



**SACRAMENTO
PASS**

SUMMARY REPORT
YEAR 2
2022-2023

EXECUTIVE SUMMARY

KEY LEARNINGS for PROGRAM ENHANCEMENT and SUSTAINABILITY

Sacramento Parents Advocating for Student Success (Sacramento PASS) is an advocacy and leadership program centered on building parent capacity to support their child's education within the Sacramento City Unified School District (SCUSD). Sponsored by The Center at Sierra Health Foundation and co-led by community partners at Roberts Family Development Center and Sacramento Area Congregations Together, the program launched its second cohort during the 2022-2023 school year. The following summarizes key learnings from cohort two implementation.

Activating Advocacy

A common thread noted repeatedly by parents and partners was the value and power of increased opportunity to activate the knowledge and skills built through participation in Sacramento PASS (e.g., activation of workshop topics and content) in real-life advocacy for children. One specific example included PASS parents working together in advocacy to address challenges at SCUSD's Bowling Green Elementary School. The direct application of tools, resources, and coaching by Sacramento PASS partners not only supported parents to be better informed and equipped to act on behalf of their children and the children of others, the process also reinforced the learning from the Sacramento PASS Institute, deepening understanding of systems navigation through first-hand experience. PASS parents expressed interest in additional opportunities for activation of the workshop topics and content throughout the program year to further enhance the model. This could include program "field trips" to School Board meetings, the SCUSD Hearing Office, Student Support Centers, etc. as well as 1:1 coaching to address student-specific needs (IEP support, discipline/behavior hearing, etc.).

Power in Relationships

Similarly to year one, relationships emerged as an explicit driving factor in the success of Sacramento PASS. Meaningful relationships between PASS parents and the program's lead organizations has resulted in a successful program model that is responsive to the unique needs of

the families it engages. Positive and collaborative relationships among parents within cohort two have contributed to increased learning, inspired collective action, and overall program impact. Building on the strength of PASS relationships, improved coordination and connectivity between current and previous program cohorts through structured cross-cohort engagement and design could further expand the network of parent advocates going forward.

Specific roles for program graduates, which could include school site or feeder pattern ambassadors and a return of the parent veteran mentor model from year one, can help establish a clear pathway for ongoing purposeful engagement beyond the initial program year.

Mapping Out Representation

The landscape assessment and participant demographic data were collected to highlight the breadth of representation among PASS participants over the initial two years of implementation. Each SCUSD Trustee Area is represented, and parents from cohorts two and one representing SCUSD students from Pre-K through High School, including traditional schools, public charter schools, and independent studies. With increased understanding of where PASS program graduates are located within the district, PASS parents can collaborate more intentionally within the school feeder pattern for their child, and bridge connections with other parents in their regions.

Additionally, several SCUSD schools with needs aligned to PASS program outcomes have also not been represented among program participants to date. PASS parent graduates serving as program ambassadors could be an effective strategy to increase recruitment from under-represented school sites. Community-based partners can also assist with recruitment within specific communities. Aligned with additional recruitment goals is the need to ensure adequate resources and funding is allocated to support Sacramento PASS and ensure all future participants have access to the information, training and connections they deserve.



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INTRODUCTION

In year two, Sacramento Parents Advocating for Student Success (PASS) graduated its second cohort of parents with children enrolled in the Sacramento City Unified School District (SCUSD). Sacramento PASS is a parent-centered advocacy leadership program that builds parents' capacity, knowledge, and connections across SCUSD through a nine-month comprehensive thematic learning institute. Co-led by the Roberts Family Development Center (RFDC) and Sacramento Area Congregations Together (Sac ACT) and implemented through the facilitation of a cross-functional collaboration of diverse partners, Sacramento PASS is funded by The Center at Sierra Health Foundation (The Center). Year two of PASS implementation onboarded 22 members in its second cohort and 18 members from cohort one continuing into the next phase of engagement guided by the application of organizing (a year one learning) predominantly facilitated by Sac ACT utilizing its racial equity-driven organizing model.¹

According to McKenna and Millen (2013),² models of parent engagement that have been influential

nationally have shifted the involvement of parents “to the forefront of education discourse” (p 10). PASS engages parents through a parent-centered approach focused on increasing knowledge of educational systems and inclusivity and advocacy within those systems toward supporting the needs of students in SCUSD. This 2022-2023 Sacramento PASS Summary Report aligns with year one evaluation and assessment efforts by examining cohort two parents' learning outcomes and experiences. Year two evaluation and assessment efforts also included a lens on the shared leadership approach, program infrastructure, and the overall impact and influential reach of Sacramento PASS. The proceeding section describes the year two evaluation and assessment activities.

METHODOLOGY

As the partner overseeing the evaluation of Sacramento PASS, Innovation Bridge closely coordinated with PASS co-leads and staff to implement several qualitative and quantitative components that encapsulate the year two evaluation and assessment of the PASS program. Each data collection component assessed the extent to which intended learning outcomes were achieved, program

¹ Source: <https://www.sacact.org/organizingmodel>

² McKenna, M. K., & Millen, J. (2013). Look! Listen! Learn! Parent Narratives and Grounded Theory Models of Parent Voice, Presence, and Engagement in K-12 Education. *School Community Journal*, 23(1), 9-48.

successes, challenges, improvement opportunities, and overall program impact. The evaluation team collected qualitative data through interviews and a parent listening session. In contrast, the team collected quantitative data through post-participant surveys, an examination of secondary data through a landscape assessment, and cross-functional collaboration of partners involved in implementing PASS. The following section below briefly summarizes each component included in the year two evaluation and assessment of Sacramento PASS.

Cohort two parents participated in a **listening session** on April 29, 2023, to share experiences and learnings and offer program improvement suggestions. The listening session was facilitated using a protocol shaped by a storytelling approach and guided by PASS-related prompts. A total of 13 parents participated in the listening session; emergent themes and overall findings in a subsequent section of this report present qualitative data collected from the listening session.

Sacramento PASS interviews were conducted with program partners and staff using the Zoom platform. A total of two 60-minute interviews were conducted with three participants virtually on May 23 and May 25, 2023. An interview protocol was used for each interview and developed in alignment with PASS intended outcomes. Specifically, the interviews examined the shared leadership approach, program infrastructure, and the overall impact of Sacramento PASS. All interviews were transcribed using Rev.com, an online transcription technology service.

An electronic **parent post-survey** (English and Spanish) was available to cohort two parents to complete during May 2023. The survey utilized a Likert scale for most questions with select open-ended and demographic-related questions. The survey was voluntary, and all responses were anonymous. Seventeen (n=17) respondents completed the survey designed to examine parents' learnings and overall experience in PASS. Table 1 presents a synopsis of the areas of learning that shaped the parent post-survey.

A **landscape map** was developed as a quantitative assessment, visually highlighting the representation of PASS parents by the SCUSD school community, identifying the influential reach of engagement, and informing strategies of recruitment and outreach to address opportunity gaps through a cohort one and two mapping overlay of the self-reported (information self-reported in PASS parent application). Existing secondary data aligned to identified schools was collected through a comprehensive online search. The sites and sources used to conduct the online searches were selected for reliability and relevance. The landscape map presented in a later section of this report further details the organization of data compiled and offers contextualized activation use of the map as a resource tool.

TABLE 1
Summary of Areas of Learning

AREA OF LEARNING
CROSS-COLLABORATIVE COORDINATION AND COMMUNICATION Between partners, partners, and parents and among PASS parents
LINKAGES TO SACRAMENTO CITY UNIFIED SCHOOL DISTRICT Through partner engagement, PASS implementation alignment, and parent's connectedness
RELATIONSHIPS Between partners and parents and among PASS parents
PARENT SELF-EFFICACY AND AGENCY Parents' role as change agents, beliefs, power (individual and collective) influencers of change resulting from engagement in PASS
INTEGRATION OF PARENTS As partners and extent of application of learning experienced at their school, Shift of culture and climate (involvement of parents changed)
CURRICULUM AND LEARNING Design, development, delivery, and impact of PASS Leadership Training Institute as aligned to intended learning outcomes
SUSTAINABILITY AND RESOURCES Sustainability of engagement and resources for continued PASS partner involvement
OVERALL PASS EXPERIENCE Overall participant experience of PASS, including accessibility and inclusivity

PARENT LISTENING SESSION

Similarly to year one, the process of storytelling³ as a means to collect qualitative data was used in the evaluation and assessment of cohort two impact. Customized prompts were designed to elicit parent reflection and perspective on program strengths, challenges, aspirations and recommendations. Specific listening session prompts and their unique evaluative purpose are included in Table 2 below.

TABLE 2

Listening Session Prompts and Purpose

Listening Session Prompt	Purpose
Something I Love... Describe something you love about the Sacramento PASS program. Which part(s) of the program worked really well, or have impacted you most, and in what way(s)? 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 want 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 did not work so well, or was least impactful for you, and why? 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.

Thirteen PASS parent participants, including two parents from cohort one, engaged in the in-person session. During the session, participants were provided opportunity for individual reflection in writing and opportunity to share and discuss their responses collectively in small groups. Overall, PASS parent participants noted opportunities to learn relevant information from presenters and from the experiences of other parents as a program strength. Parents indicated a desire for all parents and families to have access to resources needed for meaningful participation, and strong desire for more in-person engagement opportunities. Challenges within program implementation included a degree of disengagement during lecture-style, virtual sessions compared to more interactive sessions and the need for increased clarity on program direction early in the program. Participants would like to see more in-person engagement opportunities and additional opportunities for parent voice moving forward.

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

Analysis of participant responses yielded the emergent themes included in Table 3. Direct quotes from the written responses of participants are also included to further clarify those themes.

TABLE 3

PASS Parent Listening Session Emergent Themes

Emergent Themes	Significant Statements from Parent Responses
Something I Love Shared valuing of opportunities to connect with other parents and learn from the perspectives of others. Appreciation for knowledgeable and relevant workshops and presenters. Sense of feeling welcomed and a part of something significant. Valuing opportunities to problem-solve real-life challenges.	<ul style="list-style-type: none"> • I love the mix of hearing parent stories and experiences as well as getting to hear from experts...in areas of education to help me learn and grow... • The program allows parents from different backgrounds and experiences to come together... • Being part of the program opened my eyes to better know how I can help my children... • ... with all the information and especially with Elvia's help, we were able to make changes to their school.
If I Ruled the World Aspirations for increased equality in resources, including access to digital learning resources for all parents. Desire for all parents to receive information available through Sacramento PASS. Expressed interest in targeting learning outcomes to the specific needs of program participants and increasing in-person engagement for future implementation.	<ul style="list-style-type: none"> • ...I would love to provide all participants with a laptop... • Igualdad de oportunidades para todos. Que todos mundo tengo access a lo necesario para el bienestar de su familia..... (Opportunity and equity for all. For everyone to have access to cover their needs, for their own well-being and their families...) • There would be 1:1 meetings with a mentor and parents to get unique plans of what type of support is needed for the school their children attend... • Include group activities to attempt to resolve real issues for the year. Have more get-togethers
A Problem I See... Instances where workshops were less engaging or interactive, leading to disengagement. Need for increased clarity on purpose, timeline and program goals at the beginning. Lack of a clear path for parents to share learnings with other parents in the district.	<p>The workshops that were less interactive seemed to be less beneficial...and to some degree less absorption of the material</p> <p>...Letting the invited person take over our agenda and turn it into their agenda...</p> <ul style="list-style-type: none"> • It would be great to see a timeline at the beginning....what the path looks like for the upcoming year, two years, five years, etc.... • ...how can we share out the info we learned at Sac PASS to other families in our schools?
How I Want to Move my Community Desire for increased in-person engagement opportunities. Shared interest in seeking parent voice earlier within the cohort year to improve engagement.	<ul style="list-style-type: none"> • Ask/poll during the start up... • ...a thing that might help is having small group in-person sessions during those heavy information day(s)... • ...Creo que pronto se podrá regresar a la normalidad en persona, sería mucho mejor en mi opinión. <p>(...I think that we soon could go back to normal in-person meetings. It would be much better, in my opinion.)</p>

“Being part of the program opened my eyes to better know how I can help my children...”

- COHORT 2 PARENT

PROGRAM STAFF AND PARTNER INTERVIEWS

Interviews with program staff and partners were conducted as part of the Sacramento PASS year two evaluation and assessment. The purpose of the interviews was to gain a better understanding of the operating structure of Sacramento PASS including its share-leadership approach, partner engagement, and overall impact and parent experience. A total of three PASS program staff and partners participated in interviews conducted virtually using an interview protocol. Pseudonyms are used instead of the actual names of those interviewed to help center the information presented. The following presents a summary and insights resulting from the interviews.

TRANSFORMATIONAL

Parent engagement is not an uncommon or profound term in K-12 education systems; however, the approach to engaging parents can be transformational as Sacramento PASS demonstrates. Describing the Sacramento PASS program, Partner B1 expressed, “Parents that came to this program with the intention to learn what resources are available for their students transform(ed) into parent advocates for all students,” suggesting that while PASS parents are equipped with the skills to support their child(ren), the knowledge gained through PASS

enhances parent’s sense of agency to support the success and wellbeing of students beyond their own. In other words, as articulated by Partner B3, **“as a Sac PASS member, you are not gaining this knowledge just for you. Part of your responsibility as a Sac PASS member is to pass on this knowledge and to be supportive to others whether it’s your kiddo or not.”** Partner B2 conveyed a similarly aligned sentiment stating, “PASS was created to be a parent voice for student success.” Sacramento PASS has integrated explicit learning areas focused on skill-building in such a way that parents actualize the application of learning throughout their PASS cohort experience by navigating what can often be a complicated landscape of support resource services at school sites, the district, and those operating in the community. An example of such application of learning was indicated by Partner B1 when describing a group of PASS parents that self-organized to meet with a school administrator to address concerns relating to the lack of teacher consistency in their student’s classroom to advocate for the development of “an infrastructure or a long-term plan.” Partner B1 noted, “transformation happens outside of our own cohort space. And in their actual school sites,” referencing examples of PASS parents’ engagement in spaces such as their local Parent Teacher Association (PTA) or English Learner Advisory Committee (ELCA) and applying their learning of framing questions to gather information relevant to meeting focus.



Engagement of PASS parents in advocacy, organizing, navigation of resources, and other knowledge and skill-building focus areas aligns with the intent that PASS parents learn transferable skills to support them as informed educational advocates throughout their child's education journey.

RELATIONSHIPS AND COLLABORATION

A year one PASS evaluation and assessment finding indicated that the relationships developed among PASS parents have been transformational and foundational to the program. The trusted relationship between the program co-leads, staff, and the PASS leadership institute partners similarly has become a foundational aspect of the current operating structure of Sacramento PASS. PASS is co-led by two well-known, established community-based organizations with proven outcomes and a history of serving families throughout Sacramento. Reflecting on the structural strengths, Partner B2 offered considerations for others looking to start a PASS program, "it needs to be organizations and leadership that gives people, I say give you the understanding that the organizations are willing to work with each other" further noting "That's sometimes hard because some people are not comfortable with being okay with stepping in the second space." Although distinct organizational design approaches to parent advocacy and organizing, the relationship between the program co-leads reflects leadership complimented by each organization's unique strengths that seek to prioritize overall community needs through intentionally meaningful collaboration in all aspects of the Sacramento PASS implementation. **Partner B1 described the relationship and collaboration between the co-leads by offering examples of shared leadership in action stating the "use of strengths to move parents into action" and the involvement of parent leaders, noting the importance that parents "feel more empowered" to share space "at the table."**

The authenticity of the Sacramento PASS parent-centered practices and approach flourishes in the cross-collaboration of those involved in developing,

planning, coordinating, and implementing various program structural inner workings. As a nine-month program, Sacramento PASS includes several integrated programmatic components like the Leadership Training Institute and Parent Veterans (parent-peer mentorship), each involving the management of numerous logistics. Partner B3 distinguished the roles and responsibilities and noted the importance of coordinating and aligning efforts across program staff and partners, stating, for example, "It's coordinating schedules, making sure partners know when their dates are coming up, getting translation services ... making sure parents have the dates on their calendars, working with parents having scheduling challenges" and emphasizing the critical aspect of "making sure that everybody's instep and understands where we're at." Alignment, coordination, and communication of the various components in a program like PASS are necessary for multiple reasons, including if parents are to authentically feel that related efforts are parent-centered and not driven by any one issue. A reflection by Partner B2 when asked to describe Sacramento PASS, stated that PASS is "a collection of parent leaders" with an intent to "give them somewhat a deeper understanding of the issues of a school district. Trying not to be one-sided on the issue because very easily it could be them [district] versus us [parents]." The focus ultimately is the learning experience of PASS parents, strengthening of knowledge, capacity, leadership, and specifically, voice as an aspect of leadership, better-positioning parents as the influential educational partners and advocates of their student success.

RESPONSIVENESS AND GROWTH

Several considerations were expressed by partners when asked to describe improvements to the current operating structure of Sacramento PASS. Partner B1 framed a potential, influential impact of contextualizing the parent-student connections in real-time throughout the PASS cohort experience. Offering an example, Partner B1 shared, "One of the parents had just found out her kids go to a high school where there is no route you would take, any class that would lead you to qualify for UC minimum

or even a community college.” Partner B1 further explained that although such an awareness contributed to an in-depth discussion between parents, due to the timing of the conversation occurrence during the school year, there was less opportunity to organize and advocate, for example, around budgetary allocations to increase A-G, college-ready course offerings for students. Partner B1 stated, **“Moving the students into action, I think, is a missed opportunity because a lot of the parents have students that are in high school”** and notably suggested a consideration of introducing parents to organizing earlier in their cohort experience.

An area of improvement not explicitly expressed as such and more so described as an integrated, responsive approach to the Sacramento PASS program was leadership growth. Partner B2 described how leadership growth occurs, explaining how the coordinated leadership among staff across organizations is a way to model for parents as a “part of leadership. Being comfortable to allow others to speak, to step up, be those who are passionate about certain things.” Partner B2 further emphasized, “It is a natural growth of leadership.” Partner B1 similarly noted a growth of leadership contextualized through the partnership with the district describing, “I think they see it and it’s starting to see a glimpse of it” and expressed responsiveness to parents would involve

acknowledging PASS parents “as thinking partners and people that are actually invested in their student success and wouldn’t be an afterthought.” The way leadership grows is a suggested actualization of responsiveness, indicated by Partner B2 when stating, “Within our organizations, I think it’s easy for our organizations to follow through because when your leadership does that, typically your people and team follow that.” In other words, the longevity of a program like Sacramento PASS is contingent on numerous factors, including the way that staff and partners’ receptiveness to growth is in direct response to the enhancement needs of the program to remain most relevant, responsive, and meaningful to the parents with students enrolled in Sacramento City Unified School District and not by the needs of the partnering organizations.

Considerations offered indicated a level of responsiveness to the interests and needs of cohort one that informed enhancement to the structural program design for cohort two and real-time responsiveness throughout year two. More importantly, the staff and partners interviewed unapologetically universally voiced aspects of responsiveness and growth that continuously remained parent-centered to support students, as demonstrated by Partner B2 when stating, “PASS was created to be a parent voice for student success.”



PARENT POST-PROGRAM SURVEY

Seventeen respondents (n=17), from Sacramento PASS cohort two completed the electronic survey during May 2023. Survey indicators asked participants about engagement, knowledge and skill development, and overall experience by selecting a degree of agreement to a series of statements. The majority of survey respondents (88%) identify as female and PASS survey respondents reported representing the families of 34 SCUSD students (children or grandchildren) from preschool through high school. Figure 1 represents the demographic breakdown of survey participants and the SCUSD students they represent.

FIGURE 1

Post-Program Parent Survey Respondent Data

Demographics reflected as self-identified by respondents on post-program surveys. N=17

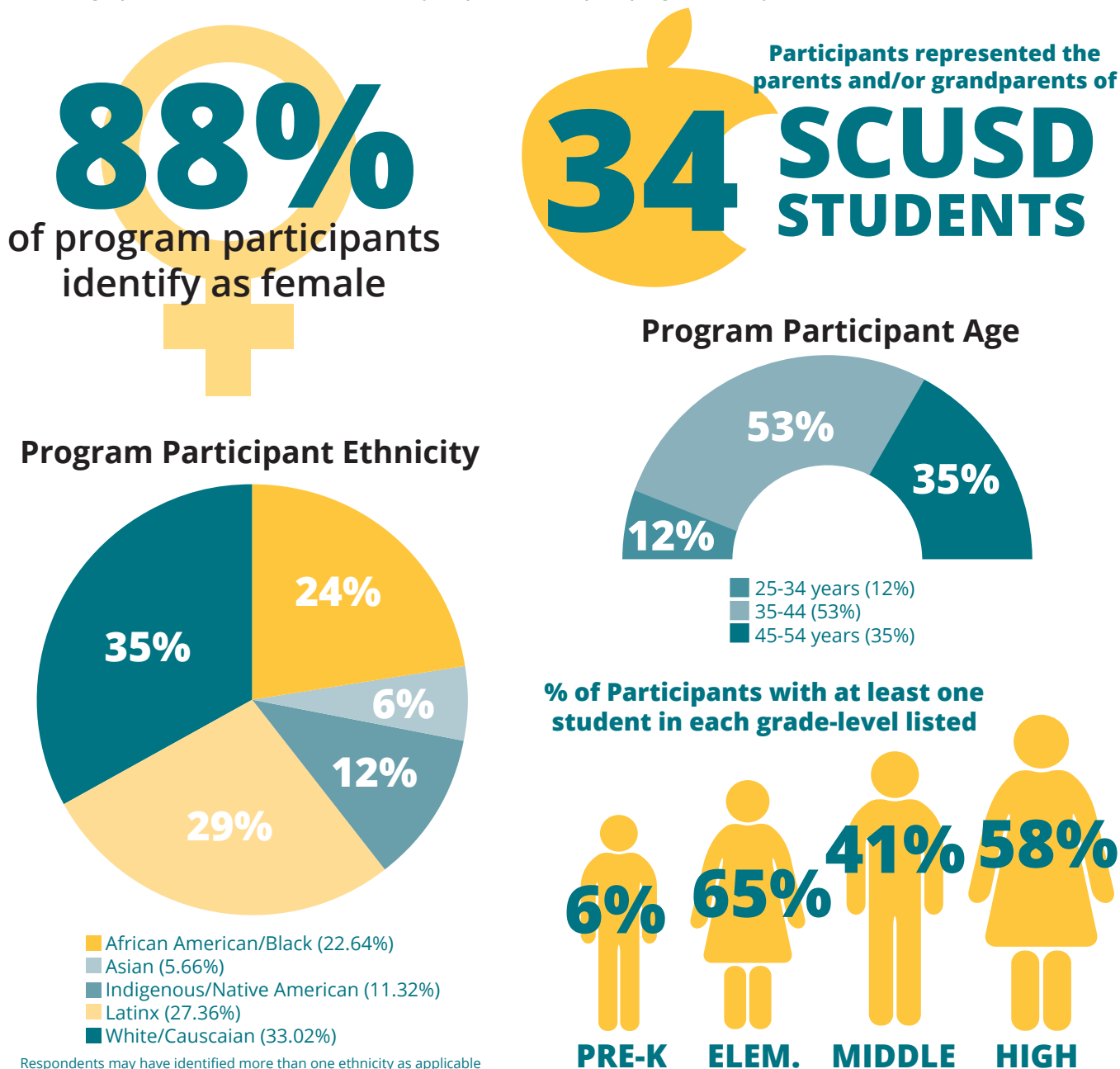


Table 4 reflects survey responses, based on the affirmative responses (“Agree” or “Strongly Agree”) to the indicators listed. Sections are labeled to identify specific areas of exploration within the survey. Indicators with the highest (100%) and lowest (53% and 50%) degrees of agreement are noted in bold.

TABLE 4

Cohort 2 Parent Post-Program Survey

Survey 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 feel better equipped to hear and honor my child’s perspective or “story” and advocate on their behalf.	100
I understand what the role of a proactive change agent is as a parent.	96
I have a basic understanding of the community organizing model.	100
I am aware of various decision-makers that can affect change in education and strategies to engage them.	94
I have increased knowledge about the history of the educational system in the United States.	94
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.)	94
I have an increased understanding of how to advocate for my child or the children of others receiving special education services, including the use of IEP or 504 plans.	100
I feel equipped with the skills necessary to conduct a power analysis of school systems.	79
I have a better understanding of the legal context in how justice and equity impact education.	87
I have a better understanding of the consequences policy change can have on education.	94
PASS Parent Advocacy in School-Community	
I communicate with my child’s teacher(s) more often than before PASS.	88
I communicate with my child’s principal(s) more often than before PASS.	70
I communicate with district administration more often than before PASS about the educational experiences (e.g. challenges, policies, successes, recommendations, etc.) of my child or the children of others more often than before PASS.	53
I am more actively involved (e.g., parent-teacher conferences, site council, PTA, parent advisory groups, etc.) in my child’s school activities.	82
I am more actively involved in what my child is learning to monitor their academic progress better.	87
I volunteer (in-person or virtually) more often at my child’s school.	82
PASS Parent Agency	
I plan to be more engaged in organizing with other parents or parent groups for overall improved student outcomes.	94
I feel more confident 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.).	94
I feel prepared to be a parent leader for other parents in future PASS efforts.	88
I have new ways to think about parent engagement in education-focused advocacy.	100
I feel more equipped to engage in my child’s educational experience.	88
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.	100
Communications (e.g., emails, phone calls, texts) were accessible in my native language.	100
Communications between parents and PASS staff or partners occurred with an appropriate frequency.	94
Engaging in PASS-related meetings or trainings was logistically easy.	88
Information shared or presented during the PASS Leadership Training Institute seemed to build on the previous session’s learning.	94
The Leadership Training Institute involved active, meaningful engagement of parents.	94
I developed individualized relationships with parents from various school sites.	70
Engagement with PASS partners or presenters only occurred during the Leadership Training Institute.	50
PASS presenters and parents developed meaningful relationships.	82
There were opportunities to engage directly with other parent members of PASS.	88
There were opportunities to learn from or learn alongside parents from the previous PASS Cohort (Cohort 1).	59

Parents answered several open-ended questions as part of the survey. When asked to describe what they **enjoyed most** about their involvement with PASS, the majority of responses (over 50%) indicated an appreciation for the opportunity to hear and learn from the perspectives of other parents, while several others indicated building knowledge and tools relevant to the support the needs of their children. The following are direct quotes from those responses.

- *I enjoyed hearing from other parents that see things differently from me and have different experiences...*
- *Learning the tools and support available to parents. Understanding that we have power to influence change...*
- *Lo mucho que he aprendido para poder ayudar a mis hijos. Translation: How much I have learned to be able to help my children.*
- *I enjoyed everything about this program, but the writing exercise was very liberating*

When asked what they **enjoyed least** about their involvement with PASS, survey respondents indicated that some of the presentations (virtual) lacked interactive engagement opportunities. Use of time during workshops and a desire for more in-person engagement were also noted, among other items. The following excerpts demonstrate these themes.

- *The less engaging presentations was just a lot of info being thrown at you.*
- *A veces algunas clases sentí que necesitaban más tiempo porque era mucha información y muy valiosa. Translation: sometimes some of the classes felt like more time was needed because it was a lot of information and very valuable.*
- *Long class time and not having some sort of handout of all the information learned of that was discussed during the classes*
- *I wished we would have had more in-person meetings. I know because of COVID we couldn't*

Cohort two respondents were asked to describe what might improve PASS for future parents. Several noted specific strategies to improve session facilitation, while others indicated the desire for more opportunities for connection. The following quotes reflect some of those responses.

- *I think more scenarios and practicing advocacy could be helpful*
- *...there needs to be norms established for the engagement in a virtual setting*
- *Physical handouts*
- *I would have liked opportunities to actually meet in-person for certain sessions...*



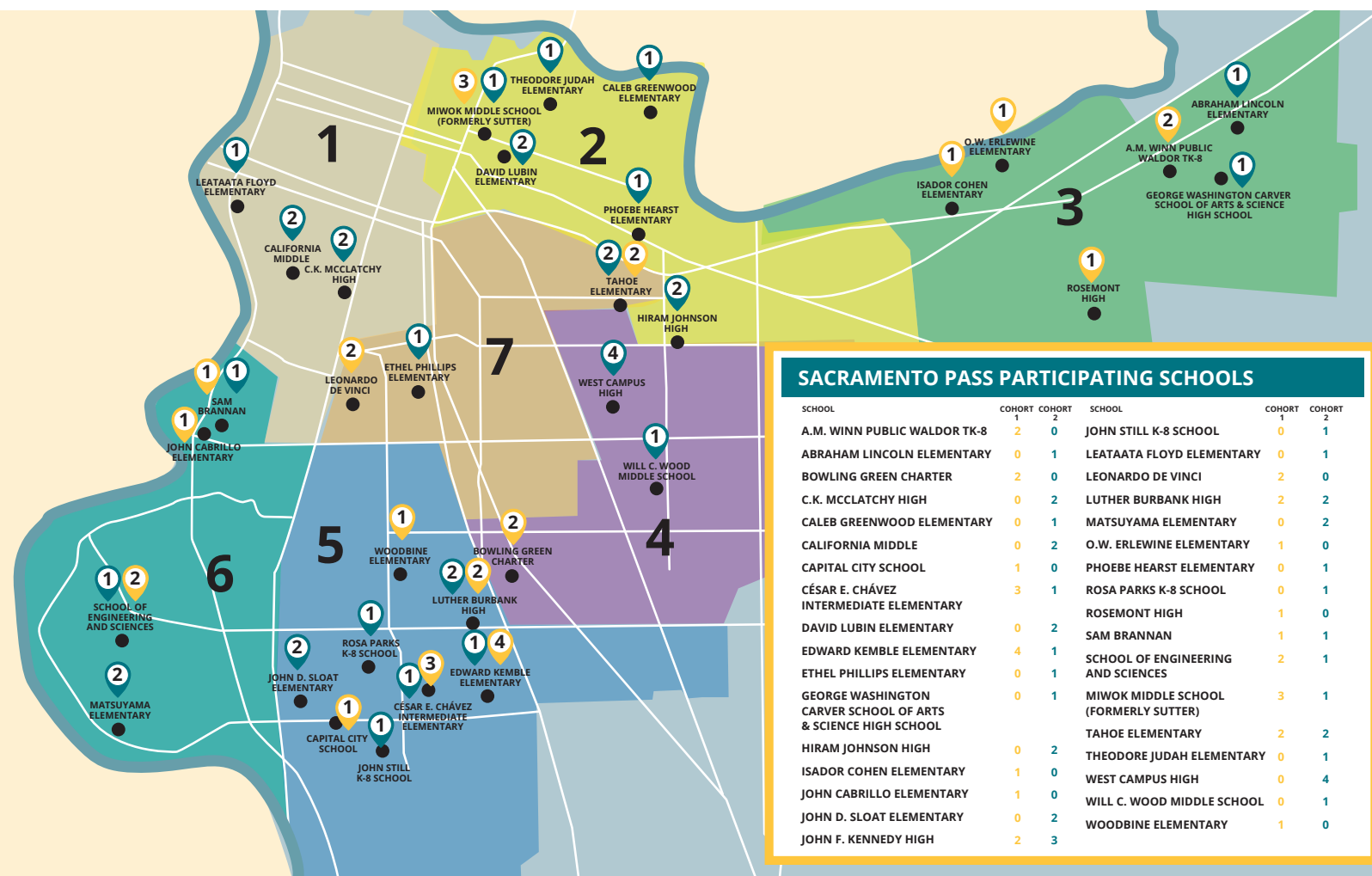
LANDSCAPE MAP ASSESSMENT

Now in the second year of program implementation, a learning opportunity is presented to understand the representation and influential reach of Sacramento PASS parents in Sacramento City Unified School District. As such, the purpose of the Sacramento PASS landscape map is to identify the schools that PASS parents have students enrolled in and the neighborhoods and communities in which parents are connected. Through a place-based approach to examine the school communities that cohort one and cohort two parents represent, insights into the path toward PASS intended long-term outcome of *integrated practice of accountability, active parent leadership and educational advocates for student success* are presented.

While there is a wide range of distribution represented by parents from the first two implementation years, additional and intentional recruitment is needed to ensure program

representation reflects the diversity of SCUSD student and parent populations, including but not limited to representation from Hmong, Pacific Islander and South East Asian parents/grandparents, as well as intentional recruitment of male identifying parents (fathers, grandfathers, uncles, etc.).

The landscape map below can serve as a resource tool to identify recruitment or outreach opportunities and gaps for future PASS cohorts. In other words, the map may help determine specific areas to focus parent outreach and recruitment based on school sites that lack representation of PASS parent engagement. Schools with representation among cohort one PASS participants are indicated in yellow, while schools with parent representation in cohort two are indicated in blue. To further demonstrate the span of representation, SCUSD School Board Trustee Areas (1-7) are indicated by color as well.



As part of the SCUSD landscape analysis, school system and enrollment demographic data relevant for Sacramento PASS program outcomes was compiled for schools with PASS Program participants (cohorts 1 and 2). School related data was accessed primarily from the following resources:

- California Department of Education Data Dashboard (2021-22 or 2022, dependent on availability of the specific data set)
- California Department of Education Dataquest
- SCUSD District and School Websites, including demographic and performance data reporting made available on those websites.

Secondary data was collected for SCUSD schools with PASS program participants in order to further understand the landscape of student needs within those schools. Several categories of secondary data were collected, including school enrollment data related to income, language and special education, as well as suspension data and school-based supports. Figure 2 below provides the legend of definition for each of the categories included, with definitions for the designation (indicated by an X in the appropriate column). Generally, any category marked with an X indicates that the school percentage is higher than the overall district average for SCUSD. For the Student Support Center category, an X indicates that the respective school has an SCUSD sponsored Student Support Center.

FIGURE 2
Legend of Category Definitions

<p>Serving low-income youth/families. For the purposes of this landscape, socio-economic status is based on family eligibility for the federal Free or Reduced Priced Meals Program (FRPM). While the state average (2022) is 56.9%, SCUSD average (2021-22) is 67%. For the purpose of this tool, designation indicates schools serving communities with 68% or higher eligibility for free or reduced lunch.</p>
<p>English Language Learners. SCUSD serves students from many diverse backgrounds, speaking over 51 different languages.⁴ Both the State and SCUSD average for students learning English as a second language is 19%. Designation in this tool indicates schools with 20% or higher of students for whom English is a second language.</p>
<p>Special Education Services. Calculated by the California Department of Education (CDE) as Students with Disabilities, this designation includes students experiencing learning disabilities, autism, emotional disturbance, speech or language impairment and other health or developmental impairments. 15% of SCUSD enrolled students represent students with disabilities (2021-22), which is slightly higher than the state average of 12.7% (2022). A designation in this tool indicates schools that serve populations where 16% of students or higher are classified as students with disabilities</p>
<p>Suspension Rates. CDE calculates this average based on the percentage of enrolled students who were suspended at least one day. In 2022, SCUSD's district-wide suspension rate was 4.9%, which is slightly higher than the CA state average (3.1 %). Though not reflected here, it is significant to note that racial/ethnicity-based disparities for suspension averages exist at both the district and state level, with particularly higher suspension rates for Black/African American students (State: 7.9%; SCUSD: 12.5%) and Native American/Indigenous students (State: 6.4%; SCUSD: 7.4%). Within this tool, a designation indicates schools with an annual suspension percentage rate higher than the district average (5.0% or higher).</p>
<p>Student Support Centers. School site has an SCUSD sponsored Student Support Center, providing integrated support in areas of youth development, family services, academic enrichment, health and mental health. Targeted primarily to low-achieving students, Student Support Centers are designed to address barriers to learning. Schools indicated in this tool have a Student Support Center located on their campus.</p>

4 <https://www.scusd.edu/our-district>

Table 5 reflects the secondary data collected for each of SCUSD schools with PASS program participants.

TABLE 5

PASS Schools Yrs 1-2

SCUSD School	SCHOOL SYSTEM INFORMATION		SCHOOL DEMOGRAPHICS		
	Student Support Center	> Avg. % Suspension Rate	> Avg. % Eligible for FRPM	> Avg. % English Language Learners	> Avg. % Eligible for Sped
A.M. Winn Public Waldor TK-8	X				X
Abraham Lincoln Elementary	X		X	X	
Bowling Green Charter	X		X	X	
C.K. McClatchy High	X	X			
Caleb Greenwood Elementary					
California Middle	X	X			
Capital City School					
César E. Chávez Intermediate Elementary	X		X	X	
David Lubin Elementary	X				
Edward Kemble Elementary	X		X	X	
Ethel Phillips Elementary	X	X	X	X	
George Washington Carver School of Arts & Science High School		X			X
Hiram Johnson High	X		X	X	
Isador Cohen Elementary	X		X	X	X
John Cabrillo Elementary	X		X		X
John D. Sloat Elementary	X		X	X	X
John F. Kennedy High	X	X			X
John Still K-8 School	X	X	X	X	
Leataata Floyd Elementary	X	X	X		
Leonardo de Vinci	X				
Luther Burbank High	X	X	X	X	X
Matsuyama Elementary					
O.W. Erlewine Elementary				X	
Phoebe Hearst Elementary					
Rosa Parks K-8 School	X	X	X	X	X
Rosemont High	X	X			X
Sam Brannan Middle	X	X	X		X
School of Engineering and Sciences			X		
Miwok Middle					
Tahoe Elementary				X	X
Theodore Judah Elementary					
West Campus High		X			
Will C. Wood Middle School	X	X	X	X	X
Woodbine Elementary	X		X	X	X

COHORT TWO COLLABORATIVE PARTNER PROFILES

Community partner collaboration has been a cornerstone of the success of the Sacramento PASS program. From the lead development and implementation partners at Roberts Family Development Center and Sacramento Area Congregations Together to the various community partners serving as workshop facilitators, trainers, and thought-leaders, collaborative partnerships have enriched and enhanced the learning experience for PASS program participants across both years of implementation. Brief partner profiles highlighting collaborating organizations from cohort two are provided in the following section.



Roberts Family Development Center

Founded by Derrell and Tina Roberts in 2001, Roberts Family Development Center's (RFDC) mission is to provide services to the Greater Sacramento area that meet the individual needs of each family member. RFDC services provide a holistic approach focusing on Pre-K-12th grade academic support and enrichment, parent education and engagement, and community involvement and advocacy. Through various programs, services and partnerships, RFDC is working to deconstruct the "school to prison pipeline" many students experience in their neighborhoods every day and instead creating a "cradle to career pipeline" for students.

RFDC services, partnerships and programs begin serving children before they are born and continue through adulthood. RFDC provides integrated family support as the North Sacramento/Del Paso Heights Community Incubator Lead for Sacramento County's Black Child Legacy Campaign Initiative. RFDC also provides the licensed College Bound Babies Preschool in the Twin Rivers Housing Complex, and signature After-School Programs and CDF Freedom Schools® within multiple K-12 districts, providing year-round academic support and enrichment. Additionally, RFDC offers education, enrichment, gang prevention/

intervention, mentoring, access to culturally-responsive counseling and therapy resources, and much more through their Youth Development Initiative, African American Healing Network, Food for Thought mentoring program and other responsive programs and services.

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Sacramento Area Congregations Together

Sacramento ACT is a powerful multi-racial, multi-faith organization advocating a transformation of our community rooted in our shared faith values. An affiliate of Faith in Action and a member of PICO California, Sacramento ACT equips ordinary people to effectively identify and change conditions to create justice and equity. Sacramento ACT's members include over 56 congregations, schools and neighborhood groups, representing 60,000 families in Sacramento County.

Sacramento ACT organizes to create a more just and fair community for everyone in the Sacramento region, with a particular focus on communities of color

that have experienced historical discrimination and disinvestment. Sacramento ACT organizing is grounded in the conviction that equity—just and fair inclusion in society—must drive public policy. At the center of the model of congregation-based community organizing is a belief in the potential for transformation—of people, institutions, and our larger culture. This belief stems directly from ACT’s roots in faith communities, and radiates throughout the organization, influencing the way ACT relates to public officials, to community members, and to one another.

CONTACT@SACACT.ORG or elvia@sacact.org
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Youth Forward

Youth Forward (YF) is dedicated to improving the health, education, and wellbeing of our most vulnerable children and youth through youth leadership development, policy advocacy, education and community action. YF advocates for policy and systems changes that increase investments in children and youth and that reduce the criminalization of young people. In addition to its own policy work, Youth Forward assists other organizations with strategic support in the areas of youth organizing, policy research, and organizational development. Since its inception, Youth Forward has expanded its work to include advocacy in support of youth mental health in the Sacramento region and to co-lead the city’s largest grassroots coalition, Sac Kids First.

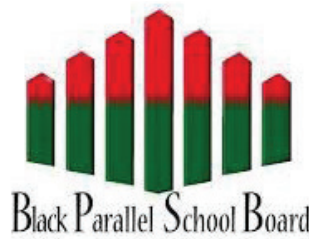
916-248-1706
www.youth-forward.org



East Bay Asian Youth Center

East Bay Asian Youth Center (EBAYC) envisions a future where all young people grow up to be lifelong builders of a just and compassionate multicultural society. The organizational mission is to support all youth to be safe, smart, and socially responsible. EBAYC builds strategic partnerships with schools, city and county governments, and community organizations, and establishes trusting relationships with families to provide seamless services to support youth. The diverse menu of services includes youth violence prevention, expanded learning, and civic and community engagement. EBAYC’s goal in Sacramento is to bring a true replication of our comprehensive youth services to the area while being responsive to the unique needs of the community.

info@ebayc.org
ebayc.org/our-strategy/sacramento
(510) 533-1092



Black Parallel School Board

The Black Parallel School Board (BPSB) is a community organization developed to work parallel to the Sacramento City Unified District Board of Education. The BPSB’s major responsibility is to support the educational growth and achievement of Black students by monitoring all educational activities and programs of the school district to ensure that they are compatible with the needs of African American students in the district. Additionally, the BPSB provides support services to parents regarding the education of their children.

info@blackparallelschoolboard.com
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(916) 484-3729



Sacramento Area Youth Speaks

Founded in 2008, Sacramento Area Youth Speaks (SAYS) is a social justice movement that empowers youth and transforms education by creating platforms for critical literacy, access to higher education, youth voice and civic engagement. SAYS elevates the voices of students as the authors of their own lives and agents of change, utilizing critical literacy practices and spoken word performance poetry to engage, educate, and empower students within and beyond the walls of school. SAYS is an award-winning model of publicly engaged scholarship because of its innovative approach to community-university-school partnerships. Based out of the University of California, SAYS programs serve thousands of students in the highest need areas in the region. The year-round program model creates pathways for high-risk youth into higher education. In addition to its core programmatic elements, SAYS operates an outreach center inside the Greater Sacramento Urban League in Del Paso Heights (Sacramento, CA). At the SAYS Outreach Center, students receive free tutoring from UC Davis interns, further fortifying deep connections between the community and the university.

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LEGAL SERVICES *of* NORTHERN CALIFORNIA

Legal Services of Northern California

For 67 years, Legal Services of Northern California (LSNC) has been fighting for the civil rights of their clients. LSNC is the strong voice that continues to speak out on behalf of clients living in our communities, even as the state and local “safety nets” for individuals living in poverty continue to crumble. The mission of Legal Services of Northern California is “to provide quality legal services to empower the poor to identify and defeat the causes and effects of poverty within our community, efficiently utilizing all available resources.” LSNC provides crucial civil legal services in 23 northern California counties, while also engaging in complex, sophisticated advocacy—through litigation, legislation, administrative advocacy, and community development work—which has a significant positive impact for our entire client community in the areas of affordable housing, public benefits, health, education, and civil rights.

www.lsnc.net
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TEAL Group

Under the leadership of CEO, Founder and Principal Consultant Ms. Cloteal Herron, the TEAL Group – Train* Educate* Advocate* Link* – provides coaching, training and facilitation services designed to motivate, train and advocate for families, schools and communities. An educator, trainer, and family life coach, Ms. Herron and the TEAL group coach clients to “step-up” to face challenges, embrace change and create options to lead self-sufficient lifestyles, linking clients to professional and personal empowerment, guided by the TEAL Motto: “If you’re not working on yourself, then you’re not working!”

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Jeri Marshall

An educator, trainer, consultant and workshop facilitator, Mr. Jeri Marshall serves as an Outreach Specialist and Adjunct Faculty member for the Los Rios Community College District at American River College, where he teaches college success with an African American emphasis for the Umoja-Sakhu Learning Community. Mr. Marshall has been instrumental in faith-based and community-based educational programs and youth projects, including community outreach as a Violence Prevention Consultant, providing workshops and presentations for schools, law enforcement agencies and community organizations. A member of the national consortium of Street Soldiers, an organization dedicated to eliminating violence, Jeri Marshall serves as a motivational speaker, guest lecturer, youth advisor, and teaches personal growth classes for foster youth. He is also a contributing author to the first edition of the book *Our Black Fathers Brave, Bold & Beautiful*, by Joslyn Gaines-Vanderpool and Anita Royston.

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CONGRATULATIONS

Sacramento PASS 2022-2023 COHORT TWO PARENTS

Adam Kessler George Washington Carver School of Arts and Science High School	Alma García Ethel Phillips Elementary School, California Middle School, C.K. McClatchy High School	Amanda Caviness David Lubin Elementary School	Andrea Scharnow Leataata Floyd Elementary School, California Middle School
Annie Mac Phoebe Hearst Elementary School, West Campus High School	Ashlynn Blackshire Theodore Judah Elementary School	Blanca Jasso César E. Chávez Intermediate Elementary School	Claudia Rios Matsuyama Elementary School
Dawniell Black Miwok Middle School (formerly Sutter)	Elvia Aguilar Matsuyama Elementary School, Rosa Parks K-8 School, John F. Kennedy High School	Janet Wheeler Abraham Lincoln Elementary School	Kandice White Hiram Johnson High School, Caleb Greenwood IB World Elementary School
Kimberly O'Brien Tahoe Elementary School, School of Engineering and Sciences	Martha Pulido Edward Kemble Elementary School	Melissa Yniguez Hiram Johnson High School, Will C. Wood Middle School	Myaisha O'Ray West Campus High School
Ornetta Jones John Still TK-8 School	Rebecca Wiegand Tahoe Elementary School, West Campus High School	Safiya Neal C.K. McClatchy High School	Shamica Whitaker-Hutt John D. Sloat Elementary School, John F. Kennedy High School
Shyniecc McClay Sam Brannan Middle School, John F. Kennedy High School	Starr Burgan West Campus High School		

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EVALUATION AND ASSESSMENT TEAM

Brian Mason, Youth Research Intern, Innovation Bridge

Born in Pittsburg, CA, Brian Mason has been involved in many different programs and initiatives, including My Brother's Keeper and Improve Your Tomorrow (IYT) since his sophomore year of high school. From 2018-2019, Brian served as a Youth Fellow in the My Brother's Keeper (MBK) Sacramento Youth Fellowship program, where alongside his MBK Sacramento brothers, he designed and conducted a participatory action research project and co-wrote a policy brief focused on the impact of single-parent homes on young men of color. As an MBK Sacramento Youth Fellow, Brian also attended the 2018 MBK Rising Summit held in Oakland, CA, where he met President Barack Obama. Currently, Brian attends California State University, San Francisco, where he is pursuing a degree in Film/Cinema. He also works as a College Academy Mentor for young men of color at IYT. Brian has experience working with leaders from diverse spaces, and specializes in elevating the voices of others. He is now paying back the community that once paved his path, by helping shape the future generations into becoming leaders of their tribes.

Brit Irby, Deputy 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 Deputy Director for Innovation Bridge, where she provides consulting, training, strategic planning and various technical assistance services in collaboration with various regional, statewide and national educational and community-based partners, including several K-12

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.

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

Dr. Reyes is a Mexicana, Chicana, Latina educator, executive leader, community change agent, and innovator. With over a decade of extensive experience, Dr. Reyes has worked closely with various multi sector partnerships. She brings many proven facilitation skills and leadership in developing community and school partnerships, strategic systemic change planning, organizational capacity-building, evaluation and assessment, and the innovative design of new programs driven by outcome-based change and inclusive practices and policies resulting in transformational impact. bel has also presented as an invited speaker at various national conferences and her leadership has contributed to several notable local, statewide, and national efforts. Ms. Reyes is a Co-Founder of ELITE Public Schools and Co-Founder of Centro Temazcal, an experiential healing center. She currently serves as the Executive Director of Innovation Bridge in Sacramento, CA, whose goal is to deliver high-quality technical assistance that bridges innovative practices and collaborative partnerships for more just and equitable communities and schools. Ms. Reyes previously served as the Program Director of Community School Partnerships for the UC Davis School of Education. 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.



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