

2021-22 Program Evaluation

WASHOE COUNTY SCHOOL DISTRICT



DEPARTMENT OF FAMILY SCHOOL PARTNERSHIPS

Acknowledgments

Parent University is a program of Washoe County School District's Department of Family-School Partnerships. Parent University is planned and implemented by Department staff and made possible by generous donations. Parent University is also supported with the help of numerous individuals and community organizations working in partnership for students and their families.



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Department of Counseling Services
Department of Curriculum & Instruction
Department of English Language Learners & World Languages
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HABITAT DE LOS ANIMALES
¿Dónde viven los animales?

ANIMAL HABITAT
Where do the animals live?

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Introduction to Washoe County Parent University

Families Learning Together

Parent University, a program of the Department of Family-School Partnerships, assists families in navigating academic systems and supports connections between learning at home and school.

Since its inception in 2011, Parent University has adapted to meet the needs, interests, and preferences of families and strives to bring information and resources to where they are needed most. Parent University partners with schools, other departments, and community organizations to bring high-quality information and resources to families across the district.

About this Report

This report provides a summary of program reach and learning outcomes for the 2021-22 school year.

Sources for this report include:

- Program and workshop records kept by Parent University staff
- Information from BIG (a database connecting Parent University attendees to students)
- Peer-reviewed literature
- Data from publicly available sources
- Previous evaluation reports
- Information from a listening session on mental health and well-being
- Photos (provided by Parent University staff)
- Social media communications from Parent University
- 851 survey responses, representing 40% of all Parent University participants
 - 721 were completed in English
 - 130 were completed in Spanish

Excel and Tableau software were used for analysis.

Washoe County School District

Located in Northern Nevada, Washoe County School District (WCSD), is the second largest district in the state. In the 2020-21 school year, district enrollment was 61,709 across 117 schools (Nevada Report Card).

Challenges for Students & Families

Like most districts across the nation, WCSD continues to address needs deepened or precipitated by the COVID-19 pandemic. The challenges faced by students and their families are disproportionate. Students of color, students who live in low socioeconomic households, and students for whom English is not the first language are likely to have experienced a much greater burden during and after the pandemic.

WCSD has a robust data infrastructure and uses the information to help drive decisions and even interventions. As a component of this infrastructure, WCSD uses data to identify students who have factors associated with non-graduation or school failure. This set of data is called Early Warning Index or EWI. By identifying these students earlier through the risk warning index, interventions and supports can be focused on addressing issues before they are problems. In 2021-22, the percentage of students with any risk has drastically increased, while the percentage with no risk factors has declined.

As another measure of pandemic-related challenges, chronic absenteeism within the district was measured at 37% in 2021-22. A related statistic—average daily attendance—fell to 89% in 2021-22, a rate considerably lower than in previous years. Rates of attendance were lowest among Pacific Islander, Black, and American Indian students. These data follow national trends. While students miss school for many reasons, “for students of color, ELLs, students with disabilities, and students who live with poverty, those reasons multiply.... Students often refuse to attend school to avoid conditions they perceive as unsafe, such as bullying, harassment, and embarrassment” (Marsh, 2019-20). Transportation to and from schools has compounded barriers, with bus schedules changed, reduced, or eliminated.

Average Daily Attendance at Washoe County Schools (2021-22)

All Students	Am In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races
89.3	84.9	93.4	86.5	83.9	92.0	83.7	90.5

Other data also show challenges for students, families, and schools. The average rates of English Language Arts and Math Proficiency were below 50% across elementary, middle, and high schools.

Family Engagement to Support Shared Aims

Family engagement is one way schools can partner to both help address challenges for students and to help students reach their potential. In nearly 50 years of research, the importance of parent and family involvement in student achievement has been demonstrated and upheld. Published studies provide evidence that family engagement is an important component for students, schools, and districts to reach shared goals. Parent University uses peer-reviewed information to guide program planning and to help shape program evaluation. Several studies that have helped to inform the program are highlighted here:

- **Family Engagement is Related to Student Achievement.** In a review of 51 studies, scholars at the Southwest Education Development Laboratory (SEDL) found that students with involved parents—regardless of income or background—were more likely to earn higher grades, have higher test scores, have better attendance and behave better at school. They were also more likely to graduate and go on to post-secondary school (Dervarics & O'Brien, 2011).
- **Family Engagement is Cost Effective.** It is estimated that schools would need to spend “\$1,000 more per pupil to reap the same gains in student achievement that an involved parent brings” (Westmorland, Rosenberg, Lopez, & Weiss, 2009). Strategies that can help involve parents and other caregivers are likely to be worth the investment.
- **The Approach for Family Engagement Makes a Difference.** Research continues to suggest and refine methods to deepen and enhance families' engagement to help their children reach educational goals. For example, studies of family engagement emphasize the importance of trust between families and schools (Boudreau, E. 2020). Family engagement strategies should also link to student learning and consider the context, including preferences and concerns of the specific families, school personnel, and neighborhood

Parent University uses the **Dual Capacity-Building Framework** (Mapp & Kuttner, 2016) as a framework for family engagement. This research-backed approach builds capacity not only of families, but also of schools. This framework has been used to enhance the impact of Parent University, as staff work to develop the process conditions toward outcomes of effective partnerships that support student and school improvement. These process conditions are “relational: built on mutual trust, linked to learning and development, asset based, culturally responsive and respectful, collaborative, and interactive. The organizational conditions are systemic: embraced by leadership across the organization, integrated, and sustained with resources and infrastructure” (Mapp & Kuttner, 2016).



Programming Offered

Parent University planned 150 learning events over the 2021-22 school year and held one large listening session with families.¹ Programming for families was intentionally focused on supporting family needs, interests, and preferences. Classes covered a wide range of topics and were largely in person, held in settings like classrooms and community locations. Some sessions took place online, offering families an alternative to gathering. About 40% of planned workshops were held with an online participation option.

Many learning sessions were offered as one-time events; others, like literacy clubs, engaged families over a longer period for multiple sessions.

¹ This count is based on program records and includes the addition of summer sessions where art kits were distributed. Not all workshops planned were held. Disruptions at school sites, such as COVID infections, staff shortages, and other issues resulted in cancellations of more than 50 events scheduled with Parent University.

Parent University also curated and shared important information using social media and other platforms. Data suggests that these activities reach families; as an example, Parent University videos covering a wide variety of topics were viewed 2,867 times during the school year (June 2021-June 2022; Washoe County School District, Social Media Report, 2022). Parent University also saw an increase in Facebook followers; Instagram followers declined slightly during the year.

From a participation perspective, the most successful programs were workshops that have been offered in previous school years, suggesting that programs offered year to year build interest and momentum. New programming with wide reach included distribution of Summer Art Kits.

- Family Literacy Clubs (26 Sessions; 405 Participants)
- Kinder Kickoff (9 Sessions; 287 Participants)
- Family Stem Night (8 Sessions; 272 Participants)
- Passport to High School Success (4 Sessions; 371 Participants)
- Summer Art Kits (584 Participants)



New Initiatives in 2022-23

Parent University has launched a number of new programs for the 2022-23 school year.

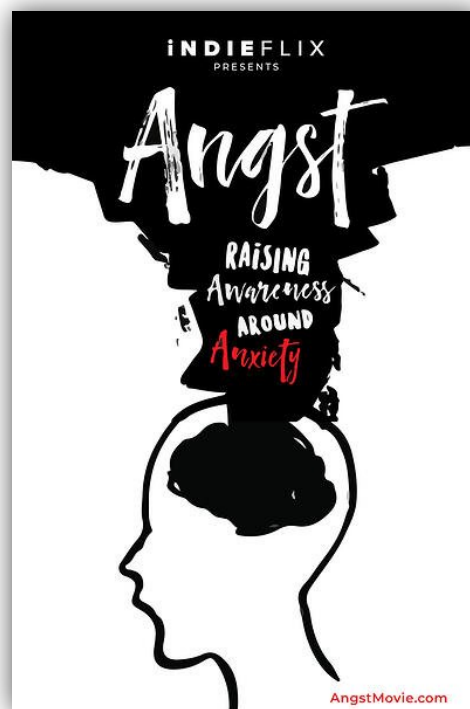
- **College Awareness Week.** WCSD presented an opportunity to engage in a series of events for families and students explore and plan next steps, as they imagine and learn about college possibilities. College Awareness Week was held virtually.
- **Film Screenings.** To help more families and students understand issues of anxiety, Parent University supported access to the documentary film “Angst” by INDIEFLIX. “Angst removes the stigma and opens up the conversation around anxiety, helping people understand and manage their symptoms, and when to reach out for help. Most importantly, it shows people that they are not alone, and that anxiety is 100% treatable.” (<https://www.impactful.co/angst>). The film was screened for families at Sparks MS and Diltworth MS.

O'Brien MS provided access to “LIKE,” another INDIEFLIX documentary, and encouraged families to watch it at home with their students. “LIKE” explores the impact of social media on our lives and the effects of technology on the brain. Social media is a tool and social platforms are a place to connect and care – but is that what's really happening?

- **Summer Art Kits.** Art kits were provided at seven school sites (Alice Smith ES, Poulakidas ES, Mount Rose ES, Desert Heights ES, Maxwell ES, Hunsberger ES, Moss ES) that served as hubs for students across the district. Art kits reached 292 students and engaged 584 adults.

A full list of offerings can be found in the [appendix](#).

[Program spotlights](#) at the end of this report highlight a few specific programs provided in 2021-22. Parent University Reach



Percentage of Goals Met

Each year, Parent University sets goals for participation. These goals are grounded in program values, funding available, and other factors such as program staffing and partnerships.

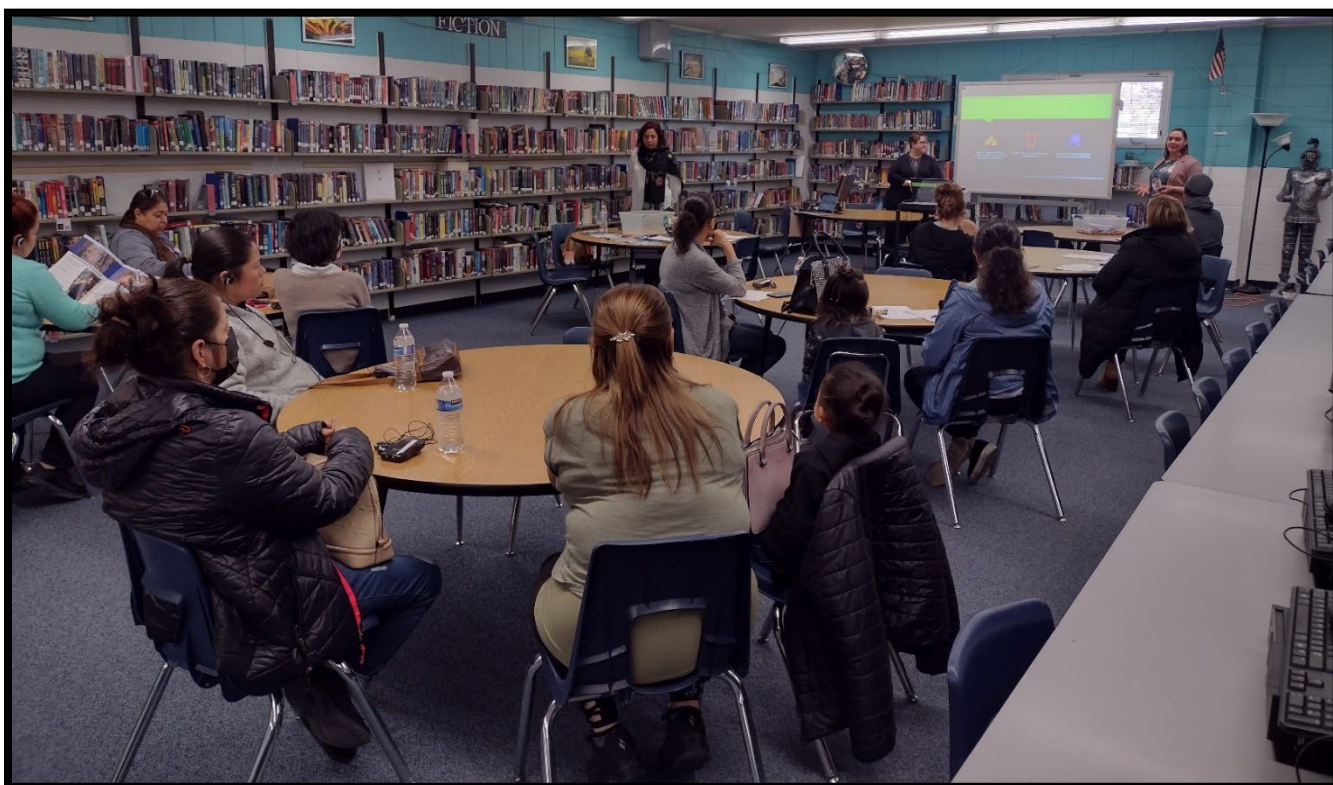
2021-22 Total Attendance Goals. Parent University set out to serve 2,700 total attendees and 1,950 unduplicated attendees through learning sessions, College Awareness Week, Passport to High School Success, and Gifted and Talented family events. The program achieved:

- **84%** (2,270) of the 2,700-attendance goal
- **90%** (1,752) of 1,950-unduplicated attendance goal²

2021-22 Family Literacy Club Goals. Additionally, Parent University set specific goals for Family Literacy Clubs, looking to serve 550 total attendees and 190 unduplicated participants. The program achieved:

- **Nearly 100%** (548) of the 550 total Family Literacy Clubs attendees goal
- **112%** (214) of the 190 unduplicated Family Literacy Clubs attendees goal

An additional 40 participants took part in listening sessions but were not counted toward goals.

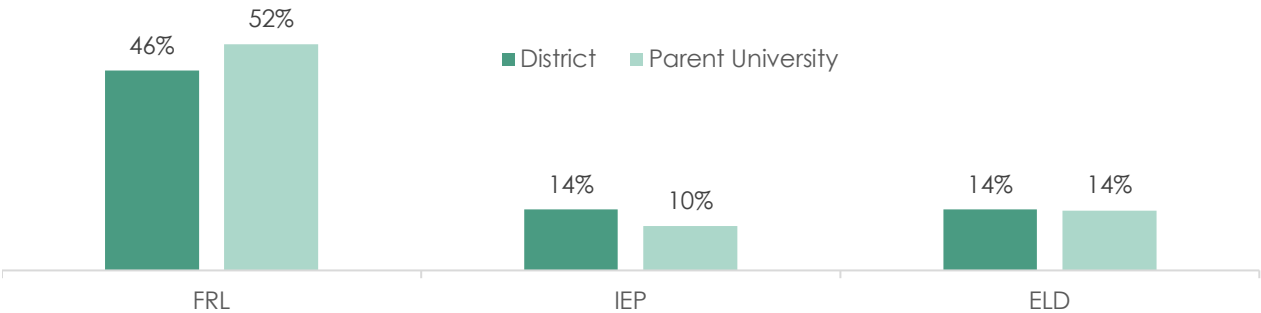


² Total attendance includes summer art kits and a listening session but excludes Family Literacy Clubs.

2021-22 Goals for All Programming. For all programs, Parent University sought for at least half of all participants to be from historically marginalized populations, including families whose students receive or qualify for free or reduced lunch (FRL), have an individualized education plan (IEP), and/or who are in the process of learning English (English language development (ELD) than English).

The reach of historically marginalized students was exceeded. Information on the families served is presented in the reach section of this report.

Students by Circumstance
WCSD & Parent University School



3

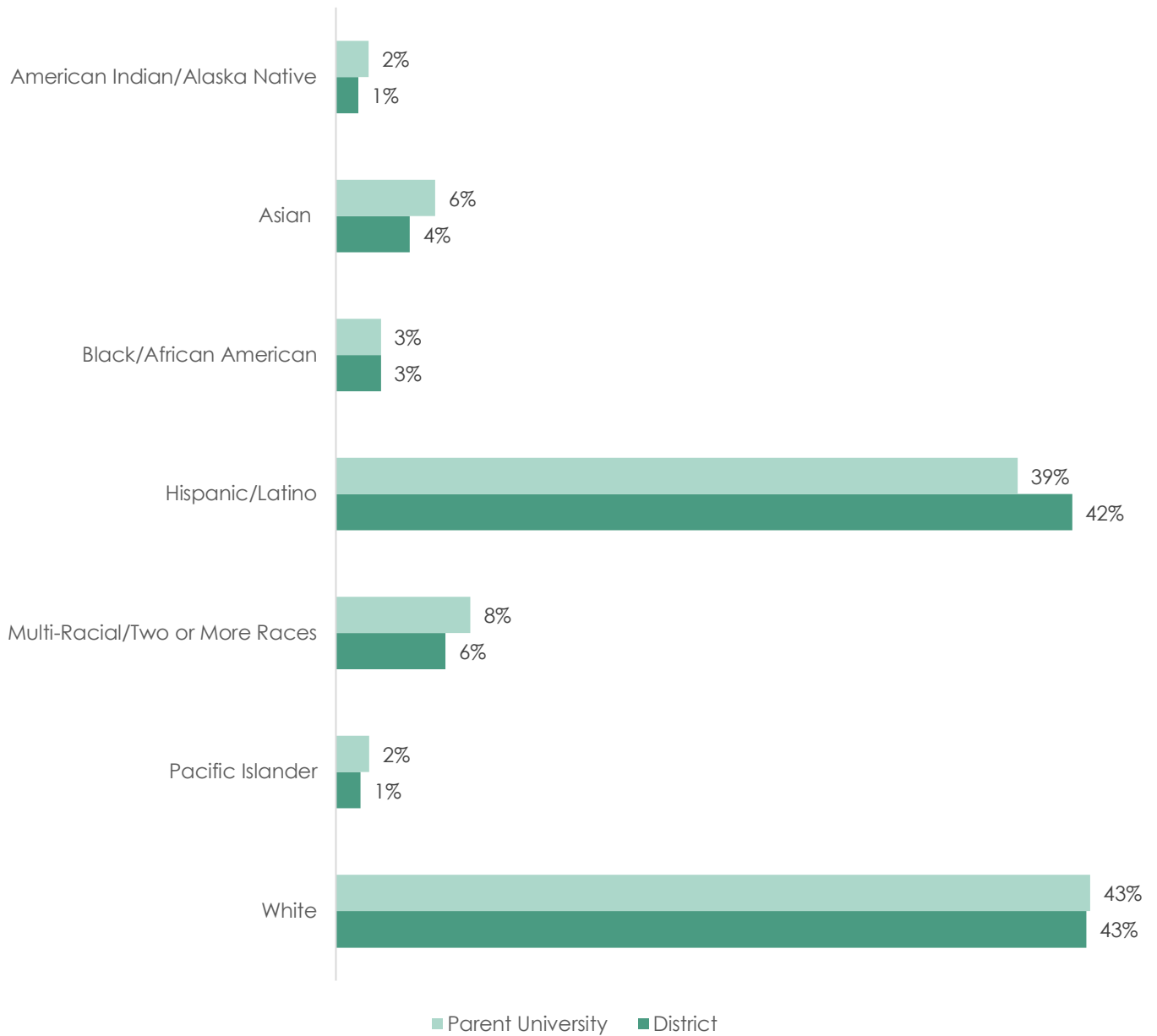
Demographic and Situational Characteristics of Participants

Parent University staff worked to connect to schools and families that have historically been marginalized or minoritized, as they face barriers within school systems. More than half of the students who attended Parent University qualified for free or reduced lunch. Participant demographics in 2021-22 were representative of the school district. Demographic information is shown below; note that summer session information is not included in this section of the report but can be found in the [program spotlight](#).

³ Does not include summer art



Students by Race/Ethnicity WCSD & Parent University School Year Programming

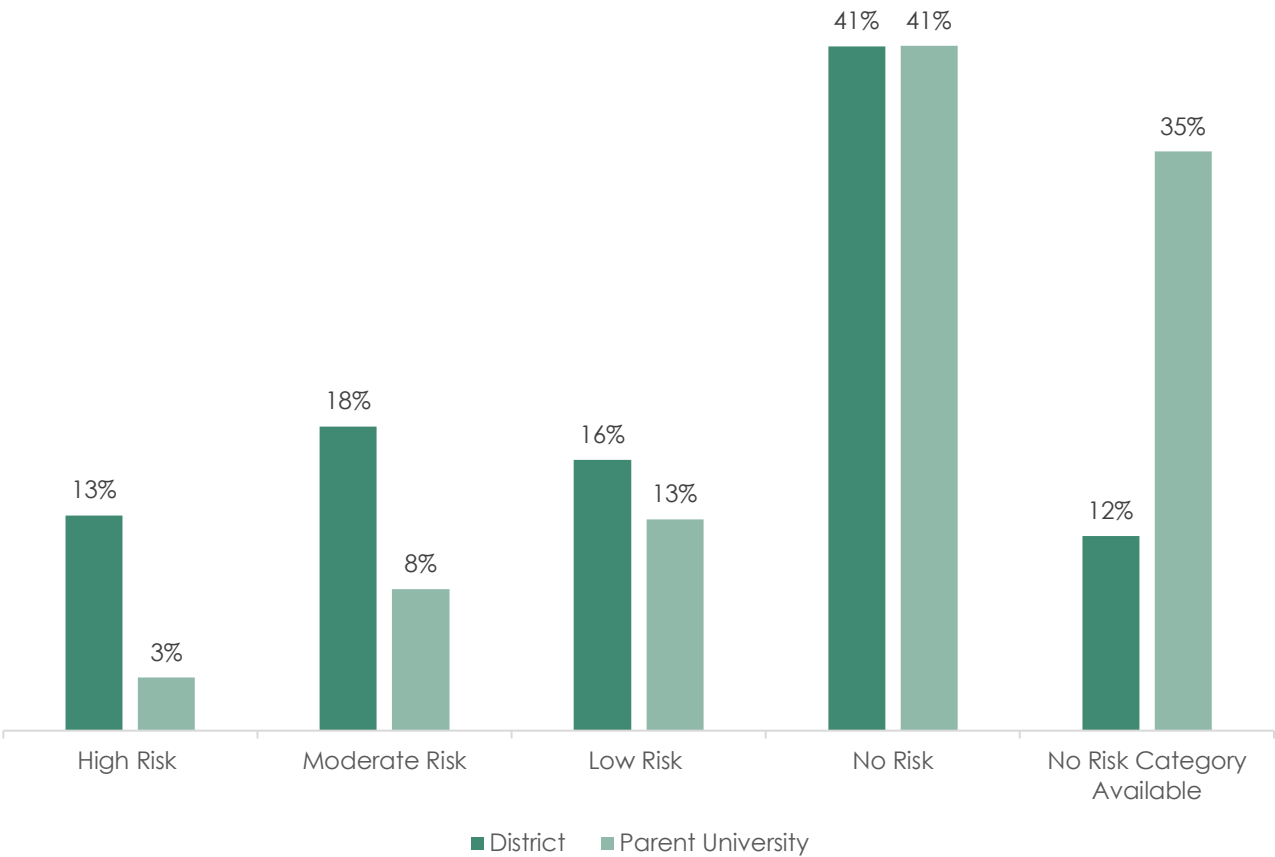


Participants by Early Warning Index (EWI)

WSCD uses data to identify students who have factors associated with non-graduation or school failure. By identifying these students earlier through the risk warning index, interventions and supports can be focused to address issues before they are problems. Looking across years, the percentage of students with any risk has drastically increased, likely related to the pandemic.

Among Parent University participants, roughly one in four had some or more risk as monitored by this system. These numbers show both reach and increased risk. Parent University is effectively reaching families of students who can benefit from information, resources, and connections. Parent University has a high percentage of students who have no risk category assigned. This is likely a result of Parent University's high percentage of participants with a student beginning school (therefore no EWI assigned).

Early Warning Index Rating
WSCD & Parent University 2021-2022



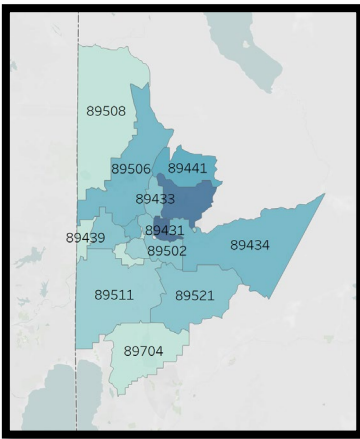
Participation by School

Families from nearly 80 schools participated in Parent University. Despite that wide reach, more than half of Parent University participants in 2021-22 came from roughly 11 schools. Among Elementary schools, **Jesse Hall, Lincoln Park Elementary, and Robert Mitchell had the most participating families. Mount Rose K-8 and Middle Schools Sky Ranch and Desert Skies** also had high participation compared to other schools.

Participation by Place

Where families live has an important effect on life outcomes. Washoe County's Community Health Assessment has prioritized several areas defined by zip codes where residents are more likely to experience negative health outcomes. A large proportion of Parent University participants live in zip codes where health inequities are seen. This is due to focused efforts of the program to reach people where needs are highest and is an indication of the program's reach into communities that may need Parent University most.

Data from Parent University Surveys shows the greatest participation within zip codes 89431 and 89436, followed by 89506, 89512, and 89502.

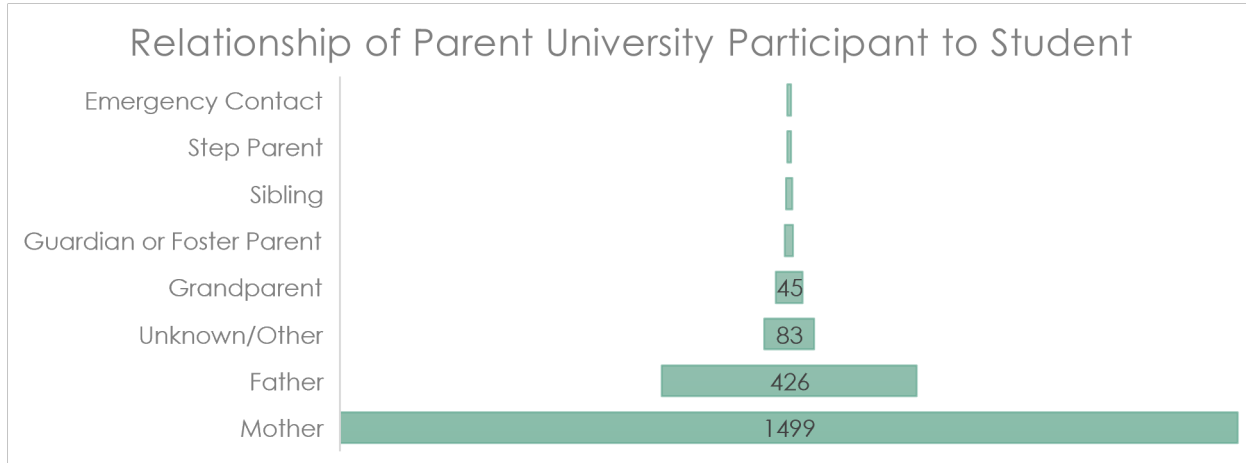


Washoe Zip Codes and Participation Parent University
(based on survey data)

89431	=	138
89436	=	118
89506	=	56
89512	=	48
89502	=	47

Participation by Relationship

Mothers are the most common Parent University participants. Fathers are the next largest group, followed by other adults (where relationship is not available in the data), grandparents, and other caregivers and siblings.



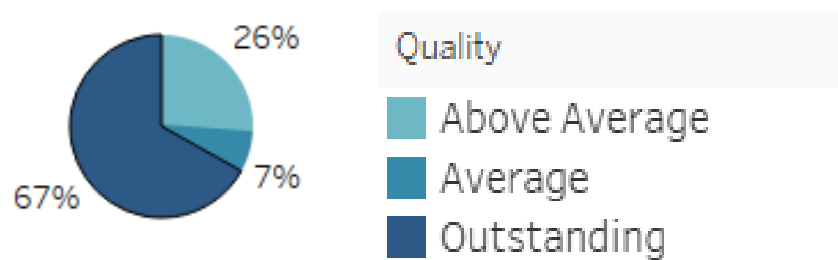
Participant Satisfaction

Quality and Usefulness

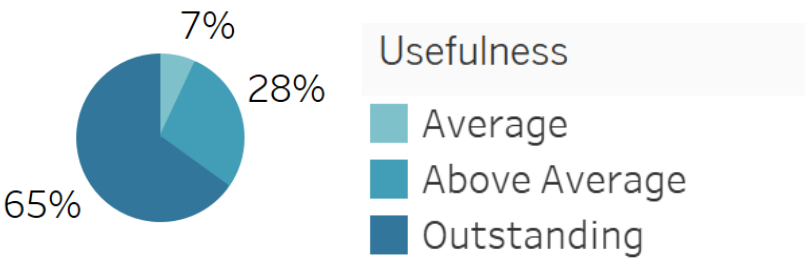
Surveys completed by participating families demonstrate high quality and useful interactions that result in positive experiences with schools, with teachers, and together as families.

- 93% reported quality as outstanding (67%) or above average (26%)
- 93% reported usefulness as outstanding (65%) or above average (28%)
- 94% reported they would recommend the class or workshop

These numbers are consistent with previous years.



Nearly all participants (93%) rated usefulness as outstanding or above average. The remainder rated usefulness as “average” with no respondents indicating usefulness below average.



What Participants Liked Best

When asked what they liked best about the classes and events, participants noted the ways the content was offered and specific program elements, the information they received, opportunities to connect with the teacher and other students or families. Many noted the value of being with their own family for the workshop.

WHAT FAMILIES LIKE BEST



Interactive Programs and Engaging Content

"It was all wonderful! Enough flexibility to keep everyone moving & engaged!"

(Let's Discover STEM)

"Me gusto mucho las actividades y las ideas que nos dieron para poder ayudar en casa."

(Exploring Writing Together)



High-quality Instructors and Facilitators

"The facilitator explained every point until it was clear."

(My Child is Struggling in School: What Can I Do?)



Spending Time Together and Meeting New Families

"Que participaron todos en familia."

(Descubramos STEM / Let's Discover STEM)

"Very welcoming, meeting other classmates & teacher."

(Kindergarten Kickoff)



Parent University Results

Increased Knowledge, Skills, Awareness, and Confidence

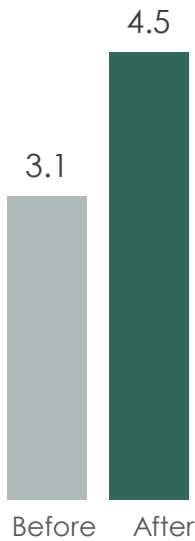
Across the offerings, surveys showed families increased their knowledge related to the class topic. These changes were statistically significant. The average knowledge rating before the class was 2.9 on a scale from 1 to 5, with 5 being the highest. The average post-class knowledge rating was 4.5.

Changes in Knowledge, Awareness, and Confidence

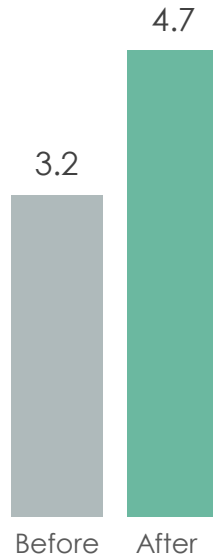
After most Parent University sessions, participants were asked to complete an anonymous survey to provide feedback and report any changes as a result of the session.

Participants reported changes in knowledge awareness and confidence as a result of learning sessions. The most significant growth was in knowledge change, followed by awareness and confidence. Across the program, these gains were consistent and statistically significant.

Knowledge
(Average Score
Before and After)



Awareness
(Average Score
Before and After)



Confidence
(Average Score
Before and After)



1 **Knowledge** related to the class topic (Capabilities)

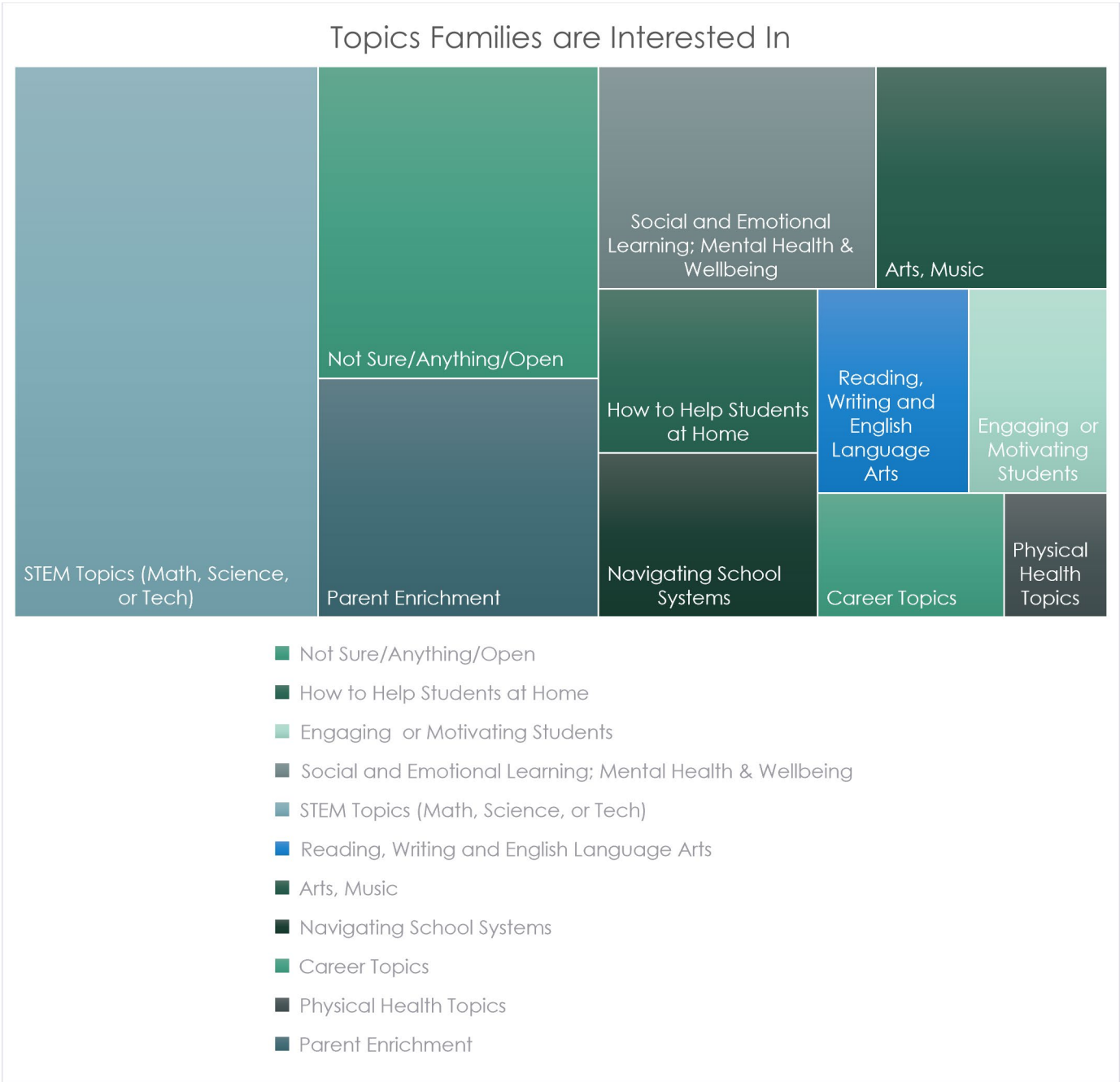
2 **Awareness** of resources (at school or in the community) available to support my child/teen's learning and achievement (Connections)

3 **Confidence** to positively impact my child/teen's education and help them reach their goals (Self-Efficacy)

Learning from Families

Topics for Parent University

Through surveys, families were asked to indicate topics about which they would like to learn more from Parent University. Science, technology, engineering, and math topics (STEM) were noted most frequently. Families were also interested in topics related to social and emotional learning, mental health, enrichment classes for parents, art and music, motivating and supporting students at home, and navigating school systems.



Learning from Families

Parent University Innovations in 2021-22: Listening Session on Emotional Well-being and Mental Health

Nationwide and in Washoe County, youth are experiencing anxiety and depression at very high rates, issues that worsened during the pandemic. Factors that prevent students from getting the help they need include lack of awareness about resources available and stigma associated with mental health.

Washoe County School District Parent University held a **community conversation on April 28, 2022**, at the Evelyn Mount Center. The purpose of this session was to **look for ways to expand the Emotional Well-being and Mental Health informational sessions for families in ways that meet their needs**. Twenty-six (26) individual family members were attended, representing 18 families. District leadership and mental health professionals from community-based organizations also were in attendance. Parent University provided dinner, childcare, interpretation, and gift cards for the participating families.

The purpose of this conversation was to engage families and community providers to help shape a vision for the new Parent University strand. This strand will

- Build awareness about emotional well-being and mental health
- Share information and resources on emotional well-being and mental health
- Help families know and connect with the school and community resources

The session solicited input on:

- what is working well related to student and family health
- what is missing for families and what might be helpful
- barriers to attending informational workshops through schools, and
- solutions to these barriers

The event was also designed to share information on available programs and services and, more importantly, to learn from families about the information and resources that may help address students' emotional health and well-being. Staff and facilitators set up a world café process to engage groups of people in conversation. Forty (40) individuals participated, including the members of the 18 unique families.

A summary of learning is provided below, with additional comments in the appendix.

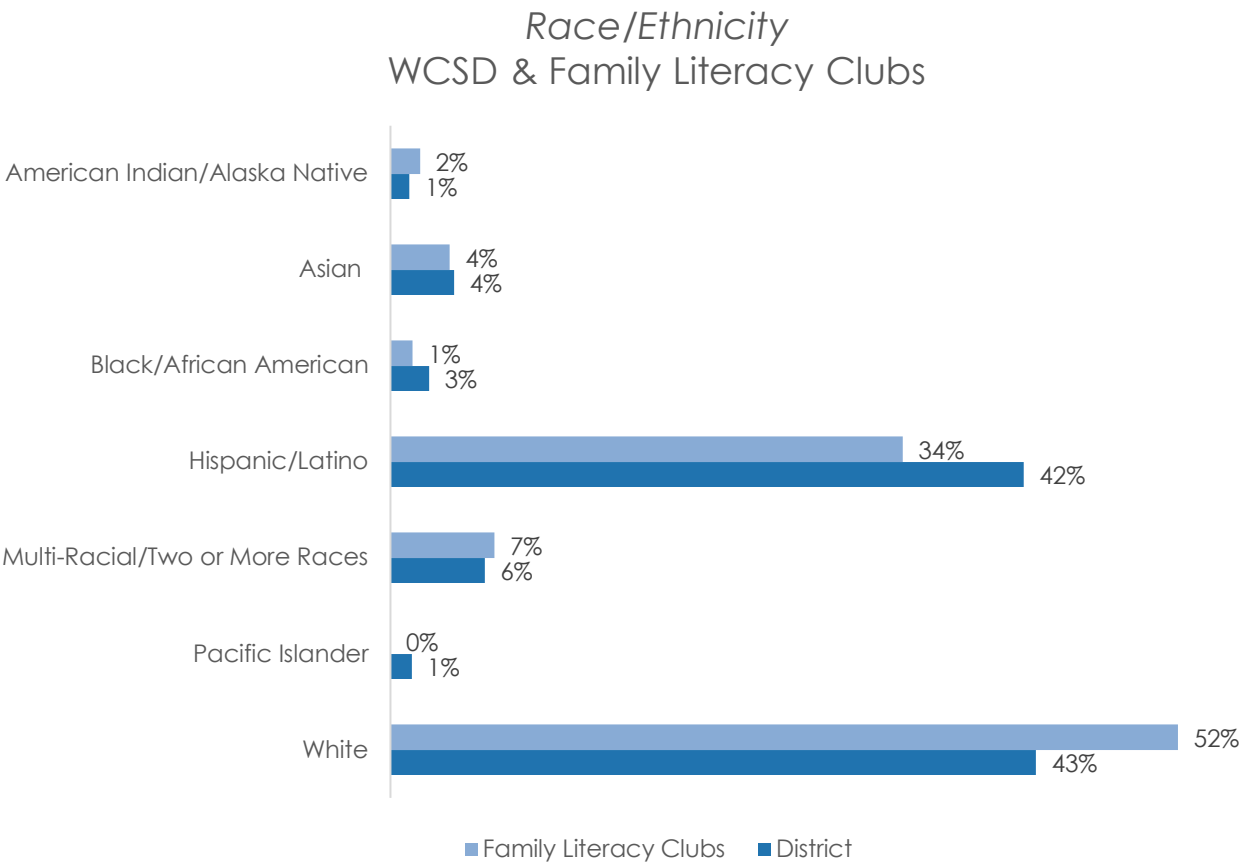
- Students and their families are glad to be back to school. There is so much enthusiasm for being together again.
- Families have worries about their children's emotional well-being and health. Issues like bullying and bad behavior through social media are at the top of family concerns.

- What happens at school can have profound impacts on student motivation; for example, being on or off sports teams, or being treated well (or not) can keep students engaged or disconnected and discouraged.
- Barriers like transportation get in the way of students and families experiencing all that school and the community have to offer to help with mental health and emotional well-being.
- Families appreciate opportunities to learn and improve; these same families also face barriers to attending events.
- Families' experiences at school sites differ. Many families and their students experience racism at school – differences in how they are treated. This erodes confidence and trust for both students and families.
- Family-to-family support can be beneficial.
- Time spent by students at home during the pandemic differed greatly. Some students were able to get more help from their families than others. Many students feel behind their peers, and some parents expressed sadness that they could not help more. They want to help their kids get on track.
- Families are experiencing stress. Many parents were having to take extensive time off work to take care of their children who were no longer in school. Others could not take time off.
- In addition to students, the emotional well-being of teachers and other staff was noted as a key concern.
- Families express different needs depending on the age of their child. Information is likely to be more successful if it is targeted by development level.
- Support for severe issues is being put into place at many schools through district and state efforts. However, universal primary prevention strategies are not generally in place.
- Families expressed concerns both about getting too little and too much communication. School systems are working better for some than others.
- Families are juggling work and many other obligations. In addition to timing of workshops and classes, sometimes they need extra encouragement to attend.
- Online events can be a good alternative for many.

Program Spotlight: Family Literacy Clubs

Family Literacy Clubs engage parents or other caregivers and their children with classroom teachers to enjoy and practice reading together. Family Literacy Clubs are typically held in the evening, and take place over a series of weeks, building skills and fluency. Family Literacy Clubs were offered by teachers at Allen ES, Hall ES, Lemon Valley ES, Poulakidas ES, Towles ES and Winnemucca ES.⁴

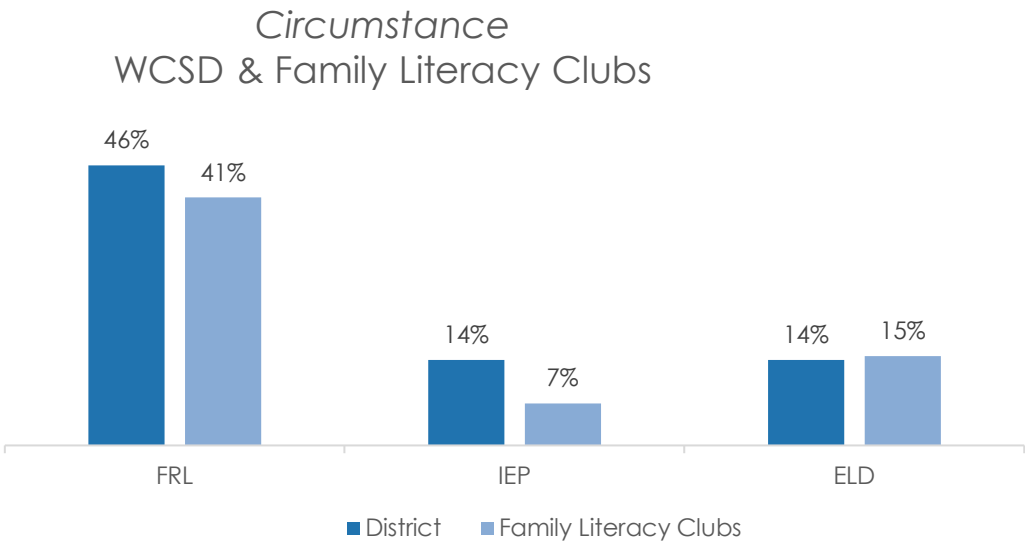
Parent University set Family Literacy Club participation targets at 550 total attendees and 190 unduplicated attendees, with 30% of families from historically marginalized populations, including families from special populations (FRL, IEP & LEP).



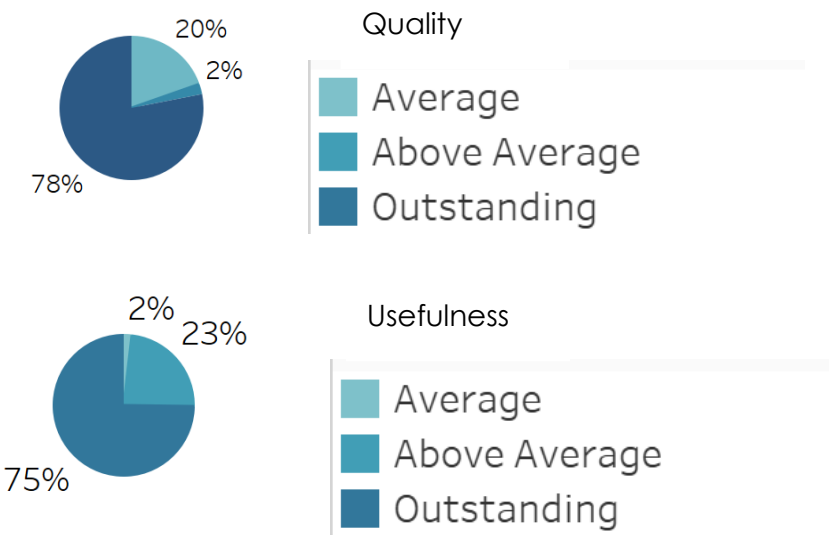
Among Family Literacy Clubs, 548 (99.6%) of the 550 total attendees goal was met; 207 unduplicated participants exceeded the goal of 190. Participation by families with students who qualified for free and reduced lunch was slightly lower than the percentage for the district, and the percentage participating with an IEP was roughly

⁴ (Literacy clubs were planned at Gomes and Diedrichsen, but not held) ES

half of the percentage seen district wide. Students learning English were well represented in Family Literacy Clubs, at nearly 15% of the total.



Participants rated Family Literacy Clubs very highly, with 78% describing them as outstanding, 20% as above average, and 2% average. No lower scores were reported. Similarly, 75% reported usefulness as outstanding, and 23% reported usefulness as above average. Only 2% reported the usefulness as average, with no lower ratings.



Participating families expressed many positive comments through the surveys. When asked what they liked, many said they loved the interactivity of the program and the student discussions on the books. Parents described better connection with their children over reading. Families noted tools to improve and broaden reading were comprehended and practiced in real time.

WHAT FAMILIES LIKE BEST



Fun with Learning

"The writing office folder is a fun resource to help kids develop writing basics."

"Fun, snacks, dancing"

"*Storytime*"

"Kids loved everything"

A Welcoming Environment

Teachers/Leaders were welcoming and willing to help anyone with any questions/concerns. Playing the quiz at the end."

"Everyone was patient and knowledgeable"

Connecting with Other Families

"Socializing"

"Meeting other people"

Connecting with Children

"The interaction with my student"

"Que puedo interactuar con mi hija en su aprendizaje"

"Todo muy bonito. Enseñar mas a mi hija"

"I remember when I was a child"

Teachers and Librarians

"Todo excelentes maestros"

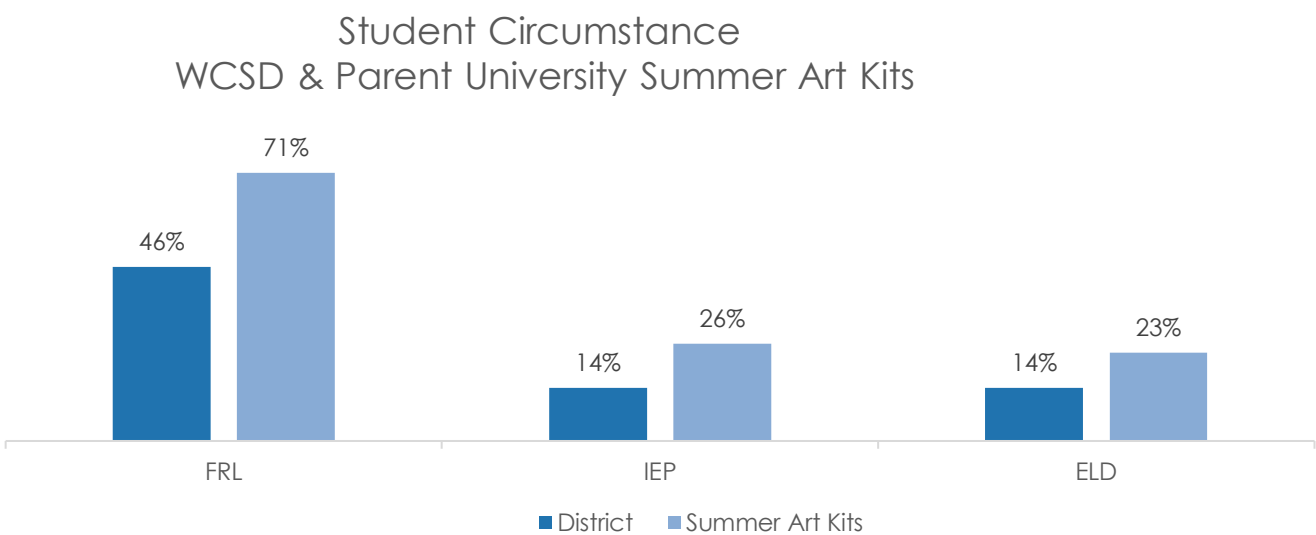
"The teachers were very attentive & helpful"

" Library staff exceptionally helpful and engaging"

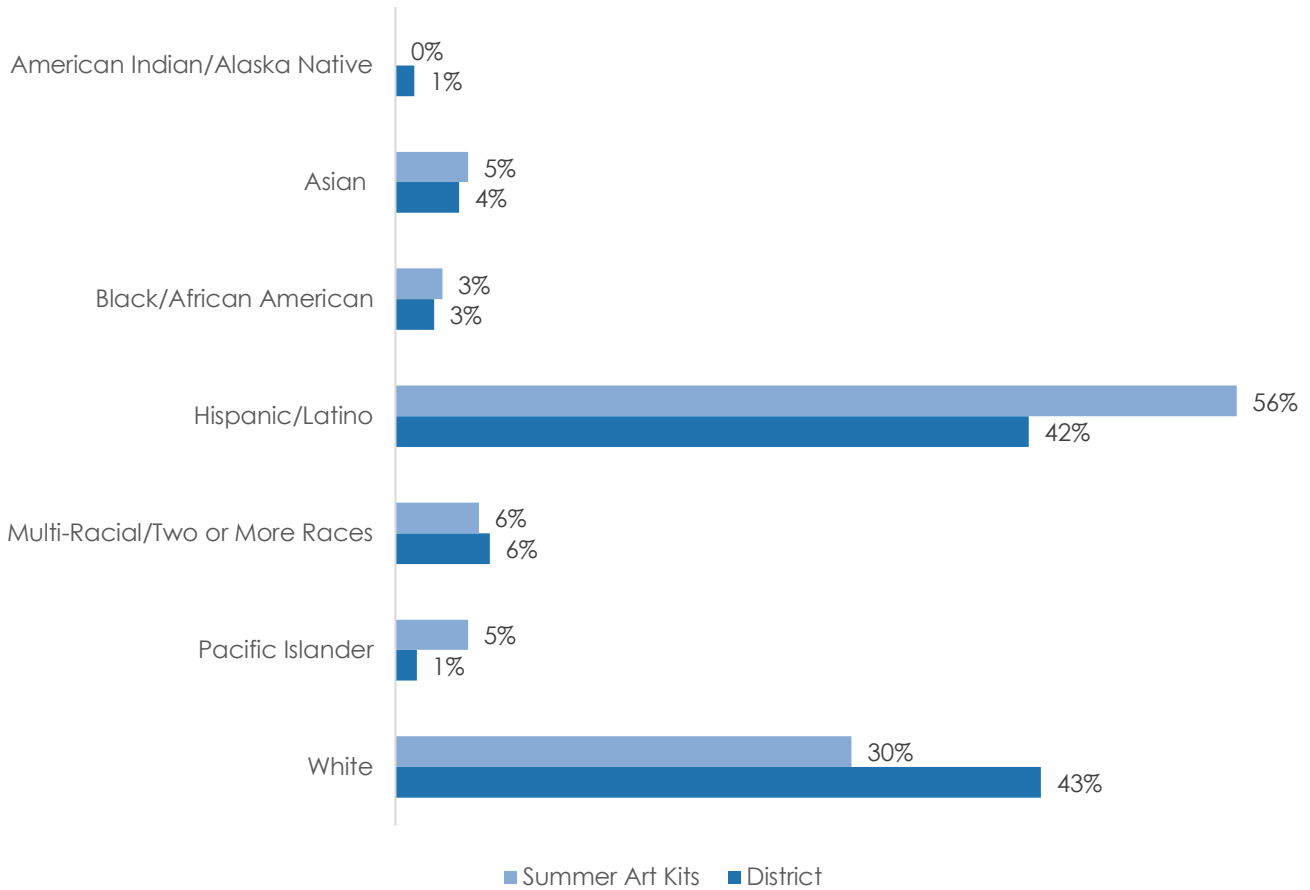
Program Spotlight: Summer Art Kits

Visual arts contribute to mental health and overall well-being. One of the new offerings from Parent University provided family engagement support for second and third grade summer school teachers through summer art enrichment kits. The summer art programming provides students and parents or other caregivers an important and energizing opportunity to create and work together, using high-quality instructional materials. Access to art and enrichment over the summer helps to maintain connections to school and provides fun opportunities for meaningful connection between families and with the schools.

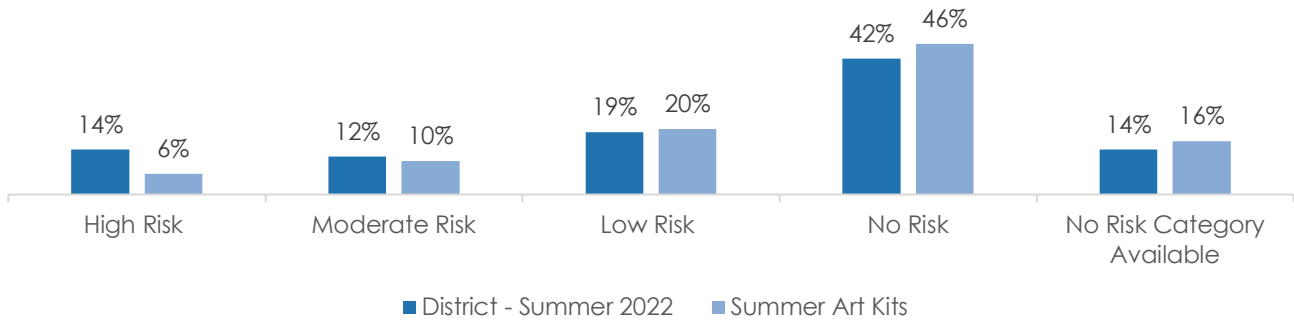
Art kits were provided at seven school sites (Alice Smith ES, Poulakidas ES, Mount Rose ES, Desert Heights ES, Maxwell ES, Hunsberger ES, Moss ES) that served as hubs for students across the district. Art kits reached 292 students and engaged 584 adults.



Race/Ethnicity WCSD & Summer Art Kits



Early Warning Index Rating WCSD & Summer Art Kits



Findings, Discussion, and Recommendations

Summary of Findings

- Parent University **planned more than 150 sessions** for families over the 2021-22 school year in locations across the District. Not all of these were held due to pandemic and related issues. Programming included learning sessions for families with students across the educational pathway, from prekindergarten through the transition to college and careers. Programming extended into the summer.
- Parent University delivered **many programs that have been offered in previous years and also developed new offerings based on needs**. Several programs that have been developed across the years had strong attendance, including Family Literacy Clubs, Passport to College, and STEM nights.
- **Parent University partially met its participation targets and fully met reach targets**. More than half of families reached were from nondominant/historically marginalized groups.
- Participants value and appreciate Parent University. Among workshops with surveys, **93% of rated session quality as outstanding or above average**. And 93% rated usefulness as outstanding or above average. Similarly, 93% reported they would recommend Parent University to a friend or family member
- Workshops help families to grow and learn. Surveys showed statistically **significant self-reported changes in knowledge, awareness, and confidence** among participants.
- Students and families are facing more challenges than they were before the pandemic.
- Surveys, including open-ended comments, were almost exclusively positive and expressed **gratitude for Parent University**.
- Parent University is working to continue to adapt programming, communication, and outreach to meet emerging needs.
- Parent University was effective at **listening to families and bringing in family voices to inform programming** and other aspects.
- Participants expressed **interest in learning more**, recommending topics to others, and identify both existing Parent University topics and new topics for consideration. **Math and STEM topics** remain the most commonly requested.

Discussion

The pandemic altered how students and families interact with schools. Roughly two and a half years since the start of the pandemic, education is still adapting and reemerging. This presents opportunities to strengthen partnerships more fully between schools and families to enable children to thrive.

Pandemic-related challenges continued to impact Parent University during the 2021-22 school year through diversion of resources and class cancellations. Families were also experiencing challenges deepened by the pandemic. Data from both external sources and WCSD suggests students and families have more needs than ever before, and family support for students offers a powerful leverage point to use limited resources in a way that can have profound impact.

In the listening session with families held in April, families shared some of the barriers to full engagement with schools. Some families felt they didn't know what was being offered; others talked about being overwhelmed from work and long days. Some families described unwelcoming situations at school sites, including racism. Many expressed the desire to have programming shared in ways that are accessible, presented at times and in formats that work for working parents, and delivered in welcoming environments. All of this reinforces the important role Parent University can play in supporting family and school connection.

The evaluation supports Parent University as an effective, high quality, and appreciated resource for participating families. The evaluation also highlights the ability of Parent University staff to reach families through relational trust.



Recommendations

The following recommendations are based on this evaluation.

- Continue building capacity of schools – principals, teachers, and other staff. Possibilities may include focusing resources at schools where there is already good engagement, and piloting new programming where relationships are already in progress.
- Continue efforts to listen to and amplify the voices of families. The Parent University team is skilled in bringing people together, developing trusting spaces, and learning from families.
- Continue learning about barriers to trust and working to authentically take down the barriers.
- For schools with high participation in Parent University, connect evaluation to school climate reports as another measure of results.
- Continue to bridge families to community and national resources on mental health and well-being.
- Continue to support activities that provide opportunities for families to have fun with their children through learning. Family Literacy Clubs and Summer Art Kits are examples of programming that helps people connect within and among families.
- Continue to develop opportunities for families to connect with each other and build their networks of informal support through Parent University.
- Experiment with reaching additional family members through targeting outreach to fathers and other individuals who may have not yet attended. Parent University.

Excerpt from "Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement"

"What would it look like if we truly valued families as cocreators and coproducers of an excellent education for our students?

What has to change in our policies and practices to make this happen?

What investments do we need to make now and in the future?

How can we embed trust-building in every aspect of our family engagement work?"

- Karen L. Mapp, Eya Bergman 2021

Appendix:

Listing of Program Offerings (Alphabetical)

Workshop Name	Count of Times Offered
6th Grade Family Night (Executive Functioning and Infinite Campus)	1
Addressing Challenging Behavior	5
ANGST Film	1
AP Night	1
Are you aware of the College Application Process	2
Clay Creatures	1
Dreamer's Guide to College	2
Emotional Wellness	1
Exploring Writing Together	2
Family Literacy Club	26
Family STEM Night	8
Helping Your Child with Organizational Skills	1
How to Make the Most Out of Your Parent Teacher Conference	2
Hug Informational Night	1
iDIEFLIX Film "LIKE"	1
Intro to Drawing Comics	1
Jump Start Dual Credit Session - Earn college credit now!	2
Keeping Your Family Safe When Using Technology - The Basics	2
Kinder Kick-Off	9
Literacy Adventures	1
Living Ideation	11
Making Learning Fun During School Breaks	3
Math Problem Solving-Activities and Ideas	2
Media Literacy Misinformation and False News	1
My Child is Struggling in School: What Can I Do?	3
Need Help Navigating the Infinite Campus Parent Portal?	1
Navigating through the Stumbling Blocks: College Transition for Seniors	2
Need Help Navigating the Infinite Campus Parent Portal?	4
Nevada Promise Scholarship: Your Debt-Free Degree	2
NSHE (Nevada System of Higher Education) Native American Fee Waiver	1
Paint Your Pet	1
Passport to High School Success	4
Paying for College: How to apply for free money	2
Practicing Math through a Real-World Perspective	1
Ready for School, Ready for Fun	1
Ready Jet Go! Space Exploration	1

Resolving Conflict with the Relationship in Mind	1
Self Care for Stress: Family Edition	2
Strengthening Executive Functioning Skills in Gifted Learners	1
Success Through Social Emotional Learning!	1
Summer Art Kits	14
Summer Learning Event	1
Super Parents Supervise, Screen Time, Social Media	7
Super Parents Supervise: Drug Trends, Prevention, and Parenting	1
Supporting Literacy Skills at Home - Where Do I Start?	1
The Road to Higher Education	1
TMCC High School Information night	2
Transition to Kindergarten	1
Truckee Meadows Community College Men of Color Mentorship Program	2
UNR virtual tours	1
Why College? Invest in Your Student's Future	2
Youth Mental Health First Aid (YMHFA)	2
Grand Total	150

Notes from World Café Listening Session

Parent University hosted a community café, inviting families from schools and some mental health professionals. Tables worked together to answer questions.

What's working well related to emotional well-being of families and students?

- There is access to FACE liaisons that have resources¹
- Schools are recognizing families' needs¹
- Pandemic lead to more parents asking for resources such as computers and internet¹
- Families are using the food pantry and this was a "gateway to other resources"¹
- Kindergarteners are excited to be with their peers now that school is back in person¹
- Families are connecting with other families now that school is in session²
- Finding friends around the same age⁷
- Teachers are positive and not drained⁷
- School counselor as a service¹⁰
- Children are advocating for themselves by speaking up against bullying¹⁰
- Teachers are open to conversations¹⁰
- Special ed teachers advocate for student needs e.g. IEPs¹⁰
- Teachers can tell schools if they are having difficulties and they receive support¹⁰
- If there is no counselor available, counselors from other schools are called over¹⁰
- There is bilingual support in the office¹⁰
- Children have positive adult role models that are attentive to their specific needs¹⁰
- Kids are developing with their friends because of activities such as "Fun Friday" and music programs¹⁵
- People are taking their children to church amongst other extracurricular activities¹⁵

- Children in transition services are offered through the school district¹⁵
- Communities in Schools Program helps “fill the gaps for students”, covering needs that reduce anxiety¹⁵
- Communities in Schools also helps parents access resources (ex-transportation)³
- Art classes and Zen rooms¹⁵
- Circle time gives students the chance to offer compliments to each other and share positive stories¹⁵
- Sports and Activities²⁵
- Fall, Winter, and Spring breaks²⁵
- Parents are involved²⁵
- Church groups²⁵
- There is great leadership at Booth where teachers really care about their kids

What are you worried about in terms of student mental health?

- Children not having access to transportation to get to school²
- Children are being pushed academically beyond their ability due to covid²
- Parents were having to take extensive time off work to take care of their children that were no longer in school³
- Families don't know where to find resources³
- Boys and Girl's club is having challenges with behavior, and it is understaffed³
- Teachers want volunteers but parents are not able to help because they are stressed returning to work after the pandemic³
- There is not enough counseling and therapy
- There is bullying⁷
- Sex and drugs⁷
- Concerns over older children negatively influencing pre-k kids “I want to put him in a bubble”⁹
- Students don't get enough time with counselors⁹
- Schools are not spending as much money on mental health compared to other expenditures basic needs⁹
- Families are not receiving mental health support⁹
- Children lack self-esteem and resilience¹³
- Transition from quarantine is difficult¹³
- Masks are like a security blanket¹³
- Social media is encouraging shallow behavior¹⁴
- Communication regarding events is “dry, canned, and of no interest”
- Parent doesn't see that their participation makes a difference¹⁶
- Parents are concerned about the children that they leave at home when they go to events¹⁶
- Children are rebelling and parents cannot control them¹⁸
- Sport coaches pick favorites even if those favorites don't have the best grades¹⁸
- Obesity²³
- Kids are being bullied for their clothing²³
- Shortcuts are being taken when teachers use too much technology²⁶

Why are parents not attending?

- There is a lack of motivation⁴
- School isn't specific enough about how the class will help their child⁴
- Parents have jobs and multiple children that take up their time⁴
- Schools don't provide enough notice⁴
- The school markets events in a way that invokes parents to have stigma around mental health⁴
- Website is difficult to navigate⁴
- There is a language barrier⁵
- Scheduling attendance with all parental/other obligations is difficult⁵
- Traffic discourages people from coming⁵
- After working, parents are too tired to attend events
- Location is too far from home¹¹
- Parents are self-conscious and do not know what to say¹⁹⁰

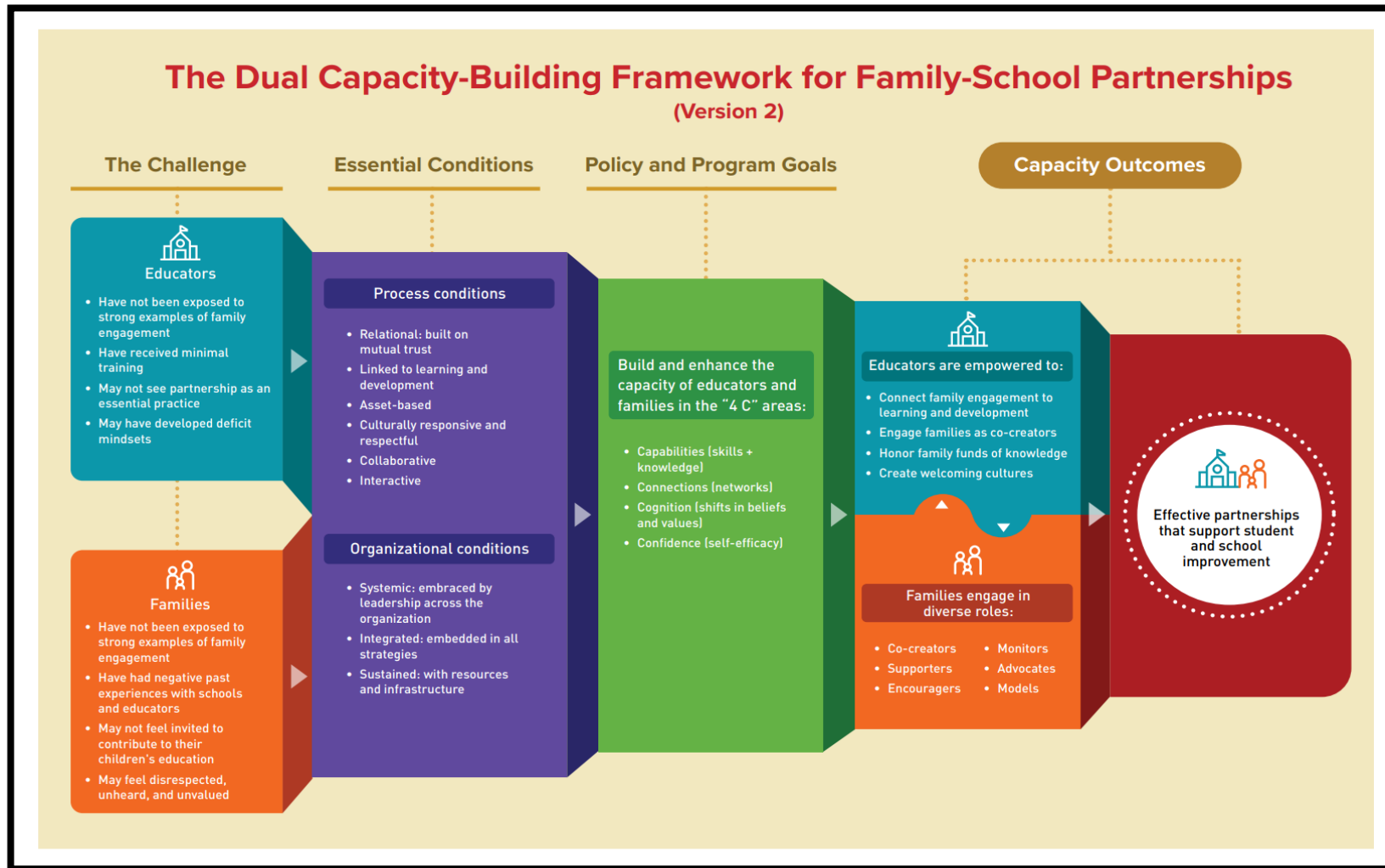
What is needed to reduce barriers and help the situation?

- Expand Communities in Schools Program to all schools
- "Teach music not coding"¹⁵
- Music, art, P.E., should be in every school²
- Events should be recorded and offered online⁵
- Parents have more time late at night to attend events⁵
- Events should be advertised differently because there is stigma around mental health (ex "come get free food while we discuss...")¹¹
- Children should be asked what they need¹³
- Weekend events⁴
- Provide more mental health support⁴
- Send text messages for events⁴
- Send personal invites for events⁴
- Offer childcare at events⁴
- Market events on social media⁵
- Children should be advocated for without confidentiality being broken⁶
- Offer transportation⁸
- Events should be offered after school¹¹

Translation from notes

I am very grateful for all these topics that they provide us parents because they help us to help our children and other relatives and friends. I think it is important to always emphasize to parents that the basis of education is at home, in families regardless of who is raising the children, since not all children have the fortune of being raised by parents. Some children are raised by grandparents, families like uncles, cousins. It is important to emphasize that the basis of values and education and also of love is at home and the school should only complement education, because I realize that many parents believe that the school is responsible for educating their children.

Dual Capacity-Building Framework (Mapp & Kuttner, 2016)



Contact Information

For more information about Parent University and other Washoe County School District Family Engagement Programs, contact:

Department of Family-School Partnerships

5450 Riggins Court, Suite #3 Reno, NV 89502

Phone: 775.789.4685 Fax: 775.689.2625 www.washoeschools.net/parentu.



This report was developed by Sarah Marschall Strategy.



Sarah Marschall
STRATEGY

Phone: (775) 741-5384