finances, to ask: how can we be supportive of your work?”

**-Arianna Cisneros,
W.K. Kellogg Foundation**

“It occurred to me that a parent leadership organization might need to have a brochure that profiles their work to share with funders and externally. So I was able to get our foundation’s professional communications folks to work with them pro bono to create a new communications document.”

**-Irene Lee,
Annie E. Casey Foundation**

“One thing we are doing now, if an organization is important to work with but they don’t have parent voice or racial equity already embedded in the work, is to work with them to build an office or capacity in some way within the org to start doing the work and/or encourage them to partner with organizations that are parent led.”

**-Mike White,
Robert Wood Johnson Foundation**

QUESTIONS FOR REFLECTION: CATALYZE IMPACT DOMAIN

1. In which degree area did your responses tend to fall? If you were to take this tool again in six months, where would you want the majority of your responses to be?

2. What practices are not yet in place that may be feasible to implement in the near future (next six months to one year)?

3. What would it take to get those practices into place (e.g., time, resources, buy-in, capacity)? Who needs to be involved? Where relevant, what parent-led organizations in your community could you bring in as expert consultants to offer technical assistance with building these practices out? And, how can you identify and build relationships with new parent groups that you have not yet engaged with in the past?

4. What areas of discomfort arise when thinking about moving towards these practices with parents?

5. What do you need in order to trust that the process will lead to the outcomes that you are hoping to have happen? What ways of thinking about how impact occurs may need to be challenged through a lens of power and equity, and/or need to be dismantled?

6. How can you engage grassroots parents groups more and elevate their valuable on-the-ground expertise and experience in community and systems change work? Are you asking these groups how they want to be engaged and what they will need to be able to engage in this way?

7. What specific action steps can you begin taking immediately?

ACTION PLANNING FOR DOMAIN 4: CATALYZE IMPACT

ASSESSMENT
What are 1-3 areas of practice you want to spend time in the next 6-12 months building out?
GOAL(S)
Where are you hoping to be by the end of the next 6-12 months? What would success look like for you at the end of that period?
IMPLEMENTATION & PROGRESS
What steps will you take? When will you take them?

“Funders aren’t always self reflective about the role that they play in the dynamics associated with power and control; how their funding could mitigate against the reform work that needs to happen...It’s really about preserving the wealth of those who have it. I do not think there is enough discussion about how philanthropy ties into sets of racial and economic segregation. That conversation gets lost, it doesn’t get surfaced in the funding discourse. How systemic injustice, racially, economically, gender, all the rest plays itself out and if you’re not woke when funding, it could be contributing to the problem. There is insufficient consciousness, not enough funders who are woke.”

—Organization F

WAYS TO FACILITATE INTERNAL CONVERSATIONS ON THIS TOOL

If you took this tool in a group setting, or are considering introducing this tool to your colleagues, here are some ideas for how to facilitate a guided discussion about the results and developing strategies to integrate into foundation practice.

1. Be clear at the very beginning that the goal of implementing this tool is to have deep and honest reflection, as well as to create space for learning and collective accountability.
2. As a group, set ground rules that create a safe space for honesty, accountability, and respect for where each person scores along the continuum.
3. Acknowledge at the beginning of discussion that power and privilege are inherent in the relationship between philanthropy and the community. Therefore, discussions of strategies must be grounded in a constant examination of where power and privilege might be showing up. When power is identified, ask the group if that power can be repositioned and used differently to amplify parent voice and support parent-led efforts.
4. Facilitate a discussion where the group is challenged to consider

all the ways in which parents are either actively or indirectly impacted by your foundation's priority areas. This may help ground participants in acknowledging the ways in which parents are already very much at the center of the work and can have a profound impact on desired outcomes.

5. Engage participants in a free brainstorming session to identify possible strategies and approaches that can be implemented. Once all ideas are presented, identify which strategies feel the most feasible to execute, and also ask participants to consider how parents could be brought in for feedback and direction on these strategies. This may include identifying local parent-centered groups that represent the community(ies) you are trying to impact, and inviting them to support with feedback as valued experts. Challenge participants to consider groups that are on-the-ground doing grassroots organizing work, and might not be the typical "go-to" organizations.
6. Ask the group, "how would you want to be held accountable by your peers and parents when attempting to implement these strategies?"
7. Have participants retake the tool every six months to see if any practices have changed, and have discussion on what those changes look like.
8. Hire parent consultants to facilitate some or all of these discussions with the group and to provide technical assistance for practice change and implementation.
9. Remind the group that this is an ongoing practice that requires being intentional, unlearning certain practices that perpetuate inequities and leave out parent voice, and often involves sitting with discomfort. Patience and perseverance is key.

"Funders need to look at dual work. You need to resource the work like you truly believe in the work. And please go be in the community. If I have an amazing grant writer, I can fake it. But community means everything, I can't fake that. I can't fake putting together 200 community leaders to talk about what we do and how work is to them and their neighborhoods."

-Organization D

A LIVING, BREATHING TOOL

The vision for The Philanthropic Self-Reflection Tool for Equitable Parent Partnership is that it be a living and breathing resource that is informed by ongoing advancements in the field of philanthropy and parent leadership, and is updated annually with new insights and learnings that come directly from parents on the ground, and funders who are doing the work. This tool will be piloted and tested with technical assistance support from UPLAN, and funders that are interested are invited to become members and participate in the Funders for Family Leadership community of practice. If you are interested in piloting this tool and providing your feedback on how it can be improved for future use, please contact us at: info@fundersforfamilyleadership.org.

"It takes a while for people to get used to change. It's hard for these processes to change. There's no magic wand. The field of philanthropy has to keep working on it."

**-Ambika Kapur,
Carnegie Corporation of New York**

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The tool is a result of extensive feedback and collaboration from the following organizations and individuals:

United Parent Leaders Action Network (UPLAN)

1. Carolyn Lee-Davis, National Parent Leadership Institute
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3. Muna Hussein, Somali Parents Education Board (SPEB)
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5. Erin Moore, National Organizer, UPLAN

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2. Anita Black, Program Officer, Greater Rochester Health Foundation
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4. Irene Lee, Director, The Annie E. Casey Foundation
5. Malia Ramler, Program Officer, Heising-Simons Foundation
6. Margarita Alvarez, Program Officer, William Caspar Graustein Memorial Fund
7. Mike White, Program Associate, Robert Wood Johnson Foundation
8. Crystal Tsoi, NEO Philanthropy

This tool was written by Iris Elent of VIVA Social Impact Partners, with input from both UPLAN and Funders for Family Leadership to ensure that it accurately reflected the perspectives of both parent leaders and funders. All stories and quotes in this tool were collected by UPLAN, based on UPLAN's extensive interviews with both parent leaders and foundation staff.

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SOURCES

This self-reflection tool was informed by both consultation of parent leaders from UPLAN, and several existing tools and research on best practices for engaging community members and parents. UPLAN is a parent-led member organization with members from across the country.

More information can be found at <https://unitedparentleaders.org/>.

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