FIRST 5 SACRAMENTO COMMISSION

2750 Gateway Oaks Dr., Suite 330
Sacramento, CA 95833

Computer Link:
https://saccounty-net.zoomgov.com/j/1603240707?pwd=FcV4GNYNfWx8Lfb6A6hZEw7uocGXLY.1

Meeting ID: 160 324 0707
Passcode: 718513

EVALUATION COMMITTEE

AGENDA

Monday, March 16, 2026 – 1:00 PM to 3:00 PM

◄——————————————————●——————————————————►

Members: Nicole Kravitz-Wirtz (Chair), David Gordon, Olivia Kasirye, Robin Blanks, Tony Smith, Jennifer Mohammed (Alt.), Kairis Chiaji (Alt.)
Staff: Julie Gallelo, Carmen Garcia-Gomez, Elena Enriquez
Consultant: Applied Survey Research

◄——————————————————●——————————————————►

1. Call to order and Roll Call

2. Public Comments on Off-Agenda Items

3. Approve Draft Action Summary of January 26, 2026

4. Staff Report

5. General Evaluation Report: Applied Survey Research

6. Receive: FY 2025-26 Special Study: Parent Leadership Training Institute (PLTI)

7. Committee Member Comments
    a. Miscellaneous
    b. Future Agenda Items/Presentations
        a. Building Strong Families Report
        b. Special Studies

FIRST 5 SACRAMENTO COMMISSION
2750 Gateway Oaks Drive, Suite 330
Sacramento, CA 95833

EVALUATION COMMITTEE
DRAFT ACTION SUMMARY

Monday, January 26, 2026 – 1:00 PM - 3:00 PM

Members: Dr. Olivia Kasirye, Dave Gordon, Robin Blanks, Tony Smith, Nicole Kravitz-Writz, Jennifer Mohammed (Alt.), Kairis Chiaji (Alt.)
Attendance: In-person: Dr. Olivia Kasirye (Chair), Robin Blanks, Nicole Kravitz-Writz, Tony Smith, Kairis Chiaji
Via Zoom: Jennifer Mohammed
Absent: David Gordon
Staff Present: Carmen Garcia-Gomez, Julie Gallelo, Kristin Scheiber, Sharron Watts, Kristina Clinton, Lindsay Dunkel, Elena Enriquez, Linda Fong (zoom)
Consultant: Applied Survey Research

1. Call to order and Roll Call
   Action: Dr. Kasirye called the meeting to order at 1:08 PM.

2. Public Comments on Off-Agenda Items
   None.

3. Approve Draft Action Summary of November 17, 2025.
   Action: Move by R. Blanks   Second: Dr Kasirye Approved as recommended

4. Evaluation Staff Update
   Action: None.

   Commission staff provided an update on the following items:

   Child Death Review Team (CDRT) Data: The CDRT data are delayed, possibly to the end of the calendar year. Commission staff will meet with CDRT team members to identify any possible solutions to this issue. Committee members discussed options to consider for the RAACD report, including presenting just the program-level data. Staff will provide an update at the next Evaluation Committee meeting.

   Data System Management RFQ: A Letter of Interest will be released on February 3, 2026. A select group of respondents will be invited to submit an RFQ.

   Equity in Action Evaluation: Staff shared that the Institute for Social Research has been identified as the evaluation agency that will evaluate the Equity in Action program.

5. General Evaluation Update – Applied Survey Research
   Action: None.

   ASR staff provided a summary report on activities for the month of January.

6. Receive First 5 Sacramento Annual Report Fiscal Year 2024-2025
   Action: None.

   ASR presented the First 5 Sacramento Annual Report FY 2024-25.

   The Committee provided input and had some general comments and questions.

   The report will be presented to the Commission in April.

   Committee members to provide additional feedback and recommendations to staff by January 31st.

7. Committee Members Comments
   a. Miscellaneous: No comments
   b. Future Agenda Items: Receive the Parent Leader Special Study Report
   c. Next Evaluation Committee Meeting is scheduled for March 16, 2026, in person with Nicole Kravitz-Wirtz as chair. Meeting will be held at the First 5 Sacramento Office.

   Adjourned: 2:12 p.m.

   Respectfully submitted,

   Carmen Garcia-Gomez, Evaluation Manager
   First 5 Sacramento

FIRST 5 SACRAMENTO
EVALUATION STAFF REPORT
MARCH 16, 2026

Data Management System

Status: The Letter of Interest form was released at the beginning of February. Five letters were received, four were within the budget and will be invited to respond to a formal RFP

Follow-up Surveys

Status: Surveys for school district sponsored activities such as Playgroups and Parent Cafes have been administered. We see a decrease in the number of participants consenting to evaluation.

Website Remediation

The First 5 Sacramento website is going through a remediation process to comply with ADA guidelines.

Status: Many of the reports within the evaluation page will be archived, however, they are available upon request. The Tableau dashboards will also be revised and will include only necessary information.

FIRST 5 SACRAMENTO EVALUATION COMMITTEE

Summary of Evaluation Activities

March 2026

STRATEGY	TASK
F5 Sac Eval Report	– Presentation to Commission in April
Data Visualization	– Annual Tableau data in progress, ADA checks
RAACD	– Partner discussions about CRDT data in progress – ADA revisions for prior FY in progress
Building Strong Families	– Ongoing quarterly report metrics provided to partner orgs – Final summary development
Special Study	– Draft for review
Persimmony, Instruments, Web	– Ongoing support/TA for assessments, services, and procedures – WCAG/ADA Accessibility revisions and additions across all documents

Timeline

	MAR	APR	MAY	JUN	JUL
Annual Eval Report	Graphic Design	Commission			
RAACD	ADA Edits	Partner meeting			
Building Strong Families		Quarterly & Summary Data	Write	Finalize	
Special Study	Eval Committee	Finalize			

FIRST 5 SACRAMENTO EVALUATION COMMITTEE

Summary of Evaluation Activities

March 2026

| STRATEGY	TASK
F5 Sac Eval Report	– Presentation to Commission in April
Data Visualization	– Annual Tableau data in progress, ADA checks
RAACD	– Partner discussions about CRDT data in progress – ADA revisions for prior FY in progress
Building Strong Families	– Ongoing quarterly report metrics provided to partner orgs – Final summary development
Special Study	– Draft for review
Persimmony, Instruments, Web	– Ongoing support/TA for assessments, services, and procedures – WCAG/ADA Accessibility revisions and additions across all documents

Timeline

	MAR	APR	MAY	JUN	JUL
Annual Eval Report	Graphic Design	Commission			
RAACD	ADA Edits	Partner meeting			
Building Strong Families		Quarterly & Summary Data	Write	Finalize	
Special Study	Eval Committee	Finalize			

ABOUT SACRAMENTO PLTI

The Sacramento Parent Leadership Training Institute (PLTI) is a free 20-week training series, available in Spanish and English, designed to provide parents and caregivers with skills to become advocates for children, families, and communities. The PLTI model works to increase parents' personal growth in **confidence, knowledge, skills, and actions** for effective civic engagement, family strengthening, and democracy-building.
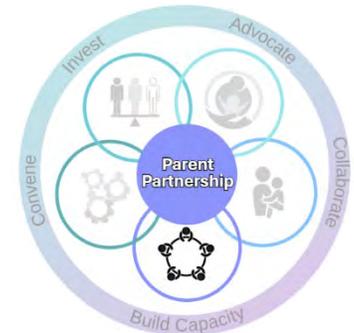
The National Parent Leadership Institute (NPLI) describes themselves as an "anti-oppression, non-partisan organization that equips families and other decision-makers with innovative tools and opportunities to advocate for children everywhere."[1] NPLI believes that active engagement in civic life is critical to a community's well-being and, importantly, parents have special insights into their children's needs and the resources needed to solve community problems.

PLTI curriculum includes topics like problem-solving, public policy, navigating group dynamics, and understanding laws and budgets.

Sacramento PLTI contributes to the First 5 Sacramento 2024-27 Strategic Plan *Parent Partnership* priority area strategy for parent/caregiver leadership development. PLTI contributes to two key focal areas in the First 5 Sacramento's 2024-27 Strategic Plan:

➤ More intentional and ongoing **community voice** in First 5 processes
➤ Building capacity of community members for **sustainable systems improvement** and policy work, while tobacco tax is a declining revenue stream for direct services

Sessions are hosted by Sacramento Children's Home. To reduce barriers to participation, Sacramento PLTI also provides free on-site child care, meals for the whole family, and transportation assistance.

Between January 2023 and June 2025, 75 parent participants completed the Sacramento PLTI – including three English cohorts (45 participants) and two Spanish cohorts (30 participants).[2]

---

[1] National Parent Leadership Institute https://parentswholead.org/

[2] Funding partners include Health Net, Sacramento County Public Health (SCPH), and the Department of Child, Family, and Adult Services (DCFAS). The 2024 and 2025 Spanish courses made possible through SCPH and DCFAS partnerships. Beginning in FY 2024-25, Sacramento Children's Home (SCH) is contracted to facilitate training series.

First 5 Sacramento developed this special study (conducted by Applied Survey Research,Inc.) to learn how PLTI is shaping parent leadership in Sacramento County. Specifically, how is PLTI training impacting participants' civic knowledge and engagement, what is working well within Sacramento PLTI, and what improvements could be made. The following sections include a summary of insights from 2023, 2024, and 2025 PLTI alumni.

ENGAGEMENT IN ACTION

PLTI alumni have advocated for:

- Family economic mobility
- Affordable child care
- Community health workers
- Positive childhood experiences
- Renovation and reopening of the Southside Pool
- Workers' rights
- Safer streets and drivers
- Utilizing a growth mindset
- Repairs to a community sidewalk
- Support for newcomers from Afghanistan

"It was a labor of love, and my local park is made whole again. I'm glad I was able to help motivate everyone to take action and continue to impress upon them the importance of this project." – Sarah, PLTI alum

" I definitely recommend PLTI to anyone I can... if it wasn't for PLTI I wouldn't know what I know now... I wouldn't know I had it in me to go to city hall [and talk to everyone]. "

Participants and graduates convened or developed:

- Parent Support Groups
- Healing Trauma Groups for women
- Parent-Community organizing for higher ed
- Earth Day Community Garden
- Soul Parent Lounge Family Ball
- Multicultural Little Free Library
- Sac Family Connect Summit
- ACT Conference

PLTI alumni have also joined:

- First 5 Equity in Action (EiA) Committee
- First 5 Advisory Committee
- County of Sacramento Prevention Cabinet
- Parent Teachers Associations
- School District Councils
- Neighborhood Associations
- Recreation & Park Districts
- County Mental Health Board
- Certified PLTI facilitators

2024 PLTI alum **Dianna Harris was elected to the Arcade Creek Park and Recreation District** as a board member/treasurer.

Five PLTI graduates were on the Equity in Action (EiA) Committee, contributing to the decision-making process to distribute $4.2M to community organizations serving underrepresented communities. The Commission approved the EiA recommendations in January 2026.

ALUMNI SPOTLIGHT: "PAVING THE WAY… LITERALLY."

PLTI alum Kali'Eshe took on an issue in her neighborhood—a damaged sidewalk that was dangerous for wheelchair users to navigate. Her community had not seen action in some time. So, with the confidence and skills gained through PLTI, she contacted city officials to make repairs and was successful in making change.

A neighbor shared their gratitude, saying "I am so happy to see this…**this is the most impressive improvement I have seen**. … It's not only safe for folks … with disabilities but also for people…with dogs and everyone else."

"I did it! They fixed it!"

SPECIAL STUDY PARTICIPANT CHARACTERISTICS

The PLTI special study includes analysis of the following:

- **43** responses to an online **alumni survey**, representing 2023 (23%), 2024 (33%), and 2025 (44%) cohorts.[3] The survey was adapted from the New York University (NYU) Center for Policy, Research, and Evaluation PLTI alumni survey, to explore recent civic knowledge, engagement, and perceptions of the PLTI program.[4] Consenting participants were entered into a raffle. Five winners received a $25 e-gift card (choice of Amazon, Walmart, or Safeway).

    o Most participants responding to the survey were female (92%), between the ages of 35 and 54 (74%), and most identified as Hispanic or Latino (53%) and/or Black or African American (26%). Nearly all (95%) participants had children, including 58% with children ages 0-5, followed by ages 6-11 (55%), ages 12-17 (45%) and 16% had children ages 18+.

    o Survey participants' educational attainment included alumni with a high school diploma/GED (26%), Vocational/Associates (26%), or bachelor's degree (26%), and 21% had a master's degree or higher. Most participants were employed full-time (45%), followed by in-home parents/caregivers (13%) and part-time employment (11%).

    o Two-thirds spoke English (68%), 53% spoke Spanish, and 18% spoke another language (e.g., Tagalog, ASL). One-third (34%) of the participants were multilingual.

- **12** open-ended **interviews with alumni** for deeper insights into recent civic engagement, as well as their PLTI experiences and suggestions for improvement. All interview participants received a $50 e-gift card (choice to Amazon, Walmart, or Safeway).[5] Interviews were facilitated in English (7) and Spanish (5).

> **66** **I have great respect and gratitude for [PLTI]. ...
> I believe it makes a big difference... a space for growth. 99**

---

[3] All alumni with a known email address received a survey invitation and reminder(s). The survey and invitations were provided in English and Spanish. Three email invitations were sent from known First 5/PLTI contacts between 10/30 and 11/10/2025

[4] New York University (NYU) Center for Policy, Research, and Evaluation conducts periodic surveys of PLTI alumni every three to five years. The most recent NYU assessment for which national and local data were shared with First 5 Sacramento included the 2023 cohort only. NYU does not capture outcomes for *every* cohort or longer-term follow-ups (e.g., six months after completion). First 5 and ASR removed, reordered, and added new questions based on local priorities and interests.

[5] On the last page of the alumni survey, individuals could opt-in to be contacted for a 30-60-minute phone or Zoom call. ASR aimed to reach 10-15% of the 75 alumni, representative of the language cohorts (60% English, 40% Spanish).

CIVIC IMPACT OF PLTI

The community and social issues affecting Sacramento County children and families that survey participants considered most important were:

➤ **Education and school resources**, such as equal access to quality education, school budgets, safety, parent involvement, graduation rates, and students' cultural needs (n = 15)
➤ **Basic needs**, including economic uncertainty, food access, and housing security/homelessness, as well as child care (n = 15)
➤ **Physical and mental health** needs, access to programs, healthcare, as well as resources for specific groups (e.g., pregnant women, children with special needs, gender affirming care) (n = 10)
➤ **Child and community safety**, ranging from overall community safety to specific mentions of child abuse and neglect and drug use/preventing children's exposure to drugs (n = 9)

Participants also commonly mentioned **community engagement and resources**, specifically:

➤ Allocation of community budgets, workforce development, positive family activities with equitable access, and equitable involvement in community decision-making (n = 6)
➤ Multiculturalism, Spanish language activities, and bilingual education/language resources (n = 5)
➤ Navigating court systems, recidivism, immigration, and law enforcement concerns (n = 5)

Alumni commonly learned about PLTI through partner organizations such as family resource centers, preschools, or support groups, followed by social media, email outreach, and word-of-mouth.

Alumni were motivated to join PLTI to learn how to effect positive change at various levels of government and their local communities, including local issues and resources, advocacy, civics, budgets, and the roles and responsibilities of positions of power in their communities.

The following sections highlight the self-reported **civic confidence, knowledge, and engagement** of PLTI alumni participating in the online survey and/or in-depth interviews.

CIVIC CONFIDENCE

Many PLTI alumni were confident they could improve their community and engage others.

90% (38/42) agreed that they have the **power to improve their community, 78%** (32/41) felt they were **making a difference** in their community, and **71%** (30/42) "often" **encourage others** to take action.

> Me sentí más en confianza,
> el decir 'si, si puedo'
>
> I feel more confident, saying 'yes, yes I can'

"How often do you encourage others to take action on political or social issues?"
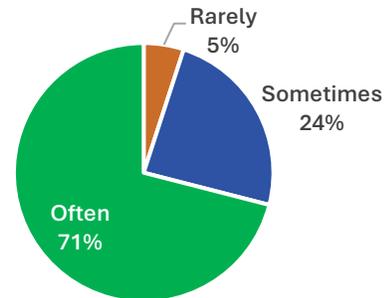
Source: Sacramento PLTI Alumni Survey, n = 42

Most participants shared their opinions about community needs with family, friends, and acquaintances. More than half shared their opinions with neighborhood associations/groups (60%) and their school district (58%), followed by local advisory groups and/or elected officials (49%).

"With whom do you share your opinions about what your community needs? (Select all that apply)"
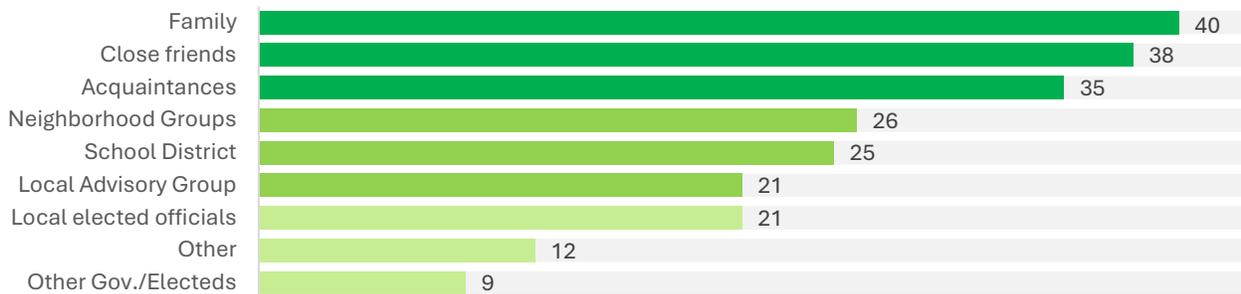
Source: Sacramento PLTI Alumni Survey, n = 43. Click here for figure description.

Deeper Insights: Civic Confidence

Interview participants shared that PLTI content and activities, like regular presentations about their projects, increased confidence in **speaking in front of groups, creating messaging for public audiences, and strengthening their advocacy.**

Some participants also noted **personal and professional development**. In addition to improving their public speaking skills, they also noted increased leadership skills and emotional intelligence, as well as media engagement and self care.

> " Era yo como que ay, me da pena, no puedo hablar de frente de tantos y ahora te lo juro que me cambio. Y me siento como más valiente. "
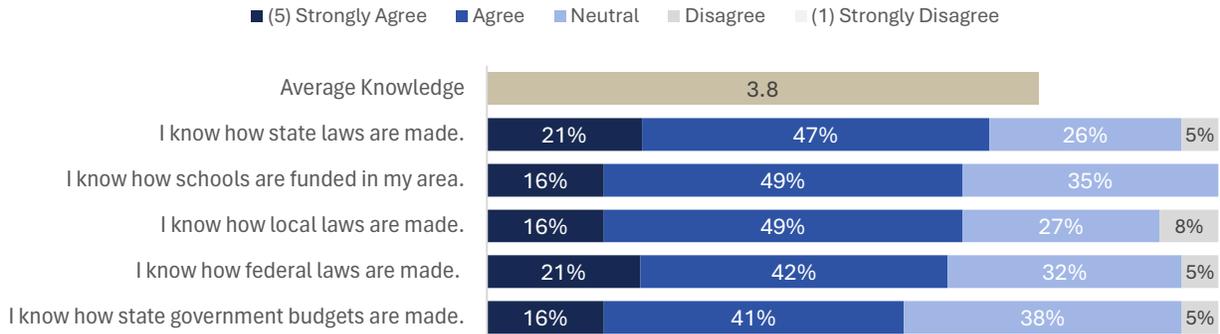>
> I used to be like, 'Oh, I'm embarrassed, I can't speak in front of so many people,' and now I swear I've changed, and I feel braver.

CIVIC KNOWLEDGE

PLTI participants retained moderate civic knowledge of how laws and budgets are made.
Two-thirds (68%, 26/38) agreed they knew how state laws are made, while more than one-third were neutral in their knowledge of government budgets (38%, 14/37) and school funding (35%, 13/37).

"How much do you agree with the following statements, right now?"

■ (5) Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ (1) Strongly Disagree

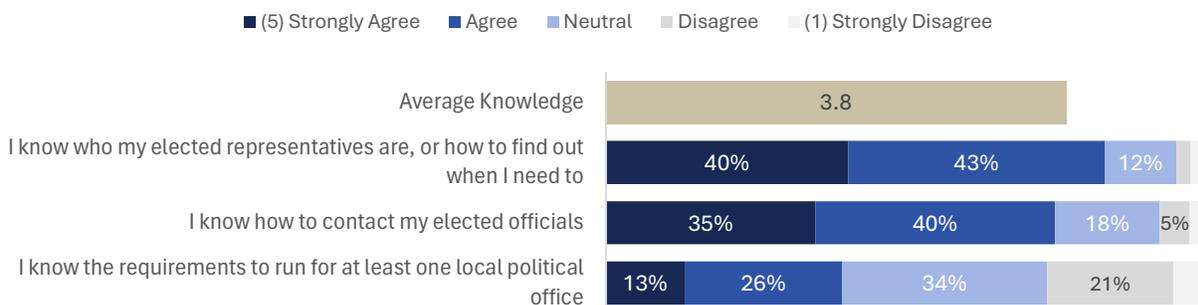|			
Average Knowledge	3.8		
I know how state laws are made.	21%	47%	26%	5%
I know how schools are funded in my area.	16%	49%	35%	
I know how local laws are made.	16%	49%	27%	8%
I know how federal laws are made.	21%	42%	32%	5%
I know how state government budgets are made.	16%	41%	38%	5%

Source: Sacramento PLTI Alumni Survey, n = 38. Average reported on a scale of 1 to 5. Click here for figure description.

> " [Before] I would vote just because, but I didn't even know who they were. ... I didn't know any congress person, council person... I wasn't interested... Through PLTI I learned [what district I'm in, my elected officials, and their roles]. It was very eye opening and I was very grateful to have that opportunity. "

Four out of five participants agreed that they knew who their elected officials are, or how to find out when they need to (83%, 35/42). Three-quarters (75%, 30/40) knew how to contact their elected officials, while most participants disagreed or were neutral (61%, 23/38) about knowing the requirements to run for local office.

"How much do you agree with the statements below [after PLTI]."

■ (5) Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ (1) Strongly Disagree

Average Knowledge	3.8		
I know who my elected representatives are, or how to find out when I need to	40%	43%	12%	
I know how to contact my elected officials	35%	40%	18%	5%
I know the requirements to run for at least one local political office	13%	26%	34%	21%

Source: Sacramento PLTI Alumni Survey, n = 38. Average reported on a scale of 1 to 5. Click here for figure description.

Deeper Insights: Civic Knowledge

Interview participants were more likely to describe increased knowledge about **how to use their voice** and how to clearly and concisely convey their message to various audiences or event types. For instance, participants learned about using limited speaking time efficiently and ensuring emotion does not detract from their message.

Participants learned **new ways to get involved** in their community and about important issues in their community. They also learned how to **navigate systems** (i.e., elected officials' offices, school districts, and how budgets impact the work that can be done) and how to be a **part of the solution**.
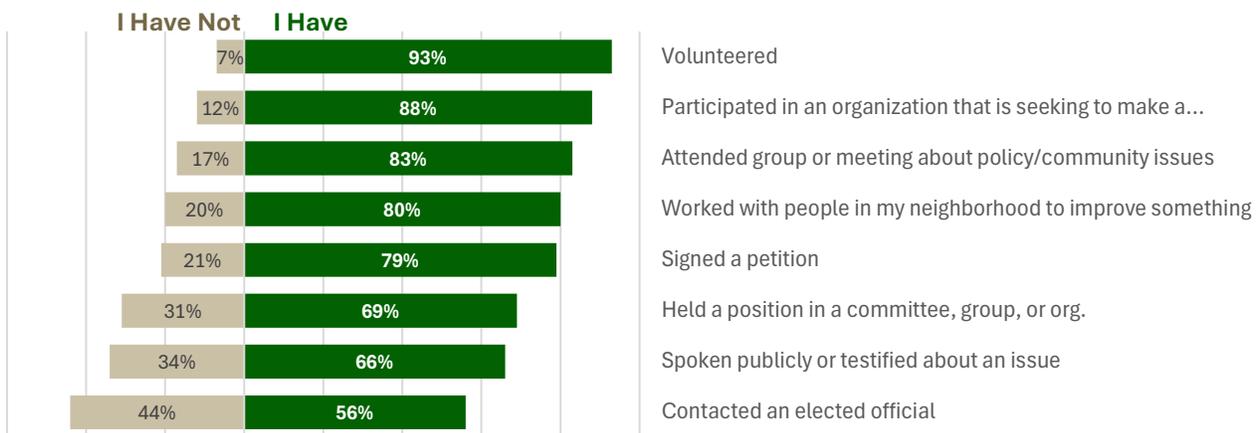
Participants frequently said that guest speakers, such as elected officials, community leaders, alumni, and nonprofit professionals, provided an opportunity to **learn from those working within the systems**, which made the curriculum being discussed more accessible and relevant.

One participant also added, "As someone who wasn't born and raised here, I learned a lot. **It wasn't just civic engagement, it was a lot more,**" including relational skills for civic engagement such as "learning to agree to disagree... gaining emotional intelligence skills, active listening skills...."

CIVIC ENGAGEMENT

As a group, participants had high levels of civic engagement in the past year. Most had volunteered (93%) and/or worked with organizations (88%), groups (83%), and neighbors (80%) to address issues and make a difference.

"Which option best describes your recent involvement in the following actions? [In the past year]"

	I Have Not	I Have	
Volunteered	7%	93%	
Participated in an organization that is seeking to make a...	12%	88%	
Attended group or meeting about policy/community issues	17%	83%	
Worked with people in my neighborhood to improve something	20%	80%	
Signed a petition	21%	79%	
Held a position in a committee, group, or org.	31%	69%	
Spoken publicly or testified about an issue	34%	66%	
Contacted an elected official	44%	56%	

Source: Sacramento PLTI Alumni Survey (N = 42, ns may vary by item). "I have not" includes responses of 'Not in the past year, and I do not plan to this year' and 'Not in the past year, but I plan to this year' and "I have" includes responses of 'I have in the past year, but I do not plan to this year.' and 'I have in the past year and I plan to again.' Click here for figure description.

Alumni also planned to begin or continue engagement by working with neighbors (93%), volunteering (90%), attending meetings (86%),or participating in and/or holding a position in a committee, group, or organization (83%).
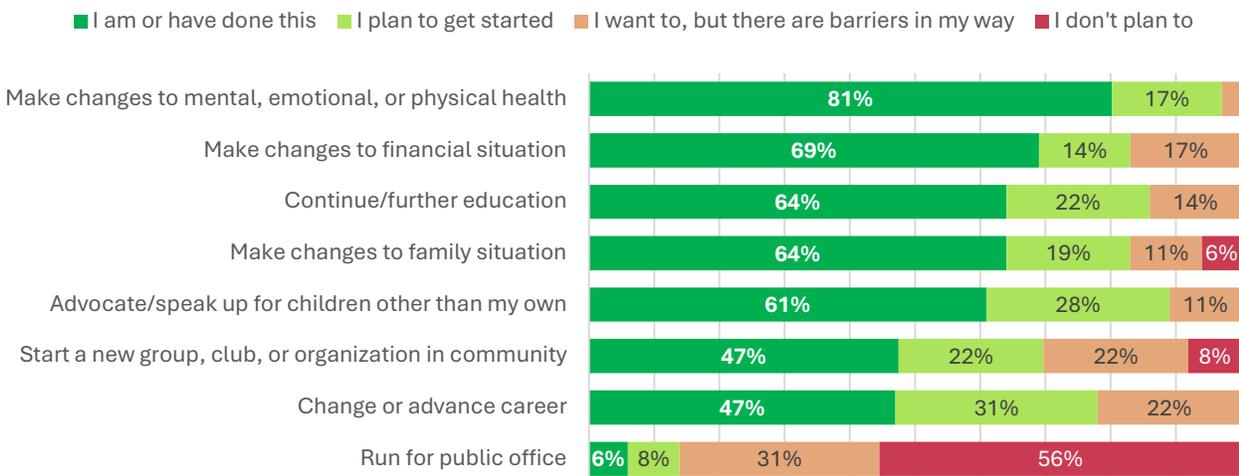
"Which option best describes your recent involvement in the following actions? [In the next year]"

I Do Not Plan To   **I Plan To**

7% 93%	Work with people in my neighborhood to improve something
10% 90%	Volunteer
14% 86%	Attend group or meeting about policy/community issues
17% 83%	Hold a position in a committee, group, or org.
17% 83%	Participate in an organization that is seeking to make a difference
19% 81%	Sign a petition
20% 80%	Speak publicly or testify about an issue
20% 80%	Contact an elected official

Source: Sacramento PLTI Alumni Survey (N = 42, ns may vary by item). "I do not plan to" includes responses of *'Not in the past year, and I do not plan to this year'* and *'I have in the past year, but I do not plan to this year.'* "I plan to" includes responses of *'Not in the past year, but I plan to this year'* and *'I have in the past year and I plan to again.'* Click here for figure description.

Similarly, most alumni respondents were taking action, or planning to, since PLTI. Four out of five made changes to their mental, emotional, or physical health (81%) and 69% were changing their financial situation. Participants were also furthering education (64%), changing family situations (64%), and were advocating or speaking up for children other than their own (61%).

"Since participating in PLTI, have you thought about doing any of the following?"

■ I am or have done this   ■ I plan to get started   ■ I want to, but there are barriers in my way   ■ I don't plan to

Make changes to mental, emotional, or physical health	81%	17%		
Make changes to financial situation	69%	14%	17%	
Continue/further education	64%	22%	14%	
Make changes to family situation	64%	19%	11%	6%
Advocate/speak up for children other than my own	61%	28%	11%	
Start a new group, club, or organization in community	47%	22%	22%	8%
Change or advance career	47%	31%	22%	
Run for public office	6%	8%	31%	56%

Source: PLTI Alumni Survey (N = 38 although ns may vary by item). Click here for figure description.

While participants were least likely to plan to run for public office (56%), nearly one-third (31%) said they wanted to but had barriers in their way. One in five respondents also faced barriers to change or advance

their career (22%) or start a club, group, or organization (22%), and one in six faced barriers in making a change to their financial situation (17%).

The barriers that make it difficult to get involved in their community participants mentioned most were:

➤ **Limited access to necessary resources**, such as "financial support to implement programs or workshops," technology, information about how to get involved in their area, or other community support
➤ **Time constraints**, including navigating busy schedules and competing responsibilities, as well as an inability to attend at the time of scheduled meetings

Also common were **child care** needs and a **fear of public speaking**. A few participants mentioned **transportation** and **language barriers**.

Some participants also mentioned **systemic barriers**, such as "miedo a la retaliación gubernamental" (fear of government retaliation) and "the status quo leadership targeting outspoken people." Another systemic barrier mentioned was "access and privilege," specifically:

> "We are often sought out to provide our ideas and thoughts; however, the information is used in reports or public meetings to gain funding and support - with no credit given to the author. In essence, **we are not invited to the table (barrier) or meetings where decisions are made** but solicited for work groups (barrier) to meaningful discussions and relationship building (privilege)."

Deeper Insights: Civic Engagement

Many alumni interviewed agreed that they continued or increased their **involvement in civic and community spaces** after PLTI, such as attending board and city council meetings, participating in community councils, volunteering to provide translation support, and networking/sharing resources.

> When I left there, I felt so good, so invigorated [and] re-energized, because it was just a different type of energy.

PLTI also impacted their personal development and family lives. PLTI helped them navigate school systems and advocate for better access to resources. Many highlighted significant personal growths, especially in public speaking, confidence, leadership, and relationship-building as well as a broader shift in their sense of self, such as increased **willingness to take on leadership roles**. One participant even noted that her PLTI involvement encouraged her spouse to get involved in leadership opportunities.

PLTI Projects

PLTI participants work to develop a personal project on an issue that is important to them. Examples included community resource centers, resources and activities for various groups in the community (i.e., parents, senior citizens, college students, or children's sports), as well as language translation and/or immigration support.

Half of the interview participants were still **actively involved in their community project.** The aspects of PLTI that were helpful to shape and implement their projects included the PLTI framework, support from Sacramento Children's Home and Robertson Community Center, and outreach support for events that they chose to host. Some also received First 5 Parent Leader mini-grant funds and noted how helpful that was in kicking off their work.

Interview participants' **barriers to implementing** their projects included time and funding constraints. For instance, they felt projects were not feasible to complete within the 16-week PLTI program structure and required much further dedication and time outside of the program. Participants who were not working on their projects mentioned competing priorities or being too busy to dedicate specific time to maintain momentum.

PLTI STRENGTHS

PLTI was a supportive and empowering experience that fostered strong relationships.

Overall, alumni said they would recommend PLTI to a friend or family member (92%, 35/38). Most survey participants were "very satisfied" (74%) or "somewhat satisfied" (21%) with PLTI.

Interview participants felt PLTI fostered **strong relationships within their cohort**. Participants built community and bonded over issues and experiences. They described each other as "like-minded" and "inspirational." An alum "felt seen" and said they liked learning from each other.

Another alum said their cohort "fue como una familia" (was like a family). Some members stayed in contact via a WhatsApp group where they support each other and share information or contacts to help each other.

"How likely are you to stay connected with PLTI parent leaders and staff?"


Very likely 76%

Somewhat 21%
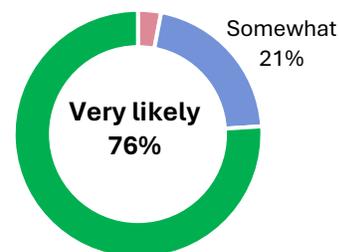
Source: PLTI Alumni Survey (N = 38)

Many felt the **facilitators and staff** were friendly, approachable, and connected well with individuals. One alum said the facilitators actively engaged participants to make sure they understood the curriculum and provided beneficial supplemental resources. Another appreciated meeting First 5's first parent-led committee, stating "its ... telling me, hey, this class can take you somewhere... having an impact citywide."

Similarly, nearly all survey respondents were proud to be a part of the PLTI community (95%) and received resources and support to be leaders (94%).

"How much do you agree or disagree with the following statements [about PLTI]?"
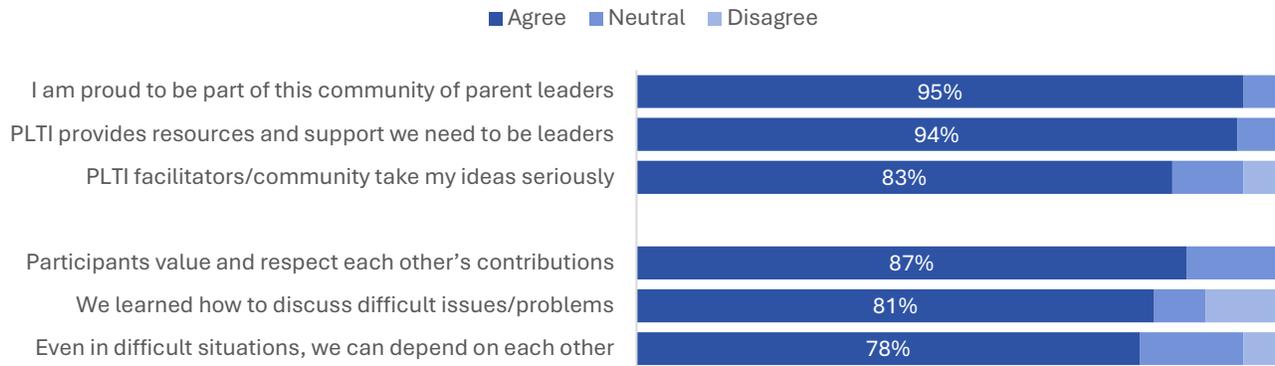
Source: PLTI Alumni Survey (N = 37). "Strongly Agree" and "Agree" and "Strongly Disagree" and "Disagree" responses combined. [Click here for figure description.](#)

Participants commonly agreed that PLTI was a **welcoming, inclusive environment**, especially regarding economic background, gender identity, and racial/ethnic identity.

I believe PLTI is a welcoming, inclusive environment for people regardless of...
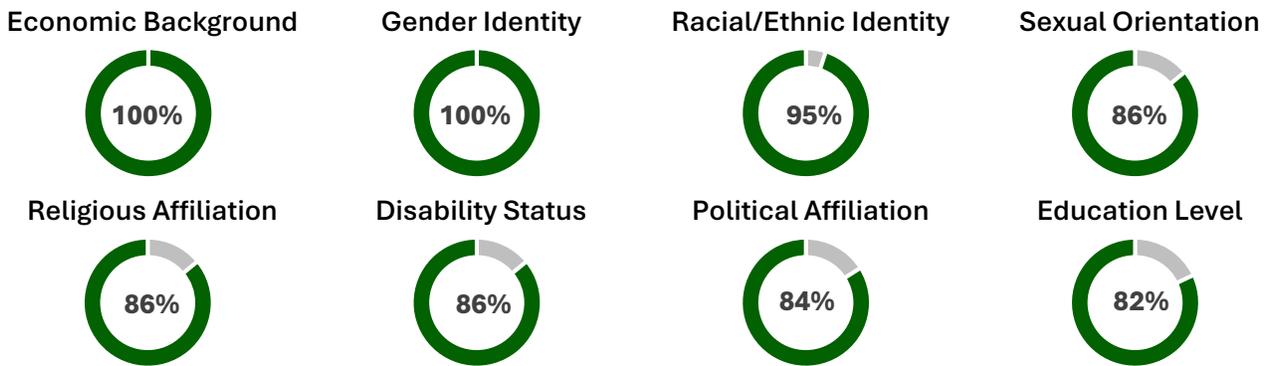
Source: PLTI Alumni Survey (N = 38, ns may vary by item). Represents sum of "Strongly Agree" and "Agree" responses. Click here for accessible data descriptions.

> ❝ **Formamos un equipo tan bonito... Yo ya habido formada parte de otras organizaciones, pero yo no habido sentido esa familiar... Yo nunca vi en el grupo mala vibra.** ❞
>
> We formed such a beautiful team... I have been part of other organizations, but I have not felt that family feeling ... I never felt a bad vibe in the group.

PLTI curriculum and practical learning opportunities were engaging and relevant.

As described in an earlier section, interviewed alumni praised the **curriculum, especially when coupled with practical learning opportunities**, like learning from elected officials, community leaders, alumni, and other professionals. Participants appreciated the interactive activities like budgeting and community asset mapping, as well as learning who their elected officials are, their roles, and learning how to identify where and who to go to address community issues. Examples included:

- Presenting their projects and sharing with other people in the community
- State government officials answering questions and sharing the process of passing a law
- Visiting the First 5 Sacramento Commission to learn how their budget was managed
- Staying in contact with speakers from nonprofit organizations
- Meeting leaders who help people start an organization
- Learning about what organizations do, like First 5 Sacramento
- Curriculum including self care and setting personal priorities

> " [PLTI gave an] understanding of how I fit into the puzzle. ... they would bring examples from other jurisdictions ... like, we were exploring city budgets. It made me look at my [project] budget and gave me some questions to ask our administrator and the board ... it gave a lot of ... clarity and guidance. "

PLTI provided a valuable opportunity to develop personal and professional skills.

Most survey participants agreed that PLTI **helped them develop skills** to speak up about important issues, including equity or privilege, as well as exploring new perspectives and sharing their experiences.

The parent leadership initiative has helped me...

94% Speak up about issues important to me	**92%** Discuss issues of equity or privilege	**89%** Explore beliefs and perspectives I had not considered
89% Share my perspectives and experiences	**86%** Develop skills to work with people of various backgrounds or cultures	**81%** Recognize how my beliefs and attitudes affect my behavior

Source: PLTI Alumni Survey (N = 37). Represents sum of "Strongly Agree" and "Agree" responses.

Interview participants shared new skills for **self care and changes within their family**, including teaching their children to be more social, support others, and speak up about their interpersonal issues. Another alum learned more about education systems and transferred her children to a higher quality school, and one participant elaborated on how the curriculum helped them reassess to prevent burnout and prioritize their children's needs:

> "It made me realize I'm … not [spending] enough time in my home influencing my children, being a parent. … That really made me pause and assess, like 'yeah, you can lead, you can do all these wonderful things, but you don't want to be burned out, and you want a relationship with your children.' … So, it just made me reprioritize [and set boundaries.]"

Interview participants also strengthened their **leadership skills**, confidence with public speaking, and tangible strategies to interact with decision makers. Alumni described learning new perspectives on how to solve problems and how to be part of the solution. Another shared learning that they realized they don't always have to be the spokesperson at the front to make change–that leadership can come in different forms. Others described how PLTI expanded their network and access to resources, "just being able to hear people's suggestions, stories, advice, things that they've done, tried, haven't tried."

> " **ahora digo que yo sé que mi voz vale, sé que no estoy mal si yo pienso diferente porque yo lo miro diferente de cualquier persona.**
>
> **… se miró que algo no está bien … yo puedo hablar y decir 'esto no me gusta, vamos a tratar de cambiarlo, esto no está funcionando.'** "
>
> … now I know that my voice matters, I know that it's okay to think differently because I see things differently from other people. … If I see something is not right … I can speak up and say, 'I don't like this, let's try to change it, this is not working.'

The support and resources (i.e., child care, location, and meals) created an accessible environment, allowing parents to engage fully and feel cared for.

Half of the interviewed alumni specifically mentioned the child care provided as a valuable resource and major motivator for their PLTI participation. Alumni described the child care as high quality and said they felt comfortable attending, knowing their kids were in the other room and that they did not have to worry about who would take care of them. One participant also felt PLTI child care enabled their children to develop friendships with the children of other positive, like-minded parents.

Similarly, participants said that incorporating the children made PLTI feel like a family activity. They said their children were eager to attend, and "ready to go every week." One alum shared that, even when they felt too exhausted to attend, their children's excitement kept them going. Some participants also shared appreciation for the meals, convenient location, and transportation support.

"A mí me encantaba y me motivaba siempre… a ellos les motivaba de decir 'mama ya va a ser miércoles,' 'ya es miércoles' porque les encantaba ir. Se sentía tan bonito en familia."	"[My kids] love going as much as I did. All the times I was exhausted and was like 'I don't think I'm gonna go.' [They would say,] 'Let's go! Let's go!' So … the whole part of incorporating the kids as well, that was a big, big motivator."
I loved it and it always motivated me… and it motivated them to say "Mom, it's almost Wednesday," "Is it Wednesday already?" because they loved going. It felt so nice as a family	

OPPORTUNITIES TO IMPROVE COHORT EXPERIENCES

Leadership and facilitators should more clearly define program expectations, opportunities, and requirements.

Participants frequently described a need for more **transparency, clarity, and consistency** in the program design, such as the program process, eligibility, and graduation criteria, stating:

- ➤ Graduation/project requirements should be made clear early on, consistent, and reflect the expectations of parent leaders
- ➤ Make sure participants understand the resources available (e.g., the $500 mini-grant), including requirements and processes
- ➤ Provide detailed explanations rather than telling participants to "trust the process"

Several suggestions addressed the support and knowledge needed to develop an achievable project and/or maintain momentum after graduation. One participant said they were told to "dream big," but there was no support to make this dream become a reality. Interviewed participants shared that PLTI should:

- ➤ **Share examples of project ideas that are feasible/achievable** within 6-12 months and with a limited budget; Encourage and facilitate interactions with alumni and/or other county PLTIs to hear about the range of projects and their experiences, so people can see it does not have to be "some grandiose thing." Alumni felt they understood more after talking with participants in another county and seeing the range of tangible examples other cohorts were working on.

  Help participants think outside the box and/or turn big ideas into smaller or more tangible steps that can be achieved within the time frame (e.g., speaking at a city council meeting on an issue rather than attempting to create an entire nonprofit). Provide one-on-one guidance to account for participants' personalities, capacity, and interests. Some participants said they had difficulty receiving approval, feedback, or insights in a timely manner. Providing clear guidance can keep participants encouraged and engaged.

- ➤ **Clearly describe the support the program will provide** to actualize these ideas. As one participant said, "I think if it was clear from the beginning, we could have said, 'this is my ultimate goal, but I'm going to start working or looking here.'" Another alum shared that the project is described as something "to serve the community," but should have been described more honestly as "more of an informative thing" to set realistic goals and expectations. One participant also felt there could be clearer information about the First 5 presentation criteria and process.

- ➤ **Make sure systems partners receiving presentations are clear about the process and goals:** One participant described a negative experience in her cohort where a presenter felt embarrassed, frustrated, and used when she followed instructions but had an embarrassing and confusing interaction with the representatives to whom she was presenting.

Ensure facilitators receive adequate and equity-focused facilitation training, in addition to training on the course materials

Many participants shared opportunities for improvement related to facilitators' roles, qualifications, and training. PLTI should ensure that all facilitators receive training to not only deliver the content but also to

strengthen facilitation skills, classroom management techniques, and an inclusive and equitable program culture. Specific examples that participants described included:

➤ **Expand facilitator content training:** Some participants felt the facilitators did not have adequate expertise on the material, saying it was like reading a document or sharing the same information they could find online themselves. Alumni acknowledged that trainers do not need to have formal education or advanced degrees, but that they should be able to provide new insights, answer questions, and actively engage participants to encourage robust student learning.

> " I understand that PLTI's goal is to listen to the parent first. If the parent has the answer, great. And if not, [next should be] 'I'll come and explain it to you. And if it's still not clear after the session, I can share additional information.' ... if the teacher doesn't know, it's really hard for the student to learn. "

➤ **Strengthen facilitative leadership and classroom management skills:** Facilitators must not only be experienced in the course material, but also how to teach/facilitate. Since PLTI attracts parents who are, or want to be, leaders and advocates it is important to model behaviors expected of a leader, such as conflict management, preventing perceptions of favoritism/bias, and strategies to make all students feel engaged as active participants.

Importantly, facilitation training must be rooted in **a robust equity and inclusion framework.** For instance, certain engagement techniques may be isolating from an inclusive experience. One participant recalled "situations where parents left because they had no education. They were asked to read [aloud] and felt very uncomfortable because they couldn't read," adding, *"t*he facilitators should have the training to deal with these kinds of issues."

> ... parents left because they ... were asked to read [aloud] and felt very uncomfortable because they couldn't read.

Strengthen practices to ensure equitable and quality experiences for Spanish cohorts:

The addition of Spanish PLTI cohort courses in 2024 and 2025 was made possible through County partnerships. Some opportunities for improvement were specific to the experiences of these first two cohorts, as well as cross-cohort interactions, including:

➤ Select **fluent** Spanish-speaking facilitators to ensure full comprehension for all participants
➤ Addressing **time constraints** when translations are required (e.g., presentations)
➤ **Increase interaction and connection between English and Spanish cohorts**: While participants acknowledged the benefit of language-specific cohorts, the groups felt "siloed" as they only saw each other at the start and end. One suggestion included using bilingual participants and assistive technology to communicate and mingle.

> ❝ Authentic relationships could have been built. I get the language barriers, but we could have introduced ourselves. … Being in a Spanish language cohort does not necessarily mean they did not speak English. Create a bridge. ❞

Additional course-focused opportunities included:

➤ **Foster connections and provide flexible time for guest speakers** to adequately cover material and Q&As. Guest speaker insights were highly valued parts of the training series, yet "we did not have enough time" to fully learn and interact. One alum also recalled a presenter being interrupted mid-discussion because there was another speaker. Another described feeling like there was a barrier to asking questions or following up with the contacts without going through the facilitator first.

➤ **Engage the expertise/perspectives of participants,** listening to what they want **and following up** on participant ideas generated in session or in feedback surveys

➤ **"Field trips"** to committee/council meetings, as a group, so attendance feels less intimidating

➤ **Accommodate participant circumstances**, such as providing food inclusive of participant dietary restrictions at each session, record sessions/guest speaker segments for members who cannot attend, and consider offering different location options across the County

OPPORTUNITIES TO ENGAGE AND SUPPORT ALUMNI

Interviewees also shared types of support that would help alumni stay engaged in leadership and community, including a) structured support from leadership and b) a strong PLTI alumni network. Many participants shared the sentiment that "the classes ended, and everything ended."

Maintain structured, supportive relationships with PLTI systems for continuity to grow

Most interviewed alumni desired continued follow-up with PLTI and connected systems, including workshops and learning opportunities that encourage growth and momentum, such as:

> ❝ I want to ask questions and find out who I can meet and all that ❞

➤ **Recurring one-on-one support and mentorship** from knowledgeable leaders to address questions, navigate pathways to start a business or nonprofit, and grant writing, navigate current events and political climates, and ways to find their "fit" and get involved

➤ **Workshops and learning opportunities** like a community projects fair, multi-cohort events, and "classes on things we really need"–"something that makes people feel they're still being supported in that growth process"

➤ **Access to tangible resources, contacts, and information** on relevant topics (e.g., explanations of various local councils/advisory groups and contact information for known resources); funding/sponsorship opportunities (e.g., mini-grants)

➤ **A structured "graduate level" type of PLTI,** including continued classes as "we prepare the next group of people" and getting involved with graduates and facilitators to "go out and find resources… For example, choose a topic… and give them homework to research [it] and have everyone bring their point of view."

Establish accessible and inclusive opportunities to maintain a strong alumni network, ongoing support, and communication

Interviewed alumni frequently identified a need for a strong alumni network to connect with other alumni, network and share resources, and provide support regardless of cohort. Suggestions included:

➤ **Organized alumni connections and events** to share experiences and resources, as well as building social connections and networking; events planned well in advance with a range of different time frames and formats to accommodate different schedules

➤ **Strategies to integrate and introduce alumni** across cohorts, "to where everybody can know everybody or have that option…" and reduce barriers to inclusivity *among* alumni to help members work with each other better and not limit themselves to their small group or cohort

➤ Foster an alumni network that **actively and intentionally supports each other** (e.g., attending activities, promoting events): One interviewee said that when another alum has an event in the community, "we could just add on! We could just be like 'PLTI alumni, [name] is having this event. Show up! This is another activity or opportunity for us to connect."

➤ **A more informative web presence,** like an updated website with more robust information, alumni experiences, a comprehensive alumni directory, and opportunities to get involved. Similarly, participants suggested consistent, clear, and accessible means of communication to keep alumni engaged and ensure no one is left out.

" Another mom … contacted me and said, 'let's get together to see how we can help each other….' PLTI helped us, supported us. They… have information and can help us but [after the program] there's no more support or guidance. "

RECOMMENDATIONS

The following section includes specific recommendations based on the strengths and opportunities described by program participants. However, it is important to note that **Sacramento PLTI continues to evolve and improve**, and the participants interviewed include those in earlier cohorts. Many of the suggested improvements are already in progress. The recommendations below should be considered in relation to recent efforts to either redirect or strengthen the improvements in progress.

Additionally, the suggestions below are intended as a starting point for consideration, not a comprehensive list of actions. First 5 and Sacramento PLTI must **include PLTI participants and alumni at all stages of program review and evaluation**, including following through on ideas shared by parent leaders (or, at a minimum, transparent follow-up). PLTI parent leaders are inclined and/or trained to be community leaders and advocates with expectations for change. These participants have a diverse range of expertise and program insights that can inform and facilitate continuous improvement.

Recommendation 1: Increase program and project transparency, consistency, and communication

➤ Together with direct involvement from alumni, continue developing a clear program structure to benefit community leaders at various stages of leadership and diverse focus areas (e.g., graduation requirements, field trips, adequate time for guest speakers, project resource guides). Offer one-on-one guidance to help participants think through what might be achieved in the given timeframe; Consider strategies like group projects based on shared goals to narrow focus and enable more participants to experience the full process (e.g., selection for final presentation)

➤ Encourage and facilitate participants' interactions with PLTI alumni within and outside Sacramento County to foster an understanding of project ideas and receive suggestions/lessons learned from those who completed the process; Facilitate opportunities for participants to connect with alumni and/or community leaders whose expertise is relevant to the project areas

➤ Extend program transparency to all systems partners, especially those interacting with the participants (i.e., during presentations or guest lectures)

Recommendation 2: Strengthen relationships between cohorts (annual and language)

➤ Integrate the cohorts with more opportunities to get to know alumni and other program participants to foster a community of parent leaders that extends beyond their immediate cohort; for example, structured mentorships between current PLTI participants and alumni may help develop a stronger network of recurring support without an exponential burden on PLTI staff

➤ Utilize technology and bilingual participants to foster more frequent interactions between groups so that neither the Spanish nor English cohorts feel siloed

Recommendation 3: Invest in facilitator leadership training and feedback opportunities

➤ Facilitators require strong expertise in program curriculum as well as classroom management and trauma-informed, inclusive facilitation strategies. Facilitators and participants should be clear on their roles and expectations in the classroom to ensure transparent and inclusive interactions and reduce the likelihood of any perception of conflict or favoritism.

➤ Participants and alumni should have a clear, distinct resource to provide anonymous feedback about interactions in the classroom or suggestions for improvement.

ACCESSIBILITY APPENDIX: CHART DATA DESCRIPTIONS

"With whom do you share your opinions about what your community needs? (Select all that apply)"

	n
Family	40
Close friends	38
Acquaintances	35
Neighborhood Groups	26
School District	25
Local Advisory Group	21
Local elected officials	21
Other	12
Other Gov./Elected	9

Return to report text

"How much do you agree with the following statements, right now?"

	Average
Average Knowledge	3.77

	(5) Strongly Agree	Agree	Neutral	Disagree	(1) Strongly Disagree
I know how federal laws are made.	21%	42%	32%	5%	0%
I know how state laws are made.	21%	47%	26%	5%	0%
I know how state government budgets are made.	16%	41%	38%	5%	0%
I know how local laws are made.	16%	49%	27%	8%	0%
I know how schools are funded in my area.	16%	49%	35%	0%	0%

Return to report text

"How much do you agree with the statements below [after PLTI]."

	Average
Average Knowledge	3.84

	(5) Strongly Agree	Agree	Neutral	Disagree	(1) Strongly Disagree
I know who my elected representatives are, or how to find out when I need to	40%	43%	12%	2%	2%
I know how to contact my elected officials	35%	40%	18%	5%	3%
I know the requirements to run for at least one local political office	13%	26%	34%	21%	5%

Return to report text

"Which option best describes your recent involvement in the following actions? [In the past year]"

	I Have	I Have Not
Volunteered	93%	7%
Participated in an organization that is seeking to make a difference	88%	12%
Attended group or meeting about policy/community issues	83%	17%
Worked with people in my neighborhood to improve something	80%	20%
Signed a petition	79%	21%

Held a position in a committee, group, or org.	**69%**	31%
Spoken publicly or testified about an issue	**66%**	34%
Contacted an elected official	**56%**	44%

"Which option best describes your recent involvement in the following actions? [In the next year]"

	I Plan To	I Do Not Plan To
Work with people in my neighborhood to improve something	**93%**	7%
Volunteer	**90%**	10%
Attend group or meeting about policy/community issues	**86%**	14%
Participate in an organization that is seeking to make a difference	**83%**	17%
Hold a position in a committee, group, or org.	**83%**	17%
Sign a petition	**81%**	19%
Contact an elected official	**80%**	20%
Speak publicly or testify about an issue	**80%**	20%

"Since participating in PLTI, have you thought about doing any of the following?"

	I am or have done this	I plan to get started	I want to, but there are barriers in my way	I don't plan to
Make changes to mental, emotional, or physical health	**81%**	17%	3%	0%
Make changes to financial situation	**69%**	14%	17%	0%
Make changes to family situation	**64%**	19%	11%	6%
Continue/further education	**64%**	22%	14%	0%
Advocate/speak up for children other than my own	**61%**	28%	11%	0%
Change or advance career	**47%**	31%	22%	0%
Start a new group, club, or organization in community	**47%**	22%	22%	8%
Run for public office	**6%**	8%	31%	56%

"How much do you agree or disagree with the following statements [about PLTI]?"

	Agree	Neutral	Disagree
I am proud to be part of this community of parent leaders	**95%**	5%	0%
PLTI provides resources and support we need to be leaders	**94%**	6%	0%
Participants value and respect each other's contributions	**87%**	14%	0%
PLTI facilitators/community take my ideas seriously	**83%**	11%	5%
We learned how to discuss difficult issues/problems	**81%**	8%	11%
Even in difficult situations, we can depend on each other	**78%**	16%	5%

SACRAMENTO PARENT LEADERSHIP TRAINING INSTITUTE SPECIAL STUDY

Evaluation Committee Review

About Sacramento PLTI

- Free 20-week training series, provided in English and Spanish

- Increase parents' confidence, knowledge, skills and actions for effective civic engagement and family strengthening

- Contributes to 2024-27 Strategic Plan *Parent Partnership* Priority Area

- **Special study:**
  - Online Alumni Survey (n = 43 of 75 PLTI alumni between 2023-2025)
  - 12 open-ended interviews (7 facilitated in English, 5 in Spanish)

Engagement in Action

- **Advocacy**
  - Economic mobility, affordable childcare, community improvements, equity

- **Convenings and Developments**
  - Support groups, community events, Little Free Library, conferences and summits

- **Memberships**
  - First 5 Equity in Action, committees, councils, associations, boards, and PLTI

"If it wasn't for PLTI I wouldn't know what I know now…
I wouldn't know I had it in me to go to city hall [and talk to everyone]."

ASR

PLTI Alumni Spotlight

"I did it! They fixed it!"

A PLTI alumna gained confidence and skills to contact city officials and successfully got a damaged sidewalk that was dangerous for wheelchair users repaired.

A community member shared:

"I am so happy to see this... this is the most impressive improvement I have seen. ... It's not only safe for folks ... with disabilities but also for people ... with dogs and everyone else."

ASR

PLTI Impact: Civic Confidence

"Era yo como que ay, me da pena, no puedo hablar de frente de tantos y ahora te lo juro que me cambio. Y me siento como más valiente."

I used to be like, 'Oh, I'm embarrassed, I can't speak in front of so many people,' and now I swear I've changed, and I feel braver.

- **90%** agreed they have **power to improve their community**
- **78%** felt they were making a difference
- **71%** "often" **encourage others** to take action
- Most shared their opinions with family, close friends, acquaintances

- PLTI increased confidence **public speaking, strengthening advocacy, and other broad personal or professional development**

Source: Sacramento PLTI Alumni Survey, n = 43; Alumni Interviews, n = 12
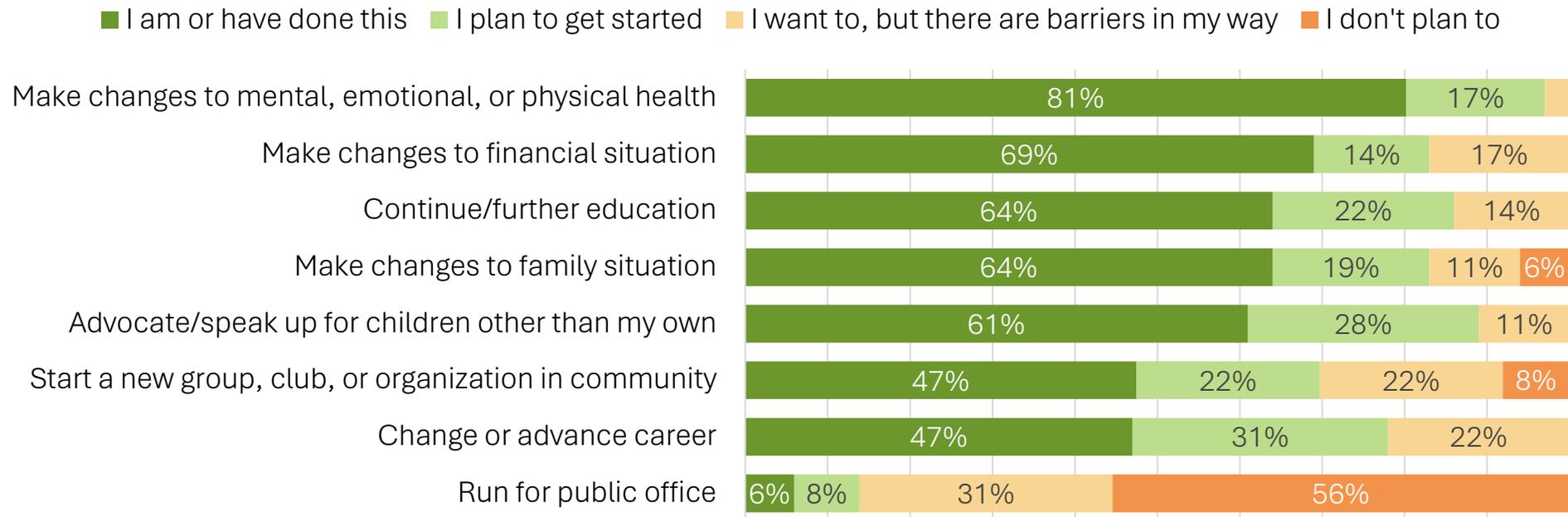
Civic Knowledge

- Moderate self-reported knowledge of how laws/budgets are made and elected representatives
  - 3.8 (group average) knowledge
  - 83% knew who their elected officials were or how to find out
  - 68% knew how state laws were made
- Participants described learning **how to use their voice, new ways to get involved and navigate systems, social-emotional skills, and insights from people doing the work**

"**[Before] I would vote just because, but I didn't even know who they were. ... I wasn't interested...**

Through PLTI I learned [what district I'm in, my elected officials, and their roles]. It was very eye opening ..."

Source: Sacramento PLTI Alumni Survey, n = 38, Alumni Interviews, n = 12

ASR

6

Civic Engagement

- High levels of civic engagement in the past year and plans to continue in next year

- As a result of PLTI, participants had already taken action or planned to.

Legend: ■ I am or have done this ■ I plan to get started ■ I want to, but there are barriers in my way ■ I don't plan to

	I am or have done this	I plan to get started	I want to, but there are barriers in my way	I don't plan to
Make changes to mental, emotional, or physical health	81%	17%		
Make changes to financial situation	69%	14%	17%	
Continue/further education	64%	22%	14%	
Make changes to family situation	64%	19%	11%	6%
Advocate/speak up for children other than my own	61%	28%	11%	
Start a new group, club, or organization in community	47%	22%	22%	8%
Change or advance career	47%	31%	22%	
Run for public office	6%	8%	31%	56%

Source: PLTI Alumni Survey (n = 38 although ns may vary by item).

ASR

7

Civic Engagement & PLTI Projects

- PLTI also impacted family lives and personal growth, such as a willing to take on leadership roles

- Half of interview participants were continuing their community project

- **Project support:** Parent Leader Mini-Grants, PLTI framework and support

- **Project Barriers:** Time/competing priorities, funding constraints, feasibility

"It was a labor of love, and my local park is made whole again. I'm glad I was able to help motivate everyone to take action and continue to impress upon them the importance of this project."

Source: Alumni Interviews, n = 12

ASR

8

PLTI Strengths

- Fostered strong relationships
- Supportive, empowering, welcoming, inclusive
- Curriculum was practical, engaging, and relevant
- Opportunity to develop personal and professional skills
- Program accessibility through quality resources provided (e.g., childcare, meals)

"ahora digo que yo sé que mi voz vale... se miró que algo no está bien ... yo puedo hablar y decir '*esto no me gusta, vamos a tratar de cambiarlo, esto no está funcionando.*'"

... now I know that my voice matters... If I see something is not right ... I can speak up and say, 'I don't like this, let's try to change it, this is not working.'

ASR

9

Opportunities to Improve

PLTI Experience

- Clear program expectations, opportunities, and requirements
- Equity-focused facilitation training
- Cohort interactions and quality experiences for Spanish cohorts
- Also:
  - Accommodate participant circumstances and expertise
  - Time with guest speakers and group "field trips"

Alumni Experience

- Ongoing mentorship and structured opportunities for continued growth
- A strong alumni network that is accessible, inclusive for ongoing support among graduates

"PLTI helped us, supported us. ... but [after the program] there's no more support or guidance."

Source: Alumni Interviews, n = 12

ASR

Recommendations

Include PLTI participants and alumni at all stages of program review and evaluation

Increase program and project transparency, consistency and communication	**Opportunities for integration and relationships between cohorts**	**Invest in facilitator leadership training and feedback opportunities**
e.g., strong program structure, engagement with alumni and PLTIs in other regions	*e.g., between language groups, alumni and current, among alumni*	*e.g., classroom management, trauma-informed, inclusive facilitation strategies*

ASR