



YEAR ONE

SACRAMENTO PASS

SUMMARY REPORT

2021-2022

Sacramento Parents Advocating for Student Success Year 1 Summary Report

PASS COHORT ONE PARENTS 2021-2022

AMBER VERDUGO

A.M Winn Public Waldorf eK-8

CECILIA GUTIERREZ

Edward Kemble Elementary School, César E. Chávez Intermediate School

LA TOI FRYE

O.W. Erlewine Elementary School

MONICA TARBUSKOVICH

A.M. Winn Public Waldorf eK-8

STEPHEN ORIHUELA

Capital City School

ANA T. NAVARRETE

Edward Kemble Elementary School, School of Engineering and Science

DAVID O'CONNOR

Tahoe Elementary School

LORENA JAIME

Sutter Middle School, Leonardo da Vinci eK-8 School

ROXANA GONZALEZ

Bowling Green Charter Chacon Language and Science Academy

VALERIE D. WILLIAMS

John Cabrillo Elementary School, Sam Brannan Middle School

ANGELICA FRANCO

César E. Chávez Intermediate School

ERIC WASHINGTON

John F. Kennedy High School

MELISA V. CERVANTES

Rosemont High School, Isador Cohen Elementary School

SEANELLA BARNES

Woodbine Elementary School

YENY ESTEVEZ

Sutter Middle School, Leonardo da Vinci eK-8 School, Edward Kemble Elementary School

BEATRIZ MEZA

John F. Kennedy High School, Sutter Middle School, César E. Chávez Intermediate School, Edward Kemble Elementary School

KATRENA BLACKSHIRE LEE

Luther Burbank High School, Bowling Green Charter Elementary School Ken McCoy Academy

MONICA ESTRADA

Tahoe Elementary School, School of Engineering and Science

SHELA BARNES

Burbank High School

PASS YEAR ONE PARENT VETERANS

DENISHA BLAND

Sacramento Area Youth Speaks

ELVIA VASQUEZ

Sacramento Area Congregations Together

LASHANYA BREAZELLE

Her Health First Black Parallel School Board

TONI JOHNSON

Her Health First

PASS YEAR ONE COLLABORATIVE PARTNERS

ROBERTS FAMILY DEVELOPMENT CENTER

BLACK PARALLEL SCHOOL BOARD

JERI MARSHALL

SACRAMENTO AREA CONGREGATIONS TOGETHER

SACRAMENTO AREA YOUTH SPEAKS

YOUTH FORWARD

NORTHERN CALIFORNIA LEGAL SERVICES

EAST BAY ASIAN YOUTH CENTER

TEAL GROUP

TRANSFORMATIVE PARENT ADVOCACY

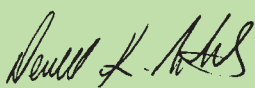
A call for nonprofit applicants to be responsible for the planning, implementation, design, and launch of the Sacramento Parents Advocacy for Student Success (PASS) was announced by The Center at Sierra Health Foundation in late spring 2021. The call for applicants was, in essence, a call to fearlessly step up and serve in the capacity of operating partners of the Sacramento PASS, a righteous and necessary call to be something different and more than just another parent program – PASS is transformative parent advocacy leadership.

The Roberts Family Development Center provides services through “a holistic approach focusing on PreK-12th grade academic support and enrichment, parent education and engagement, and community involvement and advocacy.” Sacramento ACT seeks to empower people “to identify and change the conditions that create economic and racial injustice” with a focus on communities of color through an organizing approach “grounded in the conviction that equity -just and fair inclusion in society- must drive public policy.” A fundamental shared core value of our respective organizations actualized in our practice is authentic and meaningful parent and family engagement.

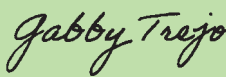
Our history in Sacramento serving families, youth, and community alone was justification for independently pursuing the opportunity. However, we quickly became aware of what was more critical: aligning organizational strengths to provide the level of quality co-leadership deserving of parents involved in PASS and the support needed to guide the collective expertise reflected by the numerous collaborative PASS partners.

Parent and family engagement is often minimized in education systems, perhaps because it has been categorized by traditional activities like parent-teacher conferences or open-house. To explore and examine the possibilities of parent and family engagement and to ensure the overall success of PASS, we start where we should; we begin with parents.

Our continued honor and shared commitment to parents and families in Sacramento is forward service in the co-leadership of PASS. We are encouraged by the summary of year one implementation findings highlighted in this report and look forward to continued parent advocacy for student success.



Derrell Roberts
Co-Founder and CEO
Roberts Family Development Center



Gabby Trejo
Executive Director
Sacramento ACT

TABLE OF CONTENTS

Introduction	3
Paving a Parent-Driven Path Forward	3
Methodology	4
PASS Voice Project	5
Parent Post-Survey	12
Partner Listening Session: Listening through Storytelling	15
Recommended Considerations Moving Forward	18
Sacramento PASS 2021-2022 Cohort	20
PASS Year One Parent Veterans	21
Acknowledgements	22
Evaluation and Assessment Team	22





“A Program for parents that were not on this side of the conversation or on that side but on the children’s side of the conversation.”

- CHET P. HEWITT, PRESIDENT AND CEO, SIERRA HEALTH FOUNDATION

INTRODUCTION

Sacramento Parents Advocating for Student Success (PASS) is a nine-month parent-led advocacy leadership program that connects, supports, and empowers parents with children enrolled in the Sacramento City Unified School District (SCUSD). The mission of PASS is to “establish a district-wide policy, finance and school climate influencers movement centered on equity and student well-being that is comprised of parents and their close allies.”¹ Aligned with the mission, PASS is designed to increase the knowledge and skills-capacity of parent members to confidently serve as engaged influential leaders at their child’s school and district, guiding the educational efforts for their children and all students.

Launched in 2021, PASS is a response to the historical challenges impacting SCUSD, such as budgetary and racial disciplinary disparities that have ultimately led to inequitable educational experiences, resources, and student outcomes. Coupled with the socioeconomic and health effects resulting from the COVID-19 pandemic, the challenges of the SCUSD have consequently negatively impacted those most fundamental to an educational institution – students and parents.

Funded by The Center at Sierra Health Foundation (The Center) and operationally co-led by the Roberts Family Development Center (RFDC) and Sacramento Area Congregations Together (Sac ACT), PASS is implemented with the collaborative support leadership of numerous community partners. PASS collaborative partners represent trusted and experienced organizations with localized knowledge of school-community relationships, K-12 policies and system structures, advocacy and social justice, and culturally responsive parent engagement.

Paving a Parent-Driven Path Forward

Year one of implementation included 19 parents who made up the first PASS cohort. Cohort one members reflected the ethnically and linguistically diverse population of SCUSD families and students. Recognized as the drivers of engagement, cohort one parents met virtually in the PASS Leadership Training Institute throughout the nine months, with peer mentorship from a selected group of parents known as Parent Veterans, and participated in thematic sequential learning sessions facilitated by PASS partners. With support from PASS partners, and Parent Veterans, parents actively engaged in monthly sessions as part

¹ https://sacramentopass.org/wp-content/uploads/2021/03/Sacramento_PASS_Overview_March_2021.pdf

of the Leadership Training Institute to enhance parents' knowledge of educational systems, while simultaneously addressing needs. This report highlights implementation aspects of the first year of PASS, learnings, outcomes, and experiences from the perspectives of those involved in the program, particularly from the parents who have begun to pave a new path forward for family engagement.

The subsequent sections describe the activities to evaluate and assess PASS year one, including findings from a parent post-survey, the PASS Voice Project, a parent post-survey, and partner listening session, followed by recommendations for consideration moving forward into year two of PASS implementation.

METHODOLOGY

Through a mixed-methods approach, the PASS evaluation and assessment components were designed to be engaging and culturally responsive to assess whether the PASS program was implemented as aligned to the integrated program elements and outcome goals, what worked well, and challenges encountered. Additionally, the evaluation and assessment components were designed to determine whether outcomes occurred as expected and how the outcomes can be attributed to PASS. The components included: PASS Voice Project (ethnographies), post participant survey, and partner listening session.

The **PASS Voice Project** included three PASS cohort 1 members who met virtually during a three-month (March-May) period with a member from the Innovation Bridge team and engaged in one-on-one dialogue. Dialogue centered around understanding the holistic experiences of PASS members through the perspectives of parents themselves.

The **PASS post participant survey** was voluntary and anonymous. Parents were given time to complete the survey (n=10) during the May 19, 2022 PASS meeting. Survey questions focused on parents' PASS experience, learnings, and overall strengths and areas for improvement.

PASS partners participated in a **listening session** on May 27, 2022, to share their year one experiences, learnings, and suggestions to improve the PASS program. Facilitated through a process of storytelling, a culturally responsive practice that embraces the power of narrative or language to share reflection and thoughts, the listening session used customized PASS-related prompts for relevance.²

Table 1 presents the areas of learning, data collection method, and participants. The proceeding sections highlight the voices of parent participants in the PASS Voice Project with discussion questions, findings from the post-participant survey, and a summary of the stories shared by PASS partners through the listening session.

TABLE 1

Summary of Areas of Learning, Data Collection, and Participant

AREA OF LEARNING	DATA COLLECTION	PARTICIPANT
CROSS-COLLABORATIVE COORDINATION AND COMMUNICATION Between partners, partners, and parents and among PASS parents	<ul style="list-style-type: none"> • Post-Survey • Listening Session • PASS Voice Project 	Partners Parents
LINKAGES TO SACRAMENTO CITY UNIFIED SCHOOL DISTRICT Through partner engagement, PASS implementation alignment, and parent's connectedness	<ul style="list-style-type: none"> • Post-Survey • Listening Session • PASS Voice Project 	Partners Parents
RELATIONSHIPS Between partners and parents and among PASS parents	<ul style="list-style-type: none"> • Post-Survey • Listening Session • PASS Voice Project 	Partners Parents
PARENT SELF-EFFICACY AND AGENCY Parents' role as change agents, beliefs, power (individual and collective) influencers of change resulting from engagement in PASS	<ul style="list-style-type: none"> • Post-Survey • PASS Voice Project 	Parents
INTEGRATION OF PARENTS As partners and extent of application of learning experienced at their school, Shift of culture and climate (involvement of parents changed)	<ul style="list-style-type: none"> • Post-Survey • Listening Session • PASS Voice Project 	Partners Parents
CURRICULUM AND LEARNING Design, development, delivery, and impact of PASS Leadership Training Institute as aligned to intended learning outcomes	<ul style="list-style-type: none"> • Post-Survey • Listening Session • PASS Voice Project 	Partners Parents
SUSTAINABILITY AND RESOURCES Sustainability of engagement and resources for continued PASS partner involvement	<ul style="list-style-type: none"> • Post-Survey • Listening Session 	Partners
OVERALL PASS EXPERIENCE Overall participant experience of PASS, including accessibility and Inclusivity	<ul style="list-style-type: none"> • Post-Survey • PASS Voice Project 	Parents

PASS VOICE PROJECT

The PASS Voice Project was designed as an ethnographic data collection approach for PASS members to share their unique perspectives, insights, and voices with the intent of learning and understanding the individual and collective parent experience. The PASS Voice Project centered on constructing shared knowledge and learning, and embracing parent voices as experts in their lived experiences through meaningful relational conversations - the following is a telling of their stories. Consider the following discussion questions as you read through the stories of the parents that participated in the PASS Voice Project.

Discussion Questions

1. How does knowing about parents' experiences and learning as Sac PASS members help us in the ongoing implementation of Sac PASS and the way in which we support parents throughout the program?
2. In what way can we continue to support parent leadership engagement and involvement in the educational systems of their child beyond the completion of Sac PASS?
3. Where are the places, other organizations, or programs beyond Sac PASS you know of that bring parents together that can be meaningful spaces of continued parent connectedness, organizing, and advocacy beyond school sites?
4. The parents shared stories of their own lived experiences, noting the impact on their lives and the compelling reasons for wanting to participate in Sac PASS. What is needed to explicitly design opportunities to involve parents' valuable voices in the discussions at the district or school-site level related to the quality of education experienced by their children and all students in SCUSD?



Eric Washington

Eric described hearing an announcement about the PASS program while listening to one of the local radio stations saying, “I must have taken down the phone number and think I reached out to him [Mr. Derrell Roberts], and then Derrell got in contact with me.” A father of a 10th grader at Kennedy High School whose first year of high school was experienced through distance learning, Eric expressed, “I felt that was very challenging, for him and then for the parents as well, for everyone: the teachers and administrators and staff, but you know being part of PASS has been great.”

Reflecting on his experience in PASS, Eric talked about the informational resources and connections to other parents. He shared the following:

Eric: So, you know, just to know that I have the tools that are necessary to kind of get an understanding of the school district and how it works and the resources that are available, PASS gave me all that information, as well as other things: people I can reach out to. There’s veteran parents that are part of the team that, you know, they’re just a phone call away or text message away...”

Eric further described engagement experiences with other PASS parents that he enjoyed:

Eric: ... just being able to talk to my PASS members that are in my group. There’s some Spanish speakers. So, you know when it’s time to be interpreted, we can understand what they’re saying. So, everyone has their voice there and able to express themselves, and no one is judged, you know, for like the way that they grew up or their past or, you know. Whatever it is that they’re doing, it’s like we’re all just working together as one powerful unit, trying to do what we can to have our kids get the best education that they can...”

Asked if his son’s school is aware that he is a PASS representative, Eric responded: “I don’t know if they know that I’m a PASS rep, but I have mentioned that, you know, I’m part of a group that tries to advocate for to student success, including myself, and the response I got is, ‘Well, we’re all advocates.’”

Eric, however, expressed that he has been more actively involved in his son’s school than in previous years because of a 504 plan that is in place to support his son’s educational success. Sharing that he met with one of the school counselors and afterschool program coordinators, Eric said:

Eric: Just being able to know these people on the first name basis and, you know, being able to reach out to them if I had any concerns with my son or things that were going on with the school was good, and then letting him know that I was a member of the PASS program, you know, letting him know that, you know, I’m going to be advocating for these kids.

Shifting to the learnings from PASS, when asked that if the information has helped to navigate the education system, Eric said: “one of the things that I felt like was really important is they showed us how to access the school district to attend the meetings virtually, and also to comment, you know, to say, ‘Hey, my name is Eric, and I’m a part of Sacramento Parents Advocating for Student Success, the Sacramento PASS program.’” Reflecting on the learnings from PASS, Eric said, “You, know my son wasn’t getting the education that he should have been getting due to the lack of resources or the pandemic, and you know, that there was violence, and he was getting suspended often, and then having to go to hearings and different things like that.” He also noted the SAYS program and the history lesson focused on the educational system were among the sessions he enjoyed most.

Eric described a personal-level learning or growth from being a part of PASS, sharing a previous “fear of just approaching people” in educational school settings. He continued with the following:

Eric: I think that the reason probably was just that I was just nervous to just approach a stranger about, you know, things going on at the school, because it is a heavy topic to talk about what you’re dealing with our young scholars’ education, you know, and the different things that are going on within the district, and I want to do that.

However, since PASS, Eric shared wanting to be part of a support network of parents:

Eric: The way I see it is like, I want to make it to where if like one of the members of PASS has a child in elementary school, that by the time they get to high school, they would've already known that there was someone who was there that they can reach out to whose had some experience with dealing with the school district or site council, or, you know, maybe just things to improve the school for the kids learning.

Describing a change felt with his family, including his son, because of his increase in engagement, Eric said:

Eric: He's here when I'm doing my Zoom calls, and I'm sure you probably hear it in the background, my family, and you know, I get excited about it because I talk about it. Like soon as our meeting's over, I'm getting excited. I'm telling about all the stuff that I learned and what I'm hoping to do for the future of our youth that are you know, coming up in the school district or this area of Sacramento, and I get a lot of support from them. They don't engage with me as much about it, but I know that they're proud of me for trying to do something for the youth of Sacramento.

Taking a moment to further reflect, Eric expressed: "Yeah. So that's what motivates me to keep going, is knowing that, you know, I want my son to get a good education and to have a good future for himself, and that I got the support of family that's here. Yeah. That helps too."

Asked to think beyond PASS, after graduating from the program, and what comes next, Eric said this:

Eric: What it did is it really motivated me to stay involved and to be more involved with my child's education, and also, you know, establish relationships with other parents who have children that are in the same grade.

Further adding:

Eric: I don't want to see my son, I don't want to see, if you have children, your children, or any of my PASS members' children, I don't want to see them on the

news for something tragic, you know, because I've seen things like that recently here in Sacramento.

That's what motivates me to want to go out and do more, and where I see myself is just keep pushing and keep doing what I can to, you know, keep educating parents about the Sacramento PASS program, other programs that are affiliated with it that have been able to, you know, help other people in the community and stuff like that.

"I'm happy that my son looks at me that way, that he knows that I'm not just doing it for him. I'm doing it for the community around here and for the youth that's coming up now."

Given an opportunity to offer words of wisdom as a first cohort member of PASS to a parent considering being a part of the program, Eric said the following:

Eric: I would just say it's worth looking into. Our kids are worth everything to us, so it's definitely worth looking into, I mean, you'll learn a lot. There'll be lots of open discussions. There's no language barrier, you know. If you're a Spanish speaker or you speak English or, you know, maybe you speak English, but not very well, whatever it is, we're welcoming everyone. No one's going to be judgmental of your past. You know, we just want to be strong force for our children and represent them the way that they should be represented..."

Sharing a final reflective thought, Eric commented: "I'm happy that my son looks at me that way, that he knows that I'm not just doing it for him. I'm doing it for the community around here and for the youth that's coming up now."

La Toi Frye

Growing up in Antelope, Mrs. Frye did not experience exposure to much racial diversity while attending schools in the Center Unified School District. Recently celebrating a three-year anniversary, Mrs. Frye is a mother of twins and a six-year-old bonus daughter that is currently in first grade at O.W. Erlewine Elementary School. Mrs. Frye is committed to being involved in her daughter's school, particularly because her parents were not. Joining the PTA at the start of the school year offered Mrs. Frye a first step toward becoming part of the school-community. It was through the PTA, Mrs. Frye shared that she received information about PASS:

Mrs. Frye: I immediately joined PTA at the beginning of the school year because that's the introduction into being a part of your school community, and then got an email sent out to us from the District, and that was for PASS. And so it was a little blurb about what PASS was doing. And I just thought this will get me even more involved with the school and this is what I want. I want to be really hands on.

A social worker by profession, Mrs. Frye expressed interest in connecting her professional career with involvement as a parent. Mrs. Frye shared:

Mrs. Frye: I'm a social worker and so I'm always looking for ways to just impact change, impact positive change on a person-to-person level, a human-to-human level and then on a large-scale level. And so I thought this would be a really good way to serve my passion as a parent and as a professional.

Acknowledging a feeling of disconnect as a parent of a young scholar just starting her educational career, which first began virtually because of COVID-19, Mrs. Frye stated, "I feel like one of my struggles with PASS is that I'm brand new to how the school system works." Describing this feeling during PASS meetings:

Mrs. Frye: I don't have that community within the school yet. So that's something that's really still developing with me, where a lot of the other PASS parents have older kids, and they already know what's going wrong in their school. I don't know that yet so

I'm looking at everything with a lens, like okay. PASS is really, for me, creating a critical thinking analytical lens and almost what to be prepared for.

It's good to see the struggles, the challenges that schools are having and especially with their administration, that's been good for me because it's almost like preparing for battle, I guess, and knowing what challenges I can expect too. And then PASS teaching me how to meet those challenges and how to fight those battles and how to prepare my armor.

Describing the bridge to connect with the school that her daughter attends by meeting with the principal to talk about PASS, Mrs. Frye expressed a bit of uncertainty before the meeting, stating:

Mrs. Frye: So the principal that I have actually used to be the principal at Floyd, and it was one of the schools that we focused on in one of the sessions. And so when I went in to meet with him and talk about what I was doing with PASS, I was thinking... I don't know what I was thinking. I was thinking am I going to have somebody who's interested?

Mrs. Frye then went on to describe the meeting with the principal of her daughter's school:

Mrs. Frye: I was going to give a little presentation, a little PowerPoint presentation talking about what we're doing in PASS, and I didn't even get through it, we had conversation the whole time.

Further noting one of the principal's intentions to work "on implementing a restorative justice program at the school too and was interested in having me create a parent series program to engage the parents at the school too."

Mrs. Frye expressed an aspect of personal growth resulting from her participation in PASS. Specifically describing overcoming anxiety experienced by social engagement in large groups. She said the following:

Mrs. Frye: Another big thing I'm getting out of PASS is that I have social anxiety, which sounds funny for a social worker, but I'm fine one-on-one with people, but in bigger settings or in groups of people, doing any type of presentations or talking, I just get beside myself.

Public speaking, oh my gosh, all of that just makes me really nervous. And so PASS is forcing me to do some of that, which is part why I joined it, because it's part of leadership. You have to use your voice. And even if you're not comfortable using your voice, you'll get there. I'll get there, but I got to start somewhere. And so being in PASS, I'm like, 'Okay, this will force me to have to do that.' So this is good for me. And the driving force behind it all is I'm doing something to support my child. And not just my child, but my child's friends in our community and our families in our community.

Reflecting on the workshop that stood out the most, Mrs. Frye shared that she enjoyed the session focused on participating in school board meetings stating, "I really like that because then we also broke out into small groups, and we practiced." Further describing the impact of learning from the session, Mrs. Frye expressed, "But even just him showing, telling us that, that's a lot of power to bring to a meeting as a parent. And it's really empowering to have that information because most people don't. I would've had no idea."

When asked what she enjoyed about the overall experience in PASS, Mrs. Frye noted the relationship building with other parents:

Mrs. Frye: I've really enjoyed connecting with other parents, and especially because my daughter is so young and her first year of kindergarten was on Zoom. I had no parent community before this year, and I felt I was able to build that community with PASS.

Describing the importance of community in the educational experiences of all students, Mrs. Frye said the following:

Mrs. Frye: I'm learning about some things that make me gasp and say, 'How is this happening in our schools and our communities?' So I think, it may not be happening at the school that my daughter goes to. It might not be my concern for her school or something that's staring me in the face, but it's still a concern in our community and that's just as important to me. I think that's been really powerful. And building relationships that I know that are going to go past the end of our PASS year.

Thinking about opportunities to strengthen future PASS program efforts, Mrs. Frye suggested incorporating parent community placements saying, "What if parents could talk about what they're interested in learning more about and maybe pair with one of the community providers who are doing presentations." Adding, "We can have an actual placement somewhere in the community that's built into our goal plan for the year as a parent."

Asked to describe what PASS has meant for her as a parent, Mrs. Frye shared the following:

Mrs. Frye: I'm so appreciative that I'm able to have it this early on, and my kids being in school because it's going to help navigate the next so many years they're in school. It's going to help us navigate the school system and learn how to work with the school and advocate for my kids' needs. I really believe the statement that knowledge is power.

I had no parent community before this year, and I felt I was able to build that community with PASS.

Mrs. Frye further added:

Mrs. Frye: I really liked that the Northern California Legal Services was involved and taught us about IEPs and what that looks like with schools. Everything from that to, we were journaling about ourselves in one session, and so I think this beautiful multifaceted variety of just empowerment that we're being equipped with."

Offering some words of advice for future PASS parents, she shared:

Mrs. Frye: One practical thing I can think of is, start building a plan of how you're going to use the information. Alongside your learning in PASS and the education that you're receiving, start building a plan of how you're going to use it in the future and how to equip and prepare yourself in the future.

Roxana Gonzalez

Given a minute to describe herself, Roxana said this:

Roxana: I have two children. My youngest is a boy. He is in kindergarten. And my oldest is in second grade. They both go to Bowling Green Chacón, which is the bilingual part of Bowling Green.

I've always kind of been involved some way or another in their school. I tried helping out here and there when my oldest was in preschool. I like to be involved. I like to be one of those parents that are active. Right now, it's a little bit down because of COVID and what not.

When asked to describe how she got involved or what made her interested in PASS, she expressed:

Roxana: ...my daughter was having difficulty, and I noticed it more during the pandemic because we were at home, and it was hard. I brought it to my... no, it was brought to my attention when she was in preschool, and I talked a little bit about it to the kindergarten teacher. And he's like, "No, it's fine. We'll see at the end of the year." And then the COVID... and then all first grade, she was out with online classes.

And that whole process, when she was at home, I noticed that she had difficulty really focusing and paying attention. I had a hard time having her sit down at the computer for so long and then be engaged. So, then I brought it upon myself to make it a formal letter and actually go and get the school to intervene and see what's going on. And they did. They did. They started the process a little but in first grade and now in second grade.

In that whole process of me having her with the IEP and what not, I was looking for resources, and I was looking for answers, because it was hard for me to get to that point let alone the school's telling me a few things, and I'm trying to check if that's correct, because they're like, "Oh, well, it's not necessarily..." And so me trying to find information within the district, I came across the ad for PASS. Which was a blessing in disguise because I was already one of those parents that was involved in one way or another. I mean I did it on a voluntary basis, so when I saw the ad, I was like, "Wow, this is good. This is what I was looking for to get more information to be an active parent, to be

able to organize and get the resources that we need at school, what not." And then on top of that, we got a stipend. I was like, "This is really great." So that's my experience in getting in the whole PASS.

Describing her own experiences growing up, Roxana shared:

Roxana: From my own experiences growing up because part of the culture in the household and the Latino culture and Hispanic culture, respect your elders, all that. And there goes a lot to it where you go out and it's like, "Oh, well they said something. It's what the teacher said." And it's like, "Well, what about my side?" Just because they're staff members, just because they have a title of principal or what not, doesn't necessarily mean that they're always correct or right.

You know, my daughter's telling me that she doesn't get to go to the bathroom because the teacher doesn't let her. I'm like, "Well, it could be if she has to go, she has to go." And I told her, "If you got to go, you got to go. If you get in trouble, don't worry. You're not going to get in trouble with me."

You know, it's a thing that, like I said, growing up in the same environment, in the same schools. Going to Grant or Burbank, that are one of the bad schools, and you're not going to amount to much or what not. And it's like, "Well, if the school's not doing well, as parents, what can we do to better that school? Why do we have to go somewhere else to receive that education?" I mean, there's lots of funding out there. There's lots of resources, but why are the schools not putting it into the school? Where is it going? You know?

Shifting to learnings from PASS, Roxana shared:

Roxana: I learned that because we were in PASS and we had a meeting, and some of the parents that are in there, they're like in the PTA, and they were talking about their school. So, I guess it's one of those things where there's always an excuse of something. If it's not... right now, it's because of COVID. Everything's COVID. Before, the funding. There's always going to be some sort of excuse, but I'm like, "You can always find a solution if you really want."

Two workshops that Roxana felt were most impactful included the sessions focused on how school systems work and legal services. Noting, “I think that was a very good topic because we were getting a lot of information and there’s a lot of good information and there’s a lot of good speakers.” Through the veteran parent, Roxana expressed a desire to better understand practical steps for parents when navigating school systems. Specifically, Roxana shared with the veteran parent, “Hey, where do we go? There’s this issue.” Roxana further explained:

Roxana: Do I go to the principal? I mean, obviously the principal is part of the issue, so who do I go to? Like, I, myself, when I was advocating for my child, I was going to the principal and then I was trying to go to the district and then there was somebody in the district would refer me to somebody else in the district. And I was like, how does this work? Is there somebody else that I can go to, that can actually help, because there’s certain people that have certain power.”

Describing personal experiences trying to get support services for her daughter: “it took me two years when I was just voicing my opinion and voicing my concerns, and nothing was going on.” She further expressed, “Even now I’m still navigating the system and how everything works” and emphasized, “That’s why I do think knowledge is powerful... knowledge is very powerful.” Roxana connected the workshop learnings to what helped her as a parent advocating for her own child:

Roxana: So, that’s why, I mentioned those two workshops... because that’s what helped me. I mean, I feel if a parent is advocating for their child or something, knowing what are your resources? What are your rights? And who to go to is the most important thing because you can go to someone and they’ll be friendly and they’ll tell you, “Oh yeah, we’re helping you.” But in reality, they’re not.

The opportunity to engage with other parents was one thing that Roxana described as enjoying most about PASS. Roxana enjoyed interactions with other parents, particularly with parents that had similar experiences, advocate for their children, “want to

learn more,” and “with other people who are in the same mindset.” Given the opportunity to offer advice to future PASS parents, Roxana said, “ask a lot of questions.” Further adding the value of a supportive shared network of community:

Roxana felt that her experience with PASS was appropriately timed: “came during the time where it was like a blessing in disguise.”

Roxana: And talk to a lot of people because you don’t know who, like I said, who might have some information that might be useful or helpful. Not for yourself, only, but even for somebody else. But yeah, establishing that networking, community base and just learning and asking a lot of questions.”

Roxana felt that her experience with PASS was appropriately timed: “came during the time where it was like a blessing in disguise.” Describing what being a part of PASS has meant for her:

Roxana: I feel I belong to a community who can advocate as with myself. If I didn’t have the answer, then I can seek out help. So, I think that was very important and I think that was very helpful, knowing that there’s somebody there kind of to back you up.

PARENT POST-SURVEY

A total of 10 parents completed the survey with most indicating having one to two children attending elementary school in the Sacramento City Unified School District. Based on responses, Figure 1 below represents self-identified ethnicity, while Figure 2 indicates the age range of survey participants (Note: participants were instructed to select all that apply).

FIGURE 1
Parent Self-Identified Ethnicity

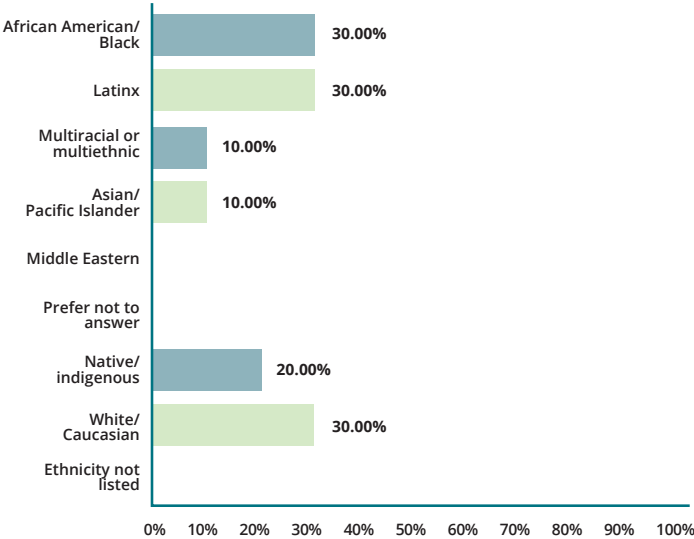
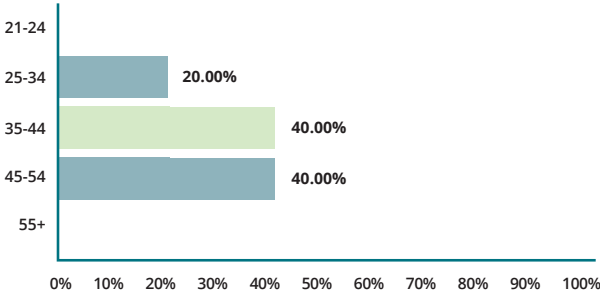


FIGURE 2
Survey Participants Age Range



The survey asked parents to reflect on their involvement in the PASS Leadership Training Institute, connections to their school-community, sense of agency, and overall PASS experience by indicating degree of agreement to a series of statements. To guide the analysis of the survey data, we considered 90% or more responses to the questions indicating strongly agree or agree as areas of strengths that should be considered for continued aspects of implementation with consistency in PASS. Responses less than 90% are considered areas for further exploration to ensure that the experiences of PASS parents are equally impactful, meaningfully relevant, and focused on the program’s intended areas of learning. Parent responses to post-survey statements were overwhelmingly in agreement ($\geq 90\%$), specifically to indicators in the areas of the PASS Leadership Training Institute and parent agency. Concerning Parent Advocacy in School-Community, when asked to respond to the statement “I communicate with my child’s teacher(s) more often than before PASS,” 80% of respondents indicated strongly agree or agree. When asked to think about their overall experience in PASS, 80% of parents indicated agreement with the statement, “PASS presenters and parents developed meaningful relationships.” Table 2 below further presents parents’ perceptions of their experience in PASS.

TABLE 2

Parent Perceptions Related to Experiences in PASS

Indicators	% Agree or Strongly Agree
PASS Leadership Training Institute	
I have an increased understanding of how to make sense of school-related data.	100
I know how to make data-informed decisions about my child's education.	100
I feel more comfortable sharing my experiences or perspectives as a parent.	100
I understand what the role of a change agent is as a parent.	90
I have a basic understanding of the community organizing model.	100
I am aware of various decision-makers that can affect change in education.	100
I have increased knowledge about the history of the educational system in the United States.	100
I have an increased awareness of the educational struggles of Black/African Americans, Latinx, and Indigenous/Native people living in the United States.	100
I have an increased understanding of school or district's inner workings (e.g., budget, school site councils, boards, etc.)	90
I feel equipped with the skills necessary to conduct a power analysis of school systems.	90
I have a better understanding of the legal context in how justice and equity impact education.	100
I have a better understanding of the consequences policy change can have on education.	100
PASS Parent Advocacy in School-Community	
I communicate with my child's teacher(s) more often than before PASS.	80
I communicate with my child's principal(s) more often than before PASS.	90
I communicate with district administration more often than before PASS about the educational experiences (e.g., challenges, policies, successes, recommendations, etc.) of my child.	90
I am more actively involved (e.g., parent-teacher conferences, site council, PTA, parent advisory groups, etc.) in my child's school activities.	90
I am more actively involved in what my child is learning to monitor their academic progress better.	100
I volunteer (in-person or virtually) more often at my child's school.	90
PASS Parent Agency	
I plan to be more engaged in organizing with other parents or parent groups for overall improved student outcomes.	100
I have the confidence to advocate for my child(ren) in a school-related meeting (e.g., parent-teacher conference, counselor session, discipline meeting or hearing, school board meeting, etc.).	100
I can be a parent leader for other parents in future PASS efforts.	90
I have new ways to think about parent engagement in education-focused advocacy.	90
I feel more equipped to engage in my child's educational experience.	100
Overall PASS Experience	
Materials (e.g., handouts, readings, PowerPoints, etc.) provided were readily accessible in my native language.	100
PASS-related materials (e.g., handouts, readings, PowerPoints, etc.) were available to parents when needed.	90
Communications (e.g., emails, phone calls, texts) were accessible in my native language.	90
Communications between parents and PASS staff or partners occurred with an appropriate frequency.	90
Engaging in PASS-related meetings or trainings was logistically easy.	100
Information shared or presented during the PASS Leadership Training Institute seemed to build on the previous session's learning.	90
The Leadership Training Institute involved active, meaningful engagement of parents.	100
I developed individualized relationships with parents from various school sites.	90
Engagement with PASS partners or presenters only occurred during the Leadership Training Institute.	90
PASS presenters and parents developed meaningful relationships.	80
There were opportunities to engage directly with other parent members of PASS.	90

Parents answered several open-ended questions as part of the survey. When asked to describe what they enjoyed most about their involvement in PASS, responses indicated learning about education systems, engagement and peer-learning with other parents, and the information presented. The following quotes are some of the responses.

- "Meeting and creating with other parents. Loved when put in smaller groups."
- "Listening. Listening to the presenters, to the parents. Learning of each participant's experiences, knowledge, thoughts, concerns, and successes."
- "The information that was presented and the engagement of the training."
- "These sections improved my vocabulary and overall knowledge of the inner workings of our educational system in Sacramento and our nation."

Conversely, when asked what was least enjoyable, most parents indicated not meeting in person. Other responses suggested a lack of responsiveness or intentional practice of inclusivity for divergent voices and beliefs. The following excerpts demonstrate this theme.

- "Having to do it on Zoom!"
- "Not being able to meet in person."
- "The Bible quotes on every journal page. Shouldn't assume everyone is a Xtian."
- "On creative writing days there were talks about consequences for traumatized or disruptive students. I felt my opinion was not valuable if I did not follow the same racial or political options of others. For example (additional campus security for our children, some dialogue about race and discrimination)."

Asked to think about improvements to PASS for future parents, one participant said, "Future parents would benefit from being in person," which was similarly expressed by multiple parents. One parent stated "more ice breakers" would improve PASS. The following responses offered specific descriptions for improvement:

- "Establish communication with parents and build a network and get to know each other and what are some of the roles that we are active in."
- "Creating a Placement/Internship for each parent based on their long-term goals, i.e., Observing a day with BPSB or LSNC in action."
- "A PASS Observation Day at the schools would be a nice addition similar to the event held by the Black Parallel School Board."

Every response provided to the question, "Is there anything else you would like to tell us about your engagement in PASS?" is included below.

- "PASS IS AN OUTSTANDING OPPORTUNITY AND TRAINING VEHICLE FOR FAMILIES!!!"
- "Thank you for furthering my understanding of our educational system's deficiencies"
- "It was an incredible experience and I am so grateful for it."
- "PASS gave me the support I needed to advocate for my children and youth in SCUSD"
- "Hope this work spreads throughout the community"
- "Will be continuing!"
- "We need more like this"

PARTNER LISTENING SESSION

Listening through Storytelling

DESIGN AND PROCESS

The process of sharing stories has been widely documented as a valuable data collection technique². Storytelling and learning are intertwined because the process is based on an individual's experiences and allows one to learn from both the individual and shared perspectives. Rooted in and indigenous to many different cultures, storytelling offers a culturally responsive approach to gathering qualitative data by employing a more familiar practice for individuals from various backgrounds. In a listening session, a customized protocol with open-ended prompts guide participants through the storytelling process, creating opportunity for insightful responses from the unique perspectives of each participant.

The process of storytelling was used as a means to collect qualitative data on the implementation of the Sac PASS program from the perspective of the Sac PASS collaborative partners. Prompts were developed to encourage reflection and storytelling centered

around the identification of strengths, aspirations, challenges and solutions in the implementation of the pilot year for Sac PASS. Table 3 describes the specific prompts used, and their purpose.

A listening session was conducted with partnering organizations on Friday, May 27, 2022. The session was held virtually, using several digital platforms to allow for video engagement in large and small groups, and anonymous written documentation of responses. The listening session was built into an existing collaborative partner meeting for partner accessibility, and intentionally scheduled to follow the close of Sac PASS programming for Cohort 1, to allow participants to reflect on the full program implementation. Sac PASS collaborative partners participated in the session, representing various organizations and roles, including both lead coordination partners, veteran parent coaches, content developers and workshop facilitators.

² Labonte, R. and Feather, J. (1996) *Handbook on Using Stories in Health Promotion Practice*. Health Canada, Ottawa

TABLE 3
Listening Session Prompts and Purpose

Listening Session Prompt	Purpose
Something I Love... Describe something you love about the implementation of the Sacramento PASS program. What worked really well? Please be as specific as possible.	Indicates assets or strengths from the perspective of the respective participant.
If I Ruled the World... If you ruled the world and were in charge of the Sacramento PASS program, what is one thing that you would make sure is provided to, or experienced by, all program participants?	Indicates aspirations or change that respective participant ideally wants to see happen.
A Problem I See... What are some of the challenges or issues that you have observed, experienced, or noticed in the implementation of the Sacramento PASS program. What didn't work so well? Please be as specific as possible.	Indicates an area for growth from the perspective of the respective participant.
How I Want to Move My Community... If there could be something done right now to address the challenge or problem(s) you mentioned, what would that be?	Indicates action steps that the respective participant would encourage the community to take toward addressing the problem(s) identified.



Analysis of Emergent Themes

Where We Agree

While unique individual perspectives were shared by listening session participants, several themes emerged from their responses. Collectively, Sac PASS partners expressed appreciation for the sense of community established, both with parent participants and also within the collaboration among organizational partners. PASS partners also valued the opportunity to support parents in the empowering process of becoming more equipped advocates for their children. Partners agreed in their desire for more opportunity to build relationships with parents in-person, additional resources for families, and for coordinated and enhanced systems of communication, both within the Sac PASS program and with Sacramento City Unified District and schools. Responses indicated an overall need for increased cohesiveness and clear communication, shared

understanding of roles and expectations within the program, and opportunity for parents to apply the skills they are learning while in the program. To address those challenges, partners suggested incorporating structured opportunities for parents to activate their learning within the schools, engaging parents in the collaborative design of program offerings, strengthening the role of veteran parents, and ensuring clear, consistent communication among partner organizations.

Table 4 reflects emergent themes for each listening session prompt, with significant statements pulled directly from the written responses to add further clarity. As the themes reflect responses most participants collectively agreed upon, the word “I” in the prompt is substituted with “WE”.

TABLE 4

Emergent Themes from Sac PASS Partner Listening Session

Themes Aligned to Each Prompt	Significant Statements
Something WE Love... Sense of community within the collaboration with organizations and with parents. Expressed gratitude in the opportunity to support parent advocacy and empowerment.	<ul style="list-style-type: none"> • I loved the opportunity to collaborate with parents, and the different organizations that came to the table... • It matters when folks who care about people are in the lead. • Parents getting excited about learning to advocate for their scholars. • Parents understanding how to support their kids.
If WE Ruled the World... Enhanced program coordination and infrastructure. Effective, purposeful communication (both internally with partner organizations and with SCUSD). In-person engagement opportunities to build relationships. Expanded resources to parents and families.	<ul style="list-style-type: none"> • Provide binders with all the workshops printed out already. • More communication between the schools and the PASS program and participants. • ...I'd have an in-person retreat for all the PASS participants to strengthen and build community relations. • Parents would get bigger stipends. Students would also be included in the cohort to learn alongside their parents... • More time, money and transportation
A Problem WE See... Lack of opportunity for parents to transfer learning and skill-building into practice within SCUSD. Need for increased shared understanding of roles and expectations. Need for increased cohesiveness and improved communication within the program.	<ul style="list-style-type: none"> • Opportunity for parents to practice the skills...then come back and tell us how it was. • The original goal of the PASS to assign parents to school sites to advocate for students was not the outcome. • Better understanding of expectations of parents and the veteran parents • Cohesiveness, I think it is a challenge to have some consistency in how the information flows from one session to the next... • The last-minute communication and more organization
How WE Want to Move OUR Community... Engaging Sac PASS parents in co-design. Strengthen the role of veteran parents. Include structured opportunities for parents to advocate in schools and district. Increase coordination in program implementation, including with schools.	<ul style="list-style-type: none"> • Let the veteran parents support the leaders to collaborate with parents. Also allow the parents to have more input when it comes to workshops... • PASS parents be assigned to school sites to advocate for student success • Hiring a program coordinator to help organize and steer the cohort • Create clearer expectations for partners... • ...specialized recruitment at school sites to engage a wider variety of parents to apply...

RECOMMENDED CONSIDERATIONS MOVING FORWARD

Findings from the PASS evaluation and assessment suggest year one implementation resulted in numerous positive outcomes. PASS participants and collaborative partners indicated the empowerment of parents to be better positioned to support their child in SCUSD schools with information, tools, and resources to advocate for their child/ren successfully. Parents described bridging new connections with school administrators, increased understanding of how to engage with the school board, and advocating in student hearings because they participated in PASS. Parents and collaborative partners echoed a sense of community among PASS cohort one. Parents of scholars from various grades and schools, representing diverse backgrounds, experiences, and perspectives, worked together, learning alongside and from one another toward the shared goal of advocating for their children, as presented by the information gathered through the evaluation and assessment components. Expansion of the PASS community by sharing information and resource tools with other parents was an emergent interest conveyed by parents—indicating motivation to move in advocacy for their child and all SCUSD children. Additionally highlighted and repeatedly identified by Cohort 1 participants was the breadth of content experts represented by Sac PASS collaborative partner organizations and supportive facilitative leadership. Findings from year-one implementation of Sacramento PASS inform the following recommended considerations as program planning moves forward into year two.

PURPOSEFUL ENGAGEMENT AND EMPOWERMENT

“PASS gave me the support I needed to advocate for my children and youth in SCUSD”

-PASS Cohort 1 Parent

Establish a more formalized process to connect parents with their school(s) and administrative site

leaders, including a clearly defined role and shared expectations between PASS parents and schools. Design and integrate explicit opportunities for PASS parents to apply the advocacy skills and new knowledge with a process for continued support from PASS advocacy experts and veteran parents for coaching and reflection.

BUILDING A PARENT-DRIVEN ADVOCACY COMMUNITY

“And the driving force behind it all is I’m doing something to support my child. And not just my child, but my child’s friends in our community and our families in our community”

-PASS Cohort 1 Parent

Integrate an end-of-year, site-based PASS informational session hosted by Cohort parents as a component of program completion. Such a session would create space for parents to recap their learning experience, share critical strategies for parent advocacy with other parents, and help expand the PASS community by recruiting potential members for future cohorts. The process of coordinating a site-based event would encourage further relationship-building at the school level. Partnering organizations also expressed a desire to build deeper relationships with PASS participants. Explore opportunities to strengthen 1:1 parent support, engage the children of PASS parents in discussions, and integrate more in-person engagement opportunities with collaborative partners.

STRONGER TOGETHER

“It matters when folks who care about people are in the lead.”

- Sac PASS Collaborative Partner

Outline workshops sessions that make up the PASS Leadership Institute Training more explicitly aligned to the intended outcomes. Increase cohesiveness across partnership offerings by requesting detailed workshop presentation outlines in advance of the start of the cohort, and build in learning connections across workshop topics. Build in time for strategic planning during the bi-weekly collaborative partner meetings to enhance alignment coordination between workshops to maximize parents' learning experience.

While topic variety is important, it can also become an overwhelming amount of information. Continue to engage PASS parents in pre-planning, and an ongoing feedback loop to ensure program offerings are most relevant for their needs, refining for deeper learning in fewer topic areas when appropriate. Ensure parent and collaborative partner expectations are clear, provided in advance, and remain consistent throughout the program. Likewise, communication should be consistent, concise, and whenever possible, provided in advance to maximize coordination, and parent involvement.





CONGRATULATIONS

Sacramento PASS 2021-2022 COHORT

PASS Cohort 1 Parents and Children School Sites

AMBER VERDUGO, A.M. Winn Public Waldorf eK-8

ANA T. NAVARRETE, Edward Kemble Elementary School, School of Engineering and Science

ANGELICA FRANCO, César E. Chávez Intermediate School

BEATRIZ MEZA, John F. Kennedy High School, Sutter Middle School, César E. Chávez Intermediate School, Edward Kemble Elementary School

CECILIA GUTIERREZ, Edward Kemble Elementary School, César E. Chávez Intermediate School

DAVID O'CONNOR, Tahoe Elementary School

ERIC WASHINGTON, John F. Kennedy High School

KATRENA BLACKSHIRE LEE, Luther Burbank High School, Bowling Green Charter Elementary School
Ken McCoy Academy

LA TOI FRYE, O.W. Erlewine Elementary School

LORENA JAIME, Sutter Middle School, Leonardo da Vinci eK-8 School

MELISA V. CERVANTES, Rosemont High School, Isador Cohen Elementary School

MONICA ESTRADA, Tahoe Elementary School, School of Engineering and Science

MONICA TARBUSKOVICH, A.M. Winn Public Waldorf eK-8

ROXANA GONZALES, Bowling Green Charter Chacon Language and Science Academy

SEANELLA BARNES, Woodbine Elementary School

SHELA BARNES, Burbank High School

STEPHEN ORIHUELA, Capital City School

VALERIE D. WILLIAMS, John Cabrillo Elementary School, Sam Brannan Middle School

YENY ESTEVEZ, Sutter Middle School, Leonardo da Vinci eK-8 School, Edward Kemble Elementary School



PARENT VETERANS

PASS Year One

DENISHA BLAND, Sacramento Area Youth Speaks

ELVIA VASQUEZ, Sacramento Area Congregations Together

LASHANYA BREAZELLE, Her Health First, Black Parallel School Board

TONI JOHNSON, Her Health First

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The brilliant Sacramento Parents Advocating for Success Cohort-1 Parents

Roberts Family Development Center
Sacramento Area Congregations Together

Sac PASS Veteran Parents

All the Sac PASS Collaborative Partner Organizations and Agencies

Chet Hewitt and The Center at Sierra Health Foundation

We are honored to support this critical work alongside such phenomenal and dedicated leaders.

Thank you to Greg Berger at Pomegranate Design, for his creative, digital design magic.

EVALUATION AND ASSESSMENT TEAM

bel Reyes, Ed.D., Executive Director, Innovation Bridge

Dr. Reyes has over a decade of experience working in close partnership with various community and youth-adult partnerships. She brings a host of facilitation skills and leadership in developing community and school partnerships. Dr. Reyes has extensive experience working with community-based organizations to strengthen their capacity to support young leaders, engage boards of directors/administrators, develop, and implement strategic plans, design and implement effective leadership, and develop training in fundraising, staff development, program evaluation and planning. Born to immigrant parents from Guanajuato, México, and a mother herself, bel values the contributions that culture, language, and identity have on education and community.

Brit Irby, Associate Director, Innovation Bridge

Brit Irby has served the needs of youth, families, and communities for nearly two decades, in various capacities within K-12 and post-secondary education systems, and city leadership. She has been instrumental in developing and overseeing nationally recognized programs for youth, with extensive experience in expanded learning and intervention programming for youth of color. Ms. Irby currently serves as Associate Director for Innovation Bridge, where she provides consulting, training, strategic planning, and various technical assistance services in partnership with school districts and non-profit organizations. She specializes in authentic community engagement, and coordination of collaborative partnerships that are meaningful and impactful toward improving outcomes for youth and families.

Vanessa Reyes, Program Coordinator, Innovation Bridge

Vanessa has a wide array of experience serving youth, families, and community members in various settings, including K-12 and post-secondary education. She has been essential in establishing various leadership community partnerships, including a school-community Women Empowering Women Collaborative, a virtual speaker series focused on educational equity and healing, and a cross-district summit for girls and gender-expansive identified youth. Vanessa currently serves as Program Coordinator for Innovation Bridge, where she provides leadership in implementing training, facilitation, and technical assistance support of community-engagement partnerships. Vanessa is a humble community servant who is intent on pouring back into communities that have so graciously poured into her.

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