

Report to the Washoe K-12 Education Foundation

Annual Evaluation 2016-17

August 2017



Report prepared by Social Entrepreneurs, Inc. (SEI) and the Department of Family-School Partnerships

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**Washoe K-12
Education Foundation**
Believe & Invest

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Acknowledgements

Parent University is a project of Washoe County School District (WCSD) and is coordinated through the Department of Family-School Partnerships. On behalf of the District and the Department, the commitment of community partners is gratefully acknowledged. WCSD, school personnel, community organizations, and families are working together to promote academic achievement for all Washoe County children and youth.

2016-17 Community Partners

Boys and Girls Club of Truckee Meadows
Community Services Agency – Head Start
Cooperative Extension -- University of Nevada, Reno (UNR)
Education Alliance of Washoe County
GEAR UP – University of Nevada, Reno
KNPB
Nevada Parent Teacher Association
Nevada PEP
Sierra Nevada Journeys
Truckee Meadows Community College (TMCC)
University of Nevada, Reno - College of Education
Washoe County Library System

Washoe County School District Departments

Department of Assessment
Department of Child & Family Services
Department of Counseling Services
Department of Curriculum & Instruction
Department of English Language Learners & World Languages
Department of Gifted and Talented
Department of Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL)
Information Technology (IT) Department
NV K.I.D.S. Grant
Office of Student Services
RISE Academy for Adult Achievement (RISE is part of WCSD)
Volunteer Services

Contents

- Executive Summary5
 - Recommendations6
- Introduction7
 - Parent University7
 - Learning Sessions Offered8
 - About Washoe County School District10
- Attendance and Access11
 - Participation Goals11
 - Participation Over the Years12
 - Families Served12
 - Student Demographics13
 - Attendance by Family Role14
- Program Quality15
 - Perceptions of Parent University Class Quality and Usefulness16
 - What Families Liked Best17
- Short-Term Outcomes18
 - Use of Infinite Campus19
 - Self-Reported Changes in Knowledge, Skills, Confidence, and Awareness19
 - Survey Comments21
- Opportunities and Learning22
 - Topics that Participating Families Suggest22
 - How Participants Learned about Parent University15
 - Suggested Improvements24
- Summary of Findings and Recommendations24
 - Successes25
 - Challenges26
 - Recommendations27
- Methodology and Limitations28
 - Methods28
 - Notes and Limitations29
- Bibliography30

Executive Summary

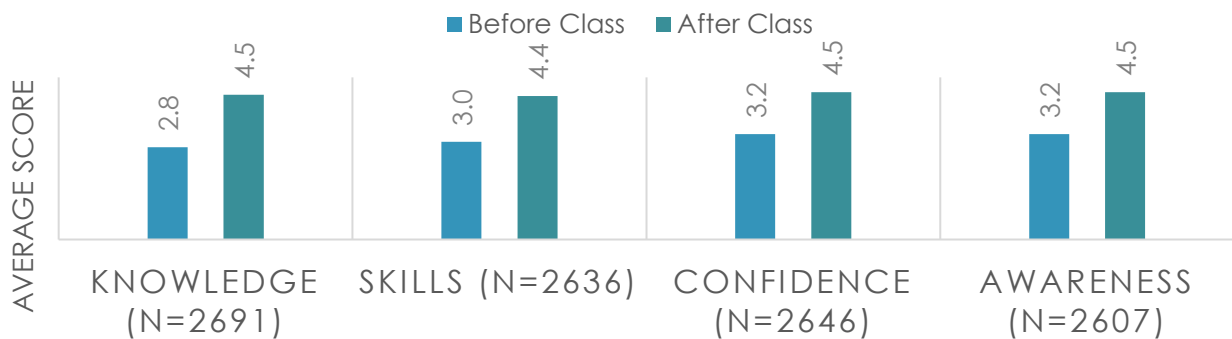
The mission of Parent University is to help families build upon skills, knowledge, and support systems to advocate for their student’s success. Since 2011, Parent University has provided learning sessions at schools and community-based locations in Washoe County to fulfill its mission. This report demonstrates program outcomes and identifies opportunities for continuous improvement using information from the 2016-17 program evaluation.

2016-17 Parent University at a Glance

Together with community partners and Washoe County School District Departments, Parent University:

- Successfully provided **492 learning sessions** across the District in topics related to educational success;
- Held **two full-day Family Access Days** at the University of Nevada, Reno where families learned strategies to support their child’s pathway to college;
- Connected with 4,372 students through one or more family participants, or roughly 7% of WCSD’s student population;
- Delivered high quality sessions:
 - 88% of survey participants described learning session **usefulness** as outstanding or above average.
 - 89% of survey participants described learning session **quality** as outstanding or above average.
 - 93% of survey respondents indicated that they would recommend the session to another parent.
 - Families reported considerable gains in knowledge, skills, confidence, and awareness.

AVERAGE PARTICIPANT RATINGS BEFORE AND AFTER



Additional Findings	
Notable Successes in 2016-17	Attendance goals were exceeded.
	Parent University reached a diverse population.
	Teachers were powerful allies in engaging families.
	Infrastructure for data tracking and management improved.
	Program quality was high.
Notable Challenges in 2016-17	External forces impacted attendance.
	Some subpopulations were under-represented.
	Some classes were planned but not attended.
	Funding is not predictable, which impacts planning and program improvement efforts.

Recommendations for Continued Improvement

- Design and implement a targeted inquiry process to learn from under-represented groups about barriers and identify potential solutions for engagement.
- Equip each Parent University facilitator with a brief set of standard information that is in alignment with District and Department priorities. For example, this may include a card with directions and assistance to access Infinite Campus, a link to the District's resource page, and a comment about the importance of attendance.
- Develop a sustainability plan that secures the continued outcomes of Parent University. Sustainability should consider and plan for funding, cost savings, formal and informal partnerships, and key champions. Ensuring stability of program funding supports families' requests for continued and additional classes and supports long-term planning.
- Continue efforts to engage teachers and principals in the work of Parent University. Teachers are a powerful resource to engage families to connect learning at home.
- Continue to collect data to inform program progress and participant outcomes.

Introduction

Parent University

Parent University was envisioned, planned, and implemented in 2011 to help families engage with their children's learning. The WCSD Office of Family-School Partnerships leads planning and implementation of Parent University. Through the support of the District, qualified staff, and outside investment, Parent University has completed its sixth year. Each year, program staff members have worked to improve and develop the program, retaining core components and also changing strategies to help more schools, families, and students benefit from the investment.

Family engagement (including parent involvement) has a strong evidence base. 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 and have higher test scores, have better attendance, behave better at school, and were more likely graduate and go on to post-secondary school (Dervarics & O'Brien, 2011). Further, research supports that the most powerful interventions most strongly linked to student achievement are those that engage families in supporting their children's learning at home (Dervarics & O'Brien, 2011).¹ Finally, research supports that family engagement is cost effective. "For example, schools would have 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).

Parent University is founded on an understanding that all families want their children to be successful. However, families may not have the tools and knowledge to support their children in reaching their academic potential. Through WCSD's Parent University, Department staff work with schools and other partners to build knowledge and skills of parents and other caring adults in the child's life.

While learning sessions are open to all families, Parent University intentionally focuses outreach efforts to engage families that have been traditionally underserved or "hard to reach¹." The program has many strategies. For example, learning sessions are provided at schools and community locations; staff work to remove barriers to attendance by providing child care, translation, and sometimes transportation; and both staff and partners personally connect with families and inform them about Parent University offerings.

¹ In the context of public education, a "hard to reach" population is a group that has either been traditionally underserved by the educational system, or is difficult to involve in public participation [(Doherty, Stott, & Kinder, 2004) (Brackhertz, 2007)].

Parent University staff are committed to continuous improvement in the program, and, annual evaluation is part of this process. An external assessment process helps to identify successes, challenges, and areas for improvement. The evaluation is summarized in the theory of action (page 9). This report provides information about the program's reach, participant and student demographics, and the quality of the program.

Learning Sessions Offered

Parent University worked both individually and with partners to successfully provide more than 490 learning sessions in 2016-17. A large portion of total attendance was facilitated through RISE, a multi-session class focused on building English Language Skills.

Additionally, **two full-day Family Access Days** were held at the University of Nevada, Reno where families learned strategies to support their child's pathway to college or highly skilled careers. Family Access Day was designed for families of students in pre-kindergarten through 12th grade. The event targeted schools in north Reno in the fall, and south Reno in the spring.

2016-17 Spotlight

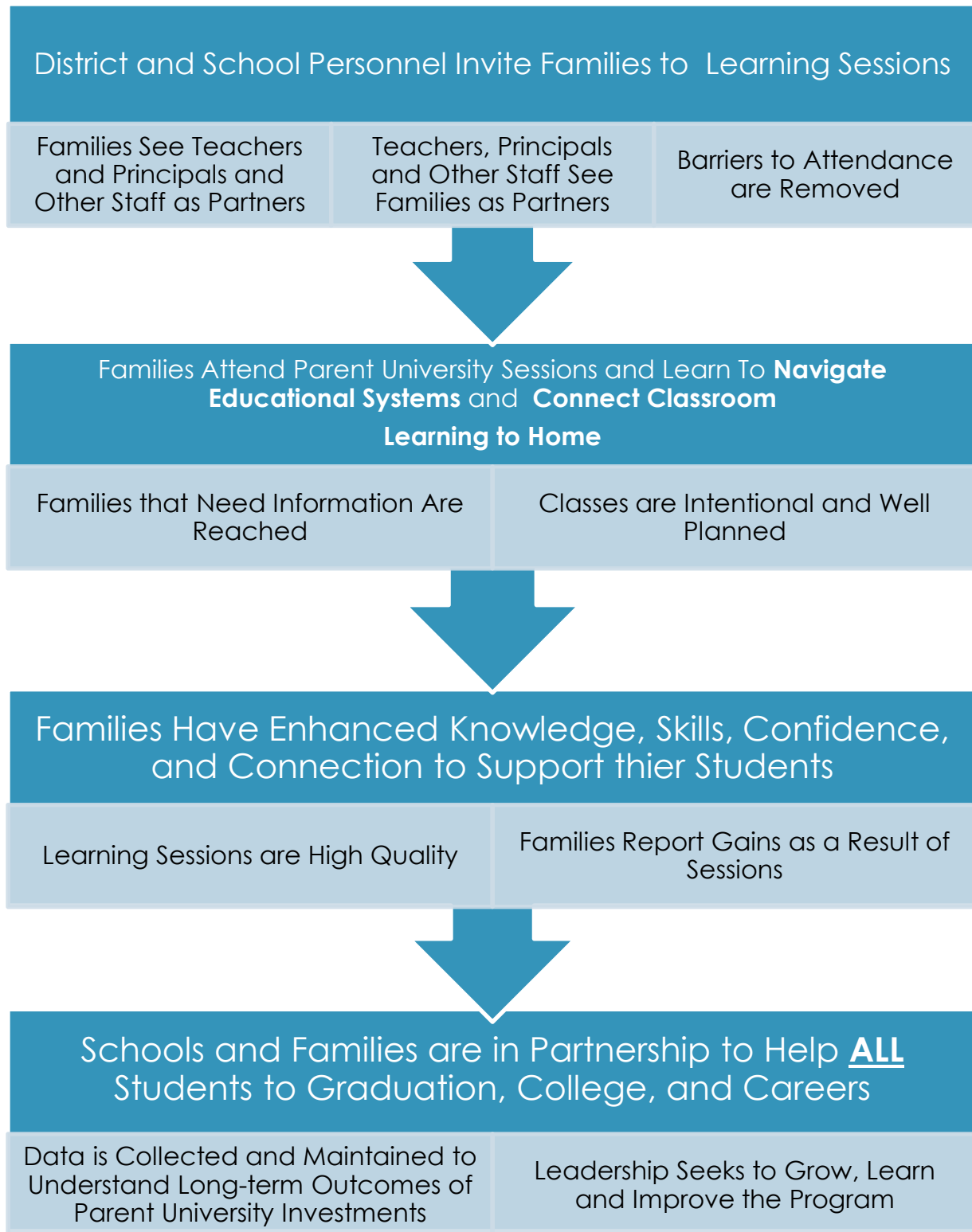
Challenging Circumstances for Engagement

Prior to Family Access Day, the office received calls from people who were registered, but asked if it was safe to attend.

School engagement and success of students requires trust and safety. If families are concerned that schools and school associated events are associated with immigration enforcement, they are not able to attend safely.

This challenge had not been experienced in previous years. The context for family engagement matters. This was a barrier to attendance at events in 2016-17.

Figure 1. Parent University Theory of Action



About Washoe County School District

Washoe County School District, located in Northern Nevada, is one of the largest districts in the nation. The student population in 2016-17 was 63,919. WCSD is racially, ethnically, and linguistically diverse. It serves a large geographic area through 104 schools. Most of the District's population is within the Reno/Sparks metropolitan area; schools also serve the communities of Incline Village, Gerlach, Empire and Wadsworth.

Rates of graduation for the state of Nevada have been low relative to other states. However, for nearly a decade, WCSD has focused strategically on improving graduation rates, and, is seeing success (Washoe County School District). Rates of graduation have increased in recent years for all groups and for racial and ethnic groups that have had lower graduation rates compared to the District as a whole. Yet, there are still considerable gaps to close.

Families have diverse needs and experiences that can be both assets and challenges in connection to their children's education. These situations include, but are not limited to, children's special needs, limited English proficiency, and limited financial resources.

Student data shows that in 2016-17, 13.9% students in WCSD had an Individualized Education Plan (IEP); 15.4% of students were English Language Learners (ELL/LEP); and 46.7% were served through the Free/Reduced Lunch Program (FRL), a proxy for low income and poverty.²

District Spotlight

A System that is Improving

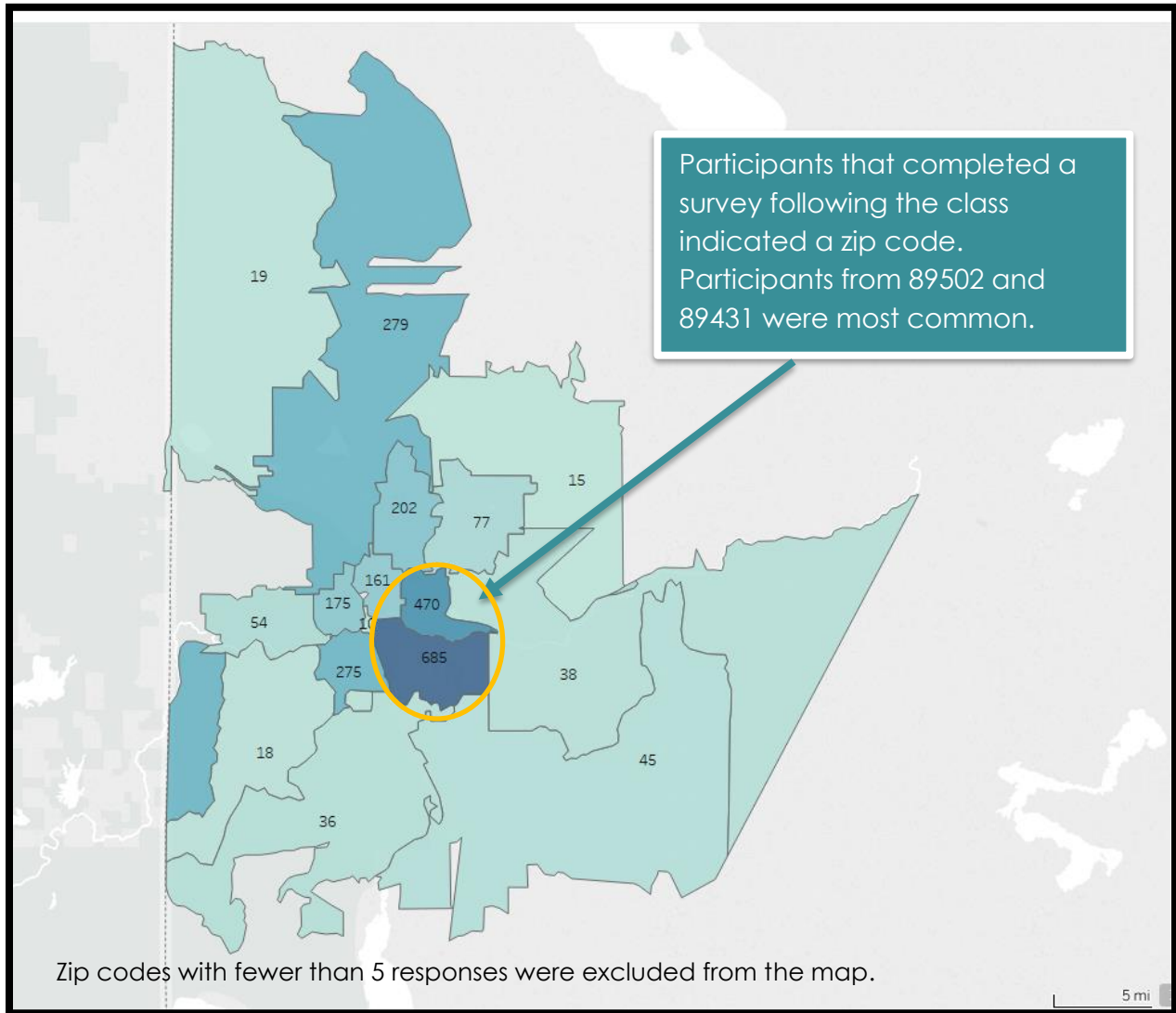
“Washoe has increased proficiency rates on state assessments and graduation rates between 2012 and 2015, with learning gains in all student subgroups. Students earning college credit in Advanced Placement (AP) and dual credit classes increased by 4 percentage points over the last three years.”

(Education First, 2016)

² The free/reduced price lunch data are frequently used by education researchers as a proxy for school poverty since this count is generally available at the school level, while the poverty rate is typically not available. Because the free/reduced price lunch eligibility is derived from the federal poverty level, and therefore highly related to it, the free/reduced price lunch percentage is useful to researchers from an analytic perspective. It is important to note that the rate of eligibility in free/reduced price lunch is typically larger than the actual poverty rate (Snyder & Musu-Gillette, 2015).

Attendance and Access

Each year since its inception, Parent University has set goals for attendance, and, each year these goals have been higher than the year before. In 2016-17, Parent University attendance goals were exceeded for total service counts and unique adults served. In the map below, distributions of participants are shown based on survey data.



The Personal Connection

Families with children and youth are more likely to attend Parent University events when they have an invitation from a trusted teacher or other person that they know. Phone calls are another important strategy to provide a one-to-one invitation to come to a Parent University event.

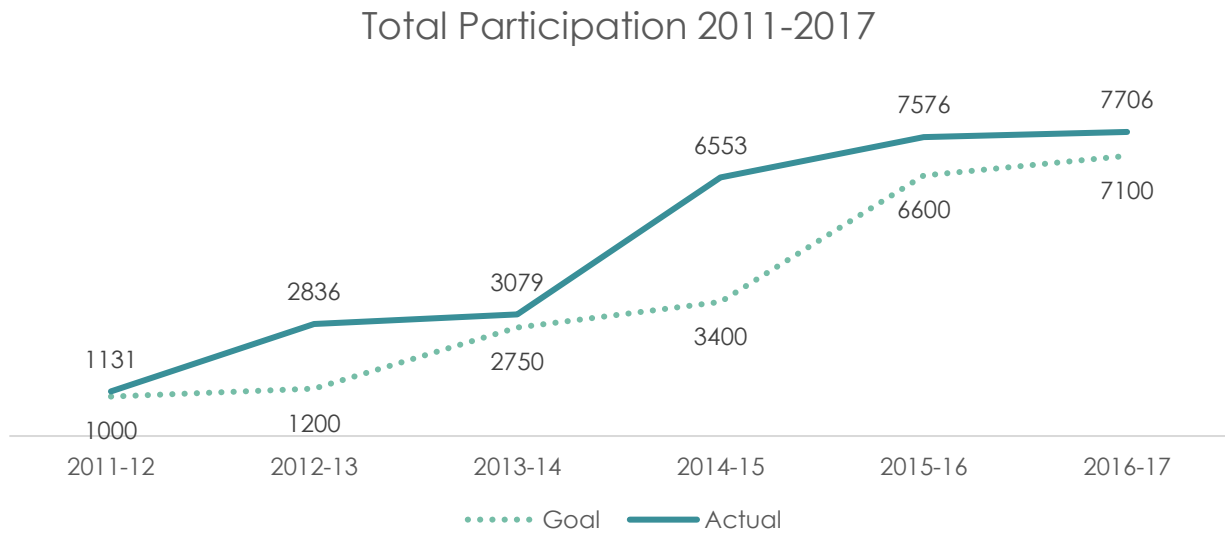
Participation Goals

A total of 7,706 total participants were counted through sign-in sheets at Parent University offerings including both classes and the two-Family Access Days. Of this total, 3,215 were unduplicated adults representing a total of 2,594 unique families with 4,372 students in WCSD schools. Put another way, an estimated 7% of children in WCSD schools have a family member that attended a Parent University session in 2016-17. Many families attended more than one session.

Goal Description	% of Goal	Total Count	Goal	Definition and Method
Total Parent/Guardian Attendance	109%	7,706	7,100	Based on Count of All Signed In. Includes Duplication
Unduplicated Parent/Guardian Attendance	111%	3,215	2,900	Total Unduplicated Attendance

Participation Over the Years

Parent University has increased total participation through its six-year history, from 1,131 participants in 2011-12 to 7,706 in 2016-17. It is important to note that the figure below includes duplicated counts.



Families Served

Given limited program resources, it important that families with barriers to attendance are reached. In 2016-17, the program continued a target that at least 60% of the population served would be considered hard to reach based on one or more factors. “Hard to reach” includes FRL Status, racial or ethnic minority status, special education

Parent University – Annual Report 2016-2017

(IEP), or ELL/LEP Status. In 2016-17 Parent University included an early warning index³ in the engagement targets.

Parent University also met its goal of reaching hard to reach populations with a *minimum* of 67% meeting one or more criteria.

- **60%** of students with one or more attending family member were eligible for Free or Reduced Lunch
- **29%** of students with one or more attending family member had limited English proficiency (LEP or are classified as English Language Learner, ELL)
- **11%** had an individualized education plan (IEP - engaged in special education)
- **67%** of students with one or more attending family member were a minority race or ethnicity
- **8%** of students with one or more attending family member had an Early Warning Risk Index of moderate or high.⁴

Student Demographics

In general, WCSD families of students that are of racial and ethnic minorities were well represented among Parent University participants. Representation was lower than expected among Black/African American and American Indian/Alaska Native students compared to their representation in the District.

Comparison of Race and Ethnicity in Parent University and District

	Parent University Students*	Representation in District**
Hispanic/Latino	53.7%	39.8%
White (not Hispanic/Latino)	32.7%	45.3%
Multi-racial	5.6%	5.7%
Asian	4.1%	4.3%
Black/African American	1.9%	2.3%
American Indian/Alaska Native	.8%	1.6%
Pacific Islander	1.1%	1.2%

*Demographics calculated based on unduplicated student identification. **Data on the District is from Nevada Report Card, Nevada Department of Education (2015-16).

³ Washoe County has an Early Warning Index that is used to help identify and help students that may not be on track. The Early Warning Index is based on research on factors associated with graduation [(Allensworth & Easton, 2005), (Bridgeland, Fox, & Balfanz, On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation.)].

⁴ Percentage based on students where the Early Warning Index is known; a total of 1,948.

Parent University – Annual Report 2016-2017

Families with students receiving Free/Reduced Lunch (FRL) and families of students with limited English proficiency (LEP) were well-represented compared to the District. Families with an Individualized Education Plan (IEP) were slightly below District rates for comparison.

Comparison of Special Student Populations in Parent University and District

	Parent University*	Whole District**
Free/Reduced Lunch (FRL) Eligible	59.6%	46.7%
English-Language Learner – ELL or Limited English Proficiency (LEP)	28.7%	15.4%
Special Education/Individualized Education Plan (IEP)	10.8%	13.9%

*Parent University information for WCSD families was provided by the District. **Data on the District population is from Washoe County Accountability Report 2015-16.

Attendance by Family Role

Many family members engage with Parent University to support their students. In 2016-17 this included:

- 1,894 Mothers
- 461 Fathers
- 56 Grandparents
- 42 Guardians and Foster Parents
- 15 Siblings
- 17 Step Parents

2016-17 Spotlight

Partnering to Support Families and Children's Social-Emotional Learning

Social-emotional learning (SEL) mini-conferences have been an important opportunity for teachers to learn and strengthen practices to help children and youth.

In 2016-17, Parent University supported the addition of families in this process. For the first time, families had an opportunity to attend relevant workshops. Families were able to attend three of four of the District's SEL mini-conferences.

Parent University staff also worked with the SEL staff to develop modules for schools to use for social-emotional learning nights held for families at schools.

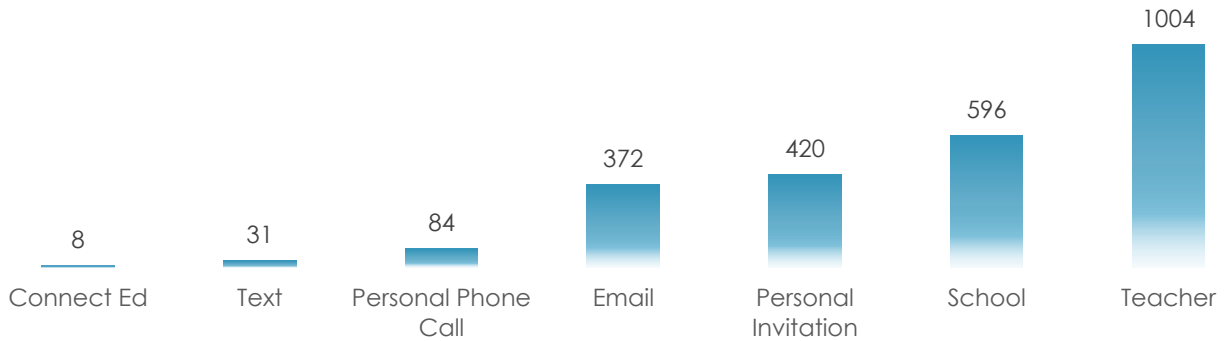
How Participants Learned about Parent University

Parents were asked to provide information on how they learned about Parent University. Open-ended questions were coded and summarized. A second source for this question also came through sign-in sheets.

Through sign-in sheets, more than 1,004 participants noted the teacher as the way they learned about the class. This was the highest response category.

School, including referrals from teachers, continues to be the main channel through which parents learn about Parent University, with 60% of families identifying the school as the source for information. Families and friends were also important sources of referrals to Parent University (n=237).

WAYS FAMILIES LEARNED ABOUT CLASSES (SIGN-IN DATA)



2016-17 Spotlight

Building Confidence and Connection with Teachers

Teachers have a critical role to play in promoting family engagement, including Parent University. However, not all teachers are aware of what is offered and how it benefits students and families.

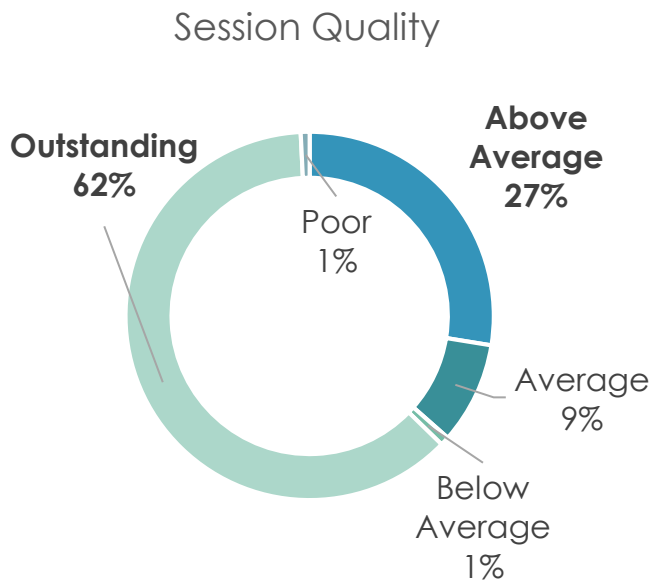
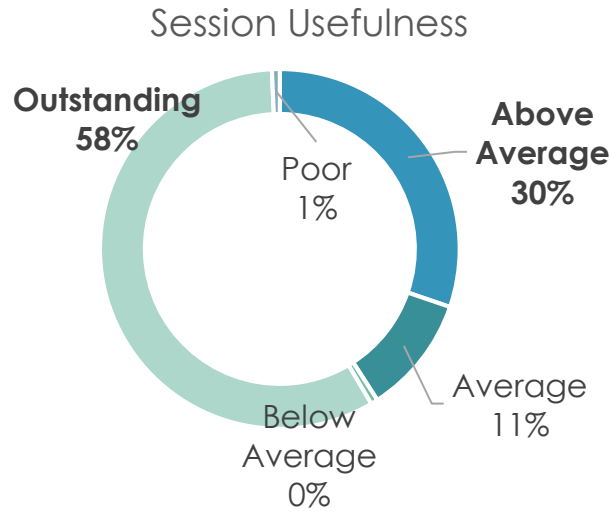
Two important improvements were made to strengthen the engagement of teachers. Site coordinators – teachers themselves – were provided financial support to coordinate Parent University classes at schools.

Additionally, a credentialed teacher joined the Parent University team, and helped to strengthen curriculum linkages with classrooms and liaise with teachers at schools.

Program Quality

Perceptions of Parent University Class Quality and Usefulness

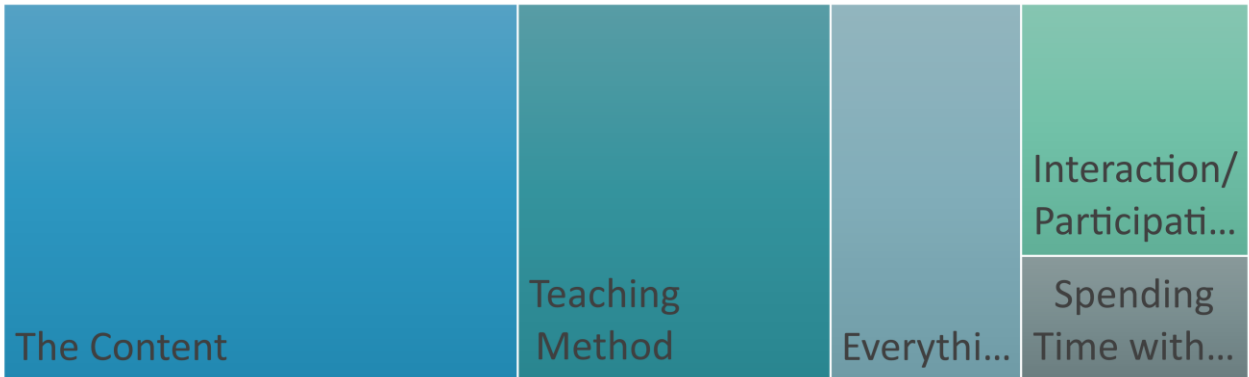
Across all classes offered, families rated classes very highly in terms of quality and usefulness. The majority of participants (88%) described the class usefulness as outstanding or above average and 89% described the class quality as outstanding or above average.



What Families Liked Best

Participants were asked what they liked best about the learning session. Their open-ended responses were coded, and, five major themes were noted: content, teaching method, “everything,” interaction/participation, and spending time with family. A small number of responses didn’t fall into any of these categories.

Things Participants Liked the Best about Class
(n=2,311)



- The Content
- Teaching Method
- Interaction/Participation
- Spending Time with Family
- Everything

“[The class] helped me through a lot of my skills for math.”

“[I liked] that the teacher always read the topic and let us read together.”

2016-17 Spotlight

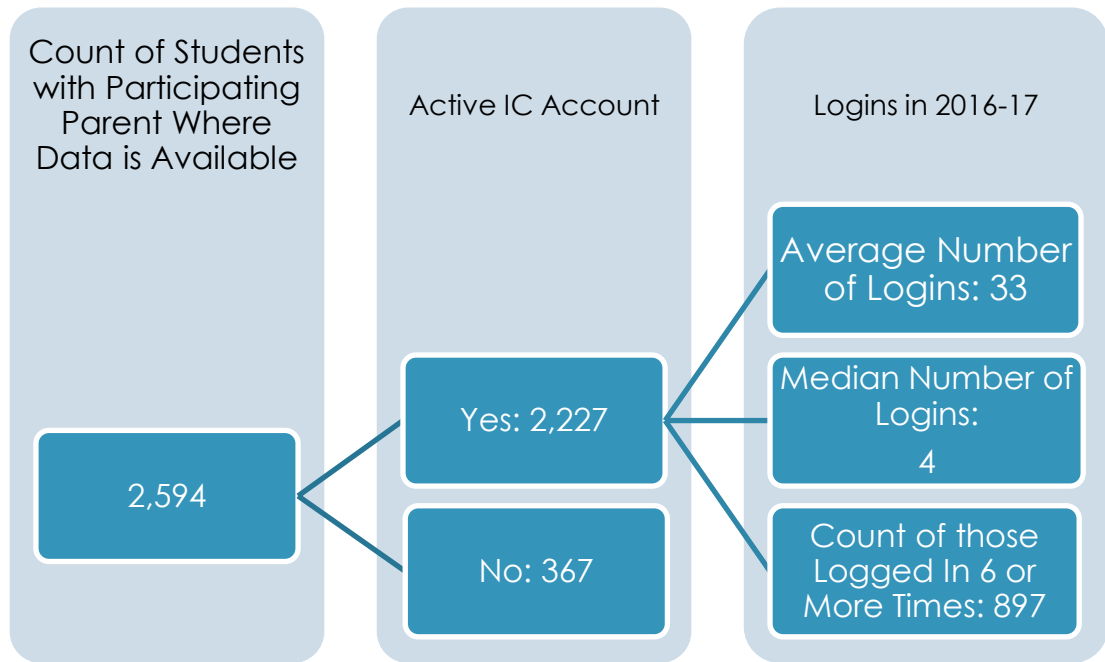
Improvements to Data Capture and Analysis

Parent University has invested in external evaluation since program inception. The program has also worked to build its own data infrastructure that provides real-time insights. Data from event registration and sign-in sheets are entered into Infinite Campus, where it is linked to numerous other data points in the District's Data Warehouse. Parent University staff can see trends during the year and make course adjustments.

Short-Term Outcomes

Use of Infinite Campus

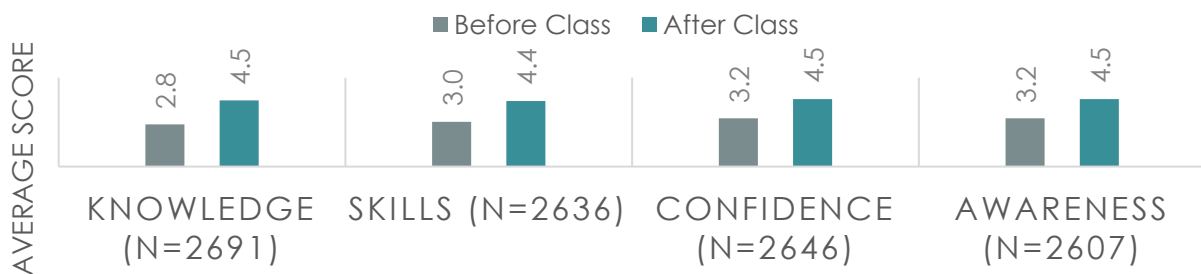
Accessing the District data portal is one way that families can monitor their student's progress. Of students with a parent who attended a learning session, 86% had an active Infinite Campus account. Data showed that 40%, or 897 participants, had logged in six times or more.



Self-Reported Changes in Knowledge, Skills, Confidence, and Awareness

Parent University class participants reported significant changes in knowledge, skills/abilities, confidence as a parent, and awareness of community information and resources as a result of participating in the session. In the figure below and on the following pages, results from surveys are shown demonstrating considerable gains in knowledge, skills, confidence and awareness.

AVERAGE PARTICIPANT RATINGS BEFORE AND AFTER





Survey Comments

Responses to sessions in survey comments were largely positive, and many pointed to outcomes and the impact of Parent University in families' lives. Some of the most descriptive comments that point to outcomes are shown below:

"I learned how to apply math every day playing with my child."

"The instructor was great at explaining and making it fun-- so much so [that] my son didn't realize he was learning. Because of her, we will attend another class like this one in the future."

"I feel more equipped to help my kids when they are struggling with their homework."

"Lo que me gustó es que te puedes enterar de todo lo que hacen y no hacen nuestros hijos en la escuela. // I like that you learn what your children are doing at school."

"Todo me gustó. Vine con una mente muy diferente, me voy con una mente abierta. // I liked everything. I came with a different way of thinking, now I leave with an open mindset."

"Thank you for taking the time to help us be a better parent and help our kids do better at school and society."

Es de mucha ayuda este tipo de talleres porque el niño se motiva y se interesa más por la lectura. // These type of workshops are very useful because children feel motivated and interested in reading."

I personally love this program. It is helping me with my son to have more ideas, how to play, and study at the same time."

Opportunities and Learning

Overall, participants expressed high satisfaction and gratitude for Parent University learning sessions. Nearly all (93%) participants would recommend the class to another parent or family. Surveys also provided insights into suggestions for ongoing improvement and program development.

Topics that Participating Families Suggest

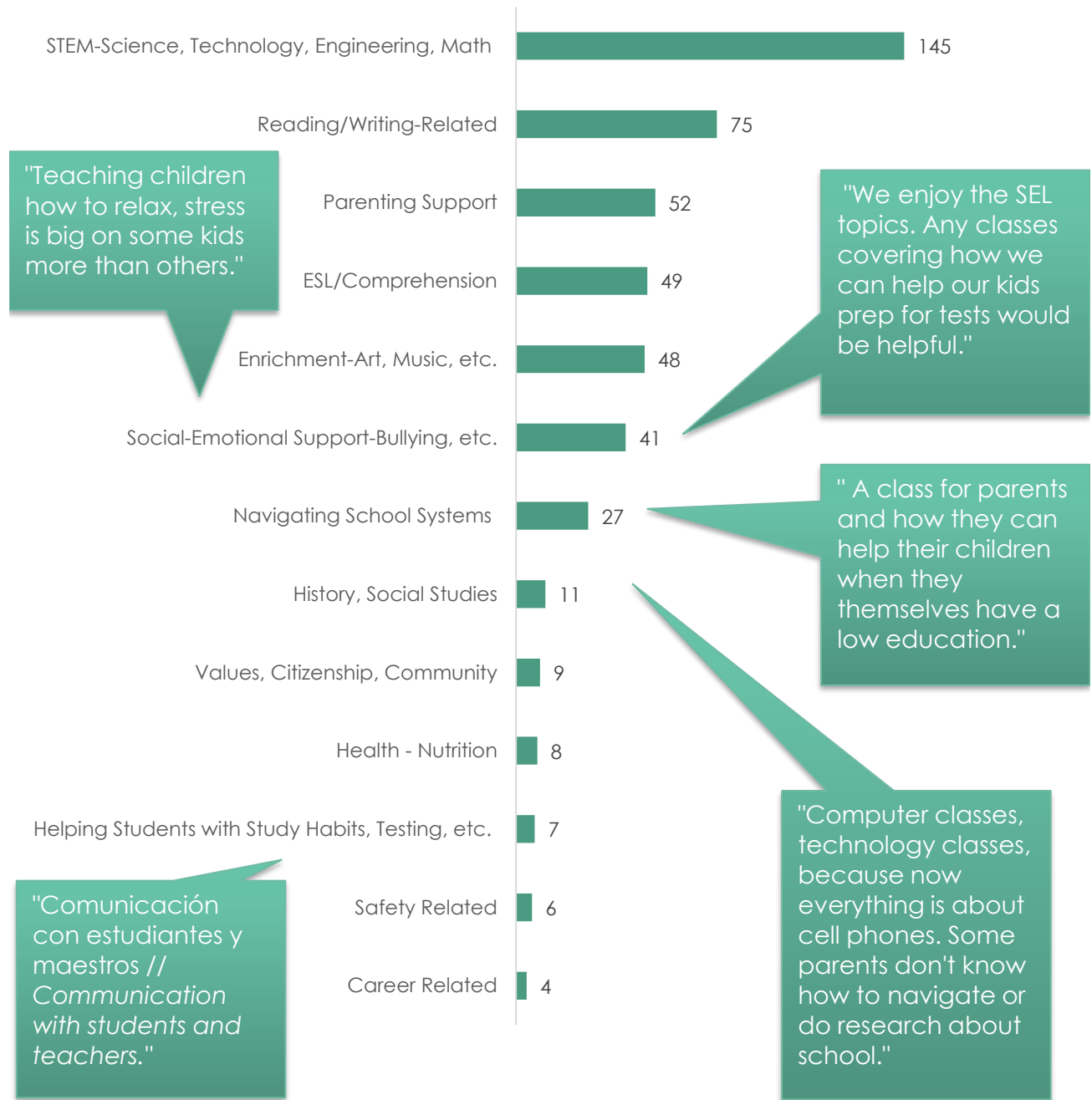
Participant surveys asked families about their suggestions for additional class topics. Families that suggested classes were most likely to suggest topics related to STEM (science, technology, engineering and math), followed by reading and writing. Also important to parents were topics that could be considered parenting support. English as a Second Language (ESL), classes in the Arts and music, and topics on social-emotional learning were also frequently noted. (Please see related figure on page 21).

2016-17 Spotlight

Partnering with Special Education

On April 29, 2017, Parent University partnered with District Special Education to support and strengthen family engagement at the Family Summit and Resource Fair. Parent University hosted tables with resources for families in previous years, and in 2016-17 they partnered to make the event bigger, including a guest speaker and bringing in additional vendors and resources.

Classes Participants Would Like to See Offered through Parent University
(n=508)



Suggested Improvements

While the majority of comments were positive, there were also many substantive comments regarding improvements. One large class in particular appeared to have problems with technology, space, and organization. There were many comments made about this session. General comments were categorized, with major themes identified as more Parent University sessions, more preparation or notice for classes, improvements to the facility (including technology), more time in classes, and more parents participating.

Suggested Improvements
(n=753)



- More Parents Participating
- Better Facility
- More Classes

- More Time for Class/Portions of Class
- Preparation/Notice for Class
- Other

“Please address more specifics about what should be happening at my child's school- SEL teams, teacher evaluation on SEL, grade specifics SEL standards, climate surveys, behavior management systems that make classrooms safe, teacher training, etc.”

“It should be held at a larger place and microphone on and speakers needed.”

“More time!”

“Tener buena comunicación con maestras y compañeros//Having good communication with teachers and other parents.”

Summary of Findings and Recommendations

Successes

- **Attendance Goals Were Exceeded.** The program exceeded its annual participation goals, reaching 3,215 unique participants. Many efforts and strategies contributed to the success of Parent University reaching its goals in 2016-17. Examples of successful strategies included personalized invitations to families from teachers and Parent Involvement Facilitators (PIFs), working with schools to strengthen existing events, new partnerships, and sessions held at community locations.
- **Parent University Reached a Diverse Population.** Parent University successfully reached diverse families including (but not limited to) the District's racial and ethnic minorities, participants with limited English proficiency, families of children with special needs, and families experiencing poverty. Results have been particularly strong for reaching Hispanic/Latino families, including those that have limited English proficiency.
- **Teachers Were Powerful Allies in Engaging Families.** Two important improvements were made to strengthen the engagement of teachers. Site coordinators – teachers themselves – were provided financial support to coordinate Parent University classes at schools. Additionally, a credentialed teacher joined the Parent University team, and helped to strengthen curriculum linkages with classrooms and liaise with teachers at schools. More than 1,000 participants identified the teacher specifically as their source for information about the learning session.
- **Infrastructure for Data Tracking and Management Improved.** Program staff have worked to build data infrastructure that provides real-time insights. Data from event registration and sign-in sheets is entered into Infinite Campus, where it is linked to numerous other data points. Parent University staff can see trends and track data during the year, making adjustments as needed to improve performance.
- **Program Quality Was High.** Participants expressed strong satisfaction and gratitude for Parent University learning sessions. Nearly all participants would recommend the class to another parent or family. Gains were made in knowledge, skills, attitudes, and confidence. Participating families often suggested additional classes and indicated Parent University is a critical community resource.

Challenges

- **External Forces Impacted Attendance.** In 2016-17, external factors impacted attendance. Both factors can be organized as aspects of safety. First, extreme weather conditions impacted many regularly scheduled classes. Additionally, the context for families changed, as evidenced by calls made to the Department office prior to events to ask if it was safe to attend given increased immigration enforcement. School engagement and success of students requires trust and safety. This was a barrier to attendance and may continue to affect engagement.
- **Some Subpopulations Were Under-Represented.** Some groups were slightly under-represented, including families of students in special education, students with a known risk index of moderate to high, students that are American Indian/Alaska Native, and students that are Black/African American. These are important groups to engage, as District data shows higher risk of not graduating among these groups.
- **Some Classes Were Planned but Not Attended.** Some classes were cancelled due to low participation. Patterns with class attendance by day of the week suggest that Mondays and Fridays are not good days for families to attend. Tuesdays, Wednesdays, and Thursdays had better attendance.
- **Funding is Not Predictable.** Funding for Parent University is not secured from year to year. This impacts the ability to sustain changes that are working. As an example, despite improvements in relationships and engagement through site coordinators and the addition of a credentialed teacher to the Parent University team, at the time of this report, funding was not secured for site coordinators or the teacher position. This may impact the ability to sustain higher levels of participation in 2017-18, affect program quality, or both.

Recommendations

- Design and implement a targeted inquiry process to learn from under-represented groups about barriers and identify potential solutions for engagement.
- Equip each Parent University facilitator with a brief set of standard information that is in alignment with District and Department priorities. For example, this may include a card with directions and assistance to access Infinite Campus, a link to the District's resource page, and a comment about the importance of attendance.
- Develop a sustainability plan that secures the continued outcomes of Parent University. The plan should include strategies for funding, cost savings, formal and informal partnerships, and key champions. Ensuring stability of program funding supports families' requests for continued and additional classes and supports long-term planning.
- Continue efforts to engage teachers and principals in the work of Parent University. Teachers are a powerful resource to engage families to connect learning at home.
- Continue to collect data to inform program progress and participant outcomes.

Methodology and Limitations

Methods

Parent University engaged SEI to evaluate the program. SEI used a mixed method approach including:

- Retrospective post-tests (surveys) administered at the end of Parent University sessions.
- Sign-in and demographic data provided by the District.
- A scan of published literature to inform best practices and recommendations.
- Targeted interviews with Parent University staff to provide context for the report.

Summary of Major Sources

Source	Description
16-17 Parent U Survey Data	Extracted from the Access database
16-17 Students' Information	Includes #adults at home, siblings, and IC log-ins
16-17 BIG Report	Record of all the attendees that are connected to a student in the District
16-17 Parent U Sign-in Database	Includes attendees that are NOT connected to a student in the District and unduplicated number of attendees that are not connected to a student in the District
Master Schedule	Provides information about classes planned, their location, and status, including cancellations

Participant Surveys

After each learning session, instructors provided participants an evaluation form. It is important to note that while there was strong participation in the survey, it was voluntary and not collected at every class or from every participant. A total of 2,936 class evaluation surveys were taken, out of which 1,459 were in English and 1,477 in Spanish. Data was compiled in an Access database and exported at year-end for analysis. Note that not all participants answered every question, and so the total 'n' may vary by question.

Registration and Sign-in Data

At each learning session, the instructor circulated a sign-in sheet. This was the main way that class participation was counted and validated. It is important to note that sign-in data is likely to be an undercount of true participation. Sometimes participants entered late and did not sign-in, and there may be situations where instructors did not complete sign-in sheets. Using data from sign-in sheets, associated student information was requested from the District and analyzed. Other program records were also used to validate findings.

Interviews

Two key informant interviews were held with Parent University Staff to understand program status and progress.

Notes and Limitations

This evaluation should be considered with the following limitations:

- ❖ Comparisons of Parent University demographics to District data are typically separated by one year, with current data available for Parent University and the previous year's data available for the District as a whole.
- ❖ Sign-in sheets are the main source of participant data. However, sign-in data is not always complete. In some cases, this is because some participants joined late and missed the sign-in sheet, or instructors may have forgotten to circulate it. Actual participation may have been higher than counted.
- ❖ Changes to tracking of participation that took place in 2015-16 may impact comparability of data between program years. While the basic data collection strategies remained the same, data was transferred to databases for maintenance and reporting.
- ❖ Participant surveys may be missing data (e.g., a person left a question blank). Percentages utilize the number completing the question (valid percent) unless otherwise noted. Surveys were based on 53 unique titles of learning sessions and may not represent all learning sessions provided through Parent University.
- ❖ Information from individual interviews should be considered one source of information and not representative of all stakeholders. Quotes featured in this report may be corrected for grammar and punctuation.
- ❖ Washoe County has a risk index that is used to flag concerns at the student level. Children that have recently moved to the District and children that are in preschool or kindergarten do not have risk assigned, which represented a large portion of the total participants in 2016-17.

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