DALLAS
INDEPENDENT SCHOOL DISTRICT

STUDENT AND FAMILY RESOURCE CENTERS:
Planning for Lincoln and Spruce Feeder Patterns
OCTOBER 2020

Equity in Bond Planning is a project led by the Dallas Independent School District's Racial Equity Office to develop concepts for Student and Family Resource Centers within the Lincoln, Roosevelt, Pinkston, and Spruce feeder patterns. The resource centers will be new or renovated facilities that can host programs to improve student performance and address community needs. The District recognizes that students face many out-of-school factors that impact their education and is collaborating with the community to address these areas. Funding for the resource centers has been identified as part of the 2020 Bond Program.

The Child Poverty Action Lab (CPAL) supported the Racial Equity Office with data analysis and community engagement for this project. Other key collaborators include HR&A Advisors, Concordia, and bcWORKSHOP. The report that follows was written under the direction of HR&A with input by Dallas ISD, CPAL, Concordia, and bcWORKSHOP.

A Note from the Chief of Staff and Deputy Chief of the Racial Equity Office

The 2020 Bond Program, guided by the inspiring leadership of the Dallas ISD Board of Trustees, presents an unprecedented opportunity to rethink how we invest in our children's futures, acknowledging the impact of our past decisions. Our historical policies and investments had resounding impacts on our city: perpetuating segregation by prioritizing and providing resources to white neighborhoods at the expense of Black and Brown neighborhoods. We can begin to reshape the city, and even the playing field, by reinvesting in the communities we've let down.

One avenue for this reinvestment is the 2020 Bond Program. The Racial Equity Office has been leading an initiative called Equity in Bond Planning, where through data analysis and community engagement, we are identifying facility investments Dallas ISD can make beyond traditional school buildings to support the well-being of the whole child, removing barriers that prevent them from achieving their full potential. We know that we cannot do this alone and will need committed and creative program partners from other public agencies and community organizations.

Extensive research shows the impact of community resources, neighborhood environment, and other out-of-school factors on student achievement, and we have looked to precedents from across the country that show how school districts can intentionally support the well-being of the whole child, their parents, and their community. From this foundation, we are developing concepts for unique, neighborhood specific Student and Family Resource Centers that will help our children thrive. We have leveraged a data tool, the Community Resource Index, and engaged with hundreds of community members, key campus leaders, elected officials, and other public agencies to identify emerging themes that are data driven and grounded in community. We believe that we will see a meaningful return on this investment from the 2020 Bond: healthy families and flourishing students.

This is a meaningful step for our district, but we have not reached the finish line. We must continue to demonstrate our commitment to equity in future investments and ensure that our parents, students, and community leaders continue to steward the Student and Family Resource Centers to fruition. With the support of the Board of Trustees, and the people of Dallas, we're confident in what we can achieve.

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EXECUTIVE SUMMARY

BACKGROUND

Equity in Bond Planning: Student and Family Resource Centers is an effort of the Dallas Independent School District's Racial Equity Office to improve student achievement through developing facilities that will support the whole child in communities that have been historically and systematically oppressed by Dallas ISD and other governmental institutions. This report summarizes the first phase of the project and is informed by two concurrent work streams, aimed at defining a series of emerging themes for investing 2020 bond dollars in the Lincoln and Spruce feeder patterns:

- Data Analysis & Research: The Community Resource Index, developed for Dallas ISD by the Child Poverty Action Lab, analyzes available resources in school-based geographies to identify gaps in services across five categories: Community, Economics, Education, Family, and Health.

- Community Engagement: Campus leadership, elected officials, community members, students and parents participated in a series of interviews, focus groups, a survey, and public workshops to identify assets and needs, prioritize focus areas for the Resource Centers, and brainstorm requisite facilities.

This report summarizes the analyses and community engagement to date, highlighting emerging themes for each feeder pattern and general recommendations. This report does not prescribe which programmatic and facility recommendations to implement, but reports on emerging community themes and associated next steps for the Dallas ISD to undertake.

Pursuing Equity in Dallas ISD

Over the past seven years, Dallas ISD has designed and launched system-wide efforts to work towards equity across schools and for all students. Notable efforts include: the Teacher Excellence Initiative (TEI), a best-in-class evaluation system that rewards high-performing teachers; Accelerating Campus Excellence (ACE), an approach to transform struggling schools through strong leadership, effective teaching, and high expectations; Funds for Achievement and Racial Equity (FARE), additional funding for schools that need it; Achieving in the Middle (AIM), strategies for middle schools to improve student performance; and Public School Choice (PSC), in-district opportunities for best-fit learning environments.

Equity Resolution & Racial Equity Office

The Racial Equity Office was launched in 2018 with the purpose of eliminating systemic disparities and building equity across Dallas ISD. In less than two years, the Racial Equity Office developed the first-ever African American Studies course for implementation across Texas, designed and facilitated professional development opportunities to support teachers in culturally responsive teaching practices, and worked with both campus and central staff to analyze their own biases and build mindsets that fully value and include students of color and English Language Learners. In 2019, REO also collaborated with Education Resource Strategies to conduct a districtwide racial equity audit to uncover systemic inequities. The audit revealed early progress that Dallas ISD has made as well as ways to sustain, expand, and explore new work to advance equity for all students.

Student and Family Resource Centers are an important expansion of REO's early work and a manifestation of the Resolution on Racial, Socio-Economic, and Educational Equity passed by the Board of Trustees in 2017. The Resolution states, in part:

> *"We recognize that Dallas ISD students face many out-of-school factors that impact their education including but not limited to poverty, housing, transportation, and health care, and in these areas we must engage in robust collaboration with private entities, nonprofits, philanthropy, and municipal institutions including the City of Dallas, Dallas County, the Dallas Housing Authority, and Dallas Area Rapid Transit to alleviate the symptoms of these factors."*

2020 Bond Program

Voters will be asked in November of 2020 to approve a $3.7 billion bond program for investing in new and renovated facilities across the Dallas Independent School District. A portion of this funding is earmarked for investment to build racial equity, conceived of as four Student and Family Resource Centers.

Legally, these investments must be made in facilities and equipment, not programming or staff, and must be primarily for student benefit. The themes and case studies outlined in this report may suggest future programs for the Student and Family Resource Centers, but the District's bond funding investment would be restricted to the construction or renovation of facilities and related equipment. Each of the emerging community themes for the two feeder patterns detailed in this report are intimately tied to student achievement, directly or indirectly, as influenced by out-of-school factors.

Item	Amount
Safety/Security	$114,700,000
Facilities (New/Replacement)	$1,145,400,000
Facilities Renovations	$1,906,200,000
Athletics	$124,900,000
Technology	$270,000,000
Student & Family Resource Centers	$41,300,000
Joint Participation	$25,000,000
Green Building Fund	$10,000,000
Property Acquisition	$25,000,000
Contingency	$32,000,000
Total	$3,694,500,000

SELECTING LOCATIONS

The Dallas ISD Administration selected four Equity in Bond Planning feeder patterns based on (1) the intersection of four datasets: the Community Resource Index, the Intensity of Poverty Index, the Facility Condition Index, and campus utilization, as well as (2) the history of segregation and redlining in Dallas. Although need exists across Dallas ISD, the Administration recognized that need is particularly acute in neighborhoods that have faced decades of disinvestment and unfair distribution of financial, educational, and material resources. Consequently, the Lincoln, Spruce, Roosevelt, and Pinkston feeder patterns were selected for Student and Family Resource Centers to address myriad inequities that exist outside of school but impact students' experiences in school.
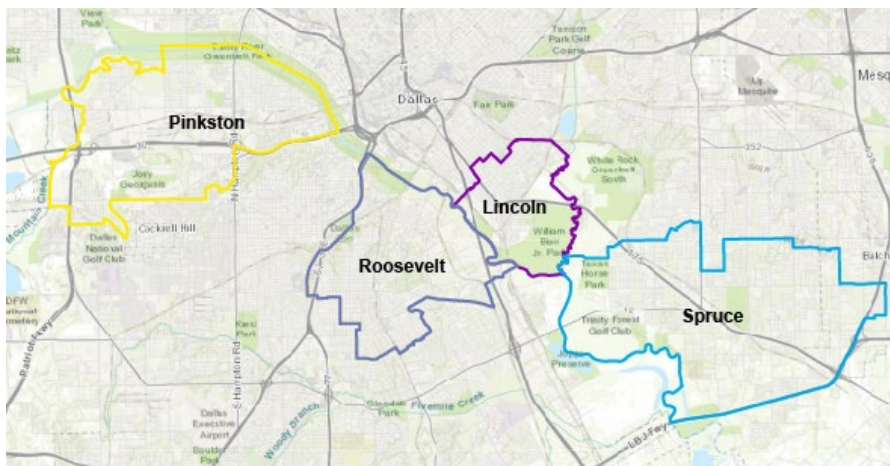

Map of the Lincoln, Spruce, Roosevelt, and Pinkston feeder patterns that were selected for Student and Family Resource Centers.

History of Segregation

Segregation in Dallas is a direct consequence of a century of racist urban planning decisions made by public and private actors. These policies and practices have included exclusionary zoning, racially restrictive covenants in affluent neighborhoods, block-busting, the building of I-345, I-45, I-30, and Woodall Rogers Freeway to the destruction of historic Black and Latinx

communities, the intentional concentration of low-income housing developments in poor communities of color, and the legalization of discrimination against voucher-holders. Perhaps one of the most visible legacies of racism in Dallas is the modern-day state of neighborhoods that were redlined by the federal Home Owners Loan Corporation in the 1940s: it is no accident that the redlining map corresponds with present-day concentrations of poverty, high levels of asthma, and food deserts. In short, government institutions, both locally and nationally, have actively designed systems to significantly restrict opportunity for Black and Brown residents. Dallas ISD, at times during its 100-plus year history, has also participated in decisions that continue to hurt communities of color today. In fact, Dallas ISD was a perpetrator of segregation, fighting Chief Justice Earl Warren's "all deliberate speed" order to integrate until 1983, nearly 30 years after Brown vs. Board of Education.
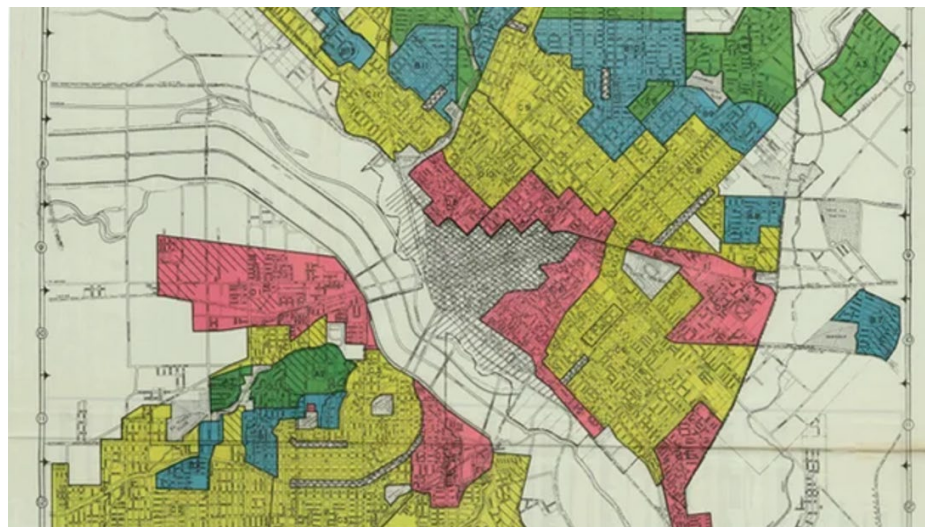
Map of the 1940s redlining in the City of Dallas, which continues to negatively impact students, their families, and their communities today.

Community Resource Index

Many feeder patterns are in neighborhoods that experience a lack of investment due to systemic racism, so to narrow Equity in Bond Planning communities to just four, Dallas ISD also considered several datasets. The Community Resource Index (CRI) represents a statistical approach that summarizes a collection of neighborhood-level indicators into values for comparison. There are five categories represented in the CRI - Education, Health, Community, Family, and Economics - and there are indicators associated with each (e.g., median household income in Economics, number of afterschool program seats in Education, and number of nearby grocery stores in Health). Every Dallas ISD neighborhood school has one overall index value that represents a combination of all five categories as well as a sub-index value for each category. Put simply, the CRI illustrates how resources are allocated in neighborhoods around Dallas ISD schools and helps institutions and individuals act on relevant, specific data at the neighborhood level.

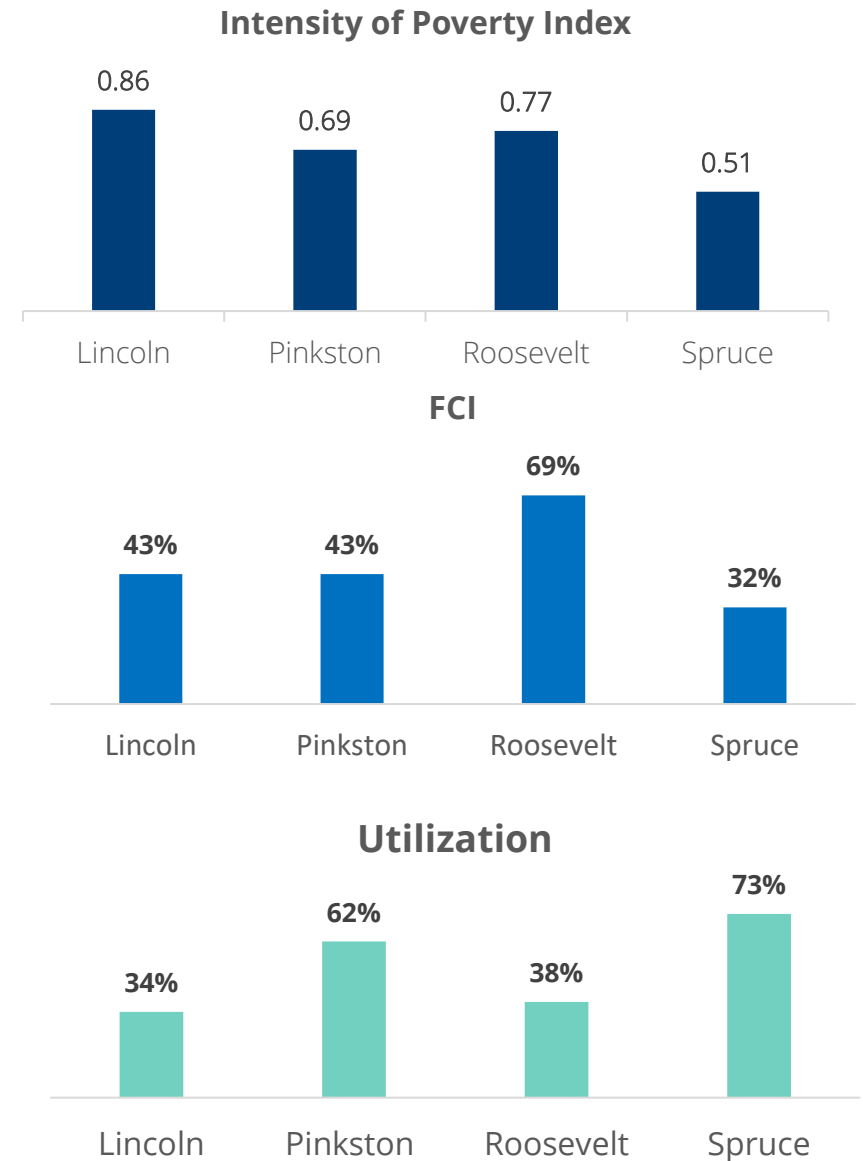| CRI Category	Lincoln Feeder Pattern	Spruce Feeder Pattern	Pinkston Feeder Pattern	Roosevelt Feeder Pattern
Community	19	55	62	23
Economics	13	32	40	8
Education	74	44	64	71
Family	36	71	73	62
Health	8	21	32	6
Overall CRI	12	32	44	13

Intensity of Poverty Index

Dallas ISD also considered an in-house Intensity of Poverty Index (IPI) to determine the four feeder patterns for the Resource Centers. The IPI is a more sophisticated and specific measure of poverty than Free-and-Reduced-Price Lunch, as it generates a Socioeconomic Block Score for each census block using data on median household income, owner-occupied homes, single-parent homes, and educational attainment. An IPI value of 1 indicates the most socioeconomically disadvantaged census block, whereas an IPI value of 0 indicates the least socioeconomically disadvantaged census block.

Facility Condition Index and Utilization

While the Community Resource Index and Intensity of Poverty Index measure what's going on in the neighborhood around a school, the Facility Condition Index (FCI) and utilization rate measure what's going on at the actual school facility. The FCI provides a benchmark to compare the relative condition of one campus facility to all campus facilities. It is an industry-standard measurement that is the ratio of the cost to correct a facility's deficiencies to the Current Replacement Value (CRV) of the facility. The lower the FCI, the better the condition of the building and the lower the need for remediation.

Utilization is calculated by dividing a school's enrollment by its capacity, revealing how full the school is. Campuses with high utilization (over 86%) are considered quite full and don't have much room for anything else. Campuses with lower utilization might have extra space on site that can be used for other purposes, like running supportive services for students and their families.

For Equity in Bond Planning purposes, Dallas ISD also considered utilization and FCI to identify feeder patterns and schools with a need for facility upgrades and extra space.

Intensity of Poverty Index

Lincoln	Pinkston	Roosevelt	Spruce
0.86	0.69	0.77	0.51

FCI

Lincoln	Pinkston	Roosevelt	Spruce
43%	43%	69%	32%

Utilization

Lincoln	Pinkston	Roosevelt	Spruce
34%	62%	38%	73%

All data reflects high school level information, not feeder patterns

TIMELINE

Dallas ISD, with support from the project team, initiated the Equity in Bond Planning process with the Spruce and Lincoln Feeder Patterns. Focusing on the Spruce and Lincoln Feeder Patterns, this report is grounded in research and data analysis, and a robust community engagement process. Data analysis and research quantified the impacts of inequitable systems on communities and inspired community participants to imagine the possibilities at the Resource Centers. Spruce and Lincoln community members provided context, nuance, and "ground truth" only possible through lived experience. The Pinkston and Roosevelt Feeder Patterns are following a similar process, which started in late summer.

April 2020	May 2020	June 2020	July 2020	August 2020	September 2020	October 2020	November 2020

Spruce & Lincoln Feeder Patterns

Conduct interviews and focus groups	Workshop 1: Assess community needs, assets, and opportunities	Workshops 2 & 3: Identify and prioritize programs; conduct design workshop
Review research on national best practices for school-community hubs	Connect best practices, impacts, and opportunities with community input	Refine concepts based on potential partners, costs, and design factors

> **Community priorities and emerging themes**

Pinkston & Roosevelt Feeder Patterns

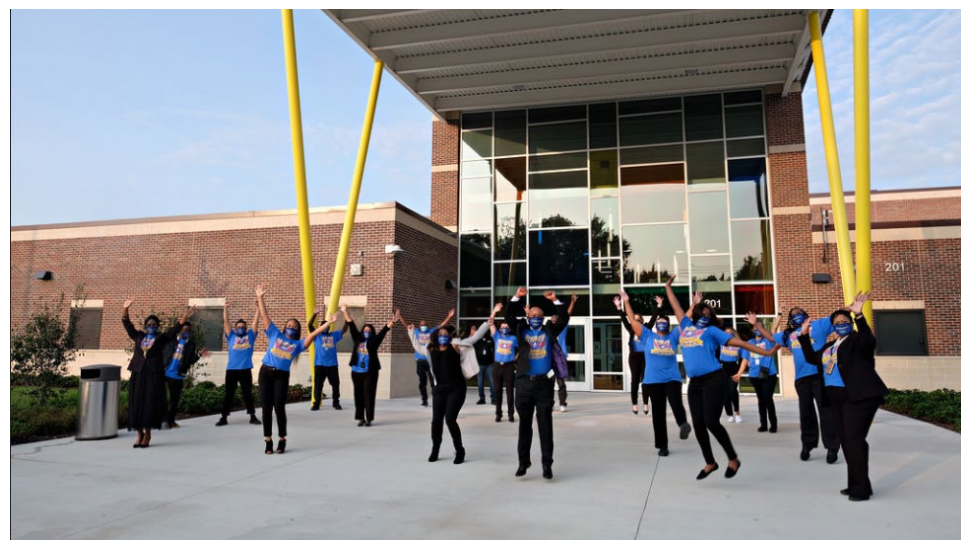| Conduct interviews and focus groups	Workshop 1: Assess community needs, assets, and opportunities	Workshops 2 & 3: Identify and prioritize programs; conduct design workshop
Review research on national best practices for school-community hubs	Connect best practices, impacts, and opportunities with community input	Refine concepts based on potential partners, costs, and design factors

> **Community priorities and emerging themes**

COMMUNITY & STUDENT ACHIEVMENT

Dallas ISD recognizes that, for many communities, the school is the anchor public institution, the conduit between families and critical resources, information, and support in times of crisis. Although schools are in the primary business of teaching and learning, they do far more. Nationally, 7.3 billion meals are served at schools annually, more than two million children access healthcare from 2,500+ school-based health clinics in 48 states, and 10.2 million students attend after-school programs. Schools aren't just for children, either: adults take literacy and English classes, vote, and access services and job training programs at public schools.

Covid-19 has laid bare how important the local school is for students and their families. School staff have not only provided learning opportunities, but also regular meals, counseling on where to access testing, how to apply for rental assistance, and social-emotional support to weather the storm. Schools are trusted institutions for families and go-to places for far more than just education.

Locally, Dallas ISD schools exemplify the notion of trusted anchor institutions that serve a range of needs for students and their families. In support of its core mission of educating all students for success, Dallas ISD runs 11 Youth and Family Centers at school-based clinics to offer mental, behavioral, and physical health services to over 5,000 students annually. In the 2020-21 budget, Dallas ISD Trustees also approved 57 new positions - including 53 clinicians - as part of the Mental Health Services Department to better address the behavioral, emotional, and social issues that students experience. Dallas ISD also supports Frazier House, a collaboration with community nonprofits and service organizations to provide Adult Basic Education, career development and skills training, job placement, legal counsel, and more, as well as the Fannie C. Harris Youth Center for students experiencing homelessness. Almost all Dallas ISD schools also maintain community liaisons, counselors, and school psychologists who are tasked with supporting the myriad needs of students.

Source: School Nutrition Association; National School-Based Health Care Census; Afterschool Alliance

Dallas ISD and districts nationwide go above and beyond the call to educate students because so many out-of-school-time factors impact whether a student comes to school ready to learn and thrive. Out-of-school-time factors such as housing and neighborhoods, food and nutrition, healthcare, and poverty all relate to student success *in* school. Housing quality, stability, and affordability, for example, weigh heavily on students:

• *Children in substandard housing* have worse academic outcomes in math and reading and are more likely to experience behavioral problems. Substandard housing and nearby environmental hazards (that are disproportionately located in low-income communities of color) also impact children's health through asthma and respiratory illness, lead poisoning, and accidental injury.

• *Students who are highly mobile* (i.e., who move from school-to-school frequently) perform approximately one year behind non-mobile peers on reading and mathematics tests. The affordable housing crisis is a major source of housing instability for low-income families, as rents rise and wages can't keep pace, forcing families out of their homes.

• *Families who are housing cost-burdened* - meaning they pay 30% or more of their income on housing expenses - have to make difficult tradeoffs. Housing affordability, for example, can impact the cognitive achievement of children, in part due to a lack of disposable income available to invest in child development experiences.

Source: MacArthur Foundation, Poor Quality Housing is Tied to Children's Emotional and Behavioral Problems; Temple, J., Reynolds, A. School Mobility and Achievement: Longitudinal Findings From an Urban Cohort; Newman, S., Holupka, C. Housing Affordability And Children's Cognitive Achievement.

Access to nutritious food and regular meals are also critical for students' overall wellbeing and achievement in school:

- It's hard to focus on schoolwork when you're hungry. Students who are experiencing hunger and food insecurity are more likely to be tardy or absent from school and also show decreased motivation in the classroom. Chronic stress that stems from food insecurity and poverty can also lead to delays in brain development and produce anxiety in children.
- Students who participate in school breakfast programs show improved behavior and mental health, attendance, and academic performance as well as decreased tardiness.
- High school students who engage in healthy eating habits (e.g., eating fruits and vegetables), and physical activity self-report higher letter grades.

Poverty and parental access to education and employment opportunities also impact students' educational outcomes:

- Poor children with parents who have more than a high school education are 30% more likely to complete high school and almost five times more likely to complete college than poor children whose parents did not complete high school.
- Children living in poverty tend to score lower on standardized tests, have lower grades in school, and realize less educational attainment, which ultimately impacts wages in adulthood.
- Children in neighborhoods of concentrated poverty experience greater exposure to crime, tend to access low-performing schools with higher dropout rates, and face weak employment opportunities and greater financial insecurity. The longer a child is in a high-poverty neighborhood, the harder it is to realize upward economic mobility.

As does access to healthcare:

- Issues like vision and oral health problems, asthma, obesity, and chronic stress, as well as risk-taking behavior like substance abuse, are associated with low academic achievement.
- School-based preventative healthcare is positivity related to students' educational outcomes, including a higher GPA, lower odds of failing a class, and higher odds of graduating high school.

These out-of-school-time factors (and many more) impact student success in school. Students who have their basic needs met are more prepared to show up to school ready to learn and thrive. School-based wraparound services and the community schools model embrace the idea that a student's academic needs cannot be fully met without also meeting their basic needs. Early evidence in support of this approach is promising, and Dallas ISD stands to better serve historically marginalized communities through Student and Family Resource Centers that consider and respond to the needs of the whole child.

GUIDING PRINCIPLES

Based on an analysis of the Community Resources Index, community feedback and priorities shared throughout the engagement process, and the premise that support for the "whole child" will improve academic performance, the Racial Equity Office recommends the following for the Student and Family Resource Centers. Recommendations are summarized here in two parts: guiding principles are below, and feeder pattern-specific recommendations for Lincoln and Spruce follow.

Accessible
The Student and Family Resource Centers should be open and programmed after school, on weekends, and in the summer. In addition, programs or use of the space should be free or low-cost.

Flexible
While some specialized facilities will be required, Resource Centers should tend towards flexible and mixed-use spaces that can adapt over time and to different programs and users. The Resource Centers should also allow for gathering and casual/passive use.

Family-Friendly
Some form of childcare or supervision should be available to enable parents and families to fully take advantage of available services.

Local
Resource Centers should be highly localized and celebrate local culture, connect to local services and be staffed and programmed by groups and individuals trusted by the community.

Connected
High speed, high quality digital connectivity should be a pre-requisite service offered in each Resource Center.

Centralized
The centers should be a one-stop-shop for resources and services.

Value-Add
Student and Family Resource Centers should build on existing assets in the community.

EMERGING THEMES FOR SPRUCE FEEDER PATTERN

The Emerging Themes below represent the cumulative findings of an extensive community engagement process and analysis of key indicators in each community. Depending on the approval of the 2020 Bond, available resources, and alignment to other work underway, Dallas ISD will begin to address some or all of these themes through the Student and Family Resource Centers. The full report details the methodology behind these findings.

The data tells us...

The community tells us...

There are **.47 clinics per 10,000 residents** within a two-mile radius of Spruce High School, compared to a maximum of 4.59 clinics per 10,000 residents.

"Health services need to be accessible and affordable to folks in the community." – Workshop 1 participant

Access to Primary Care

There are **609 afterschool program seats** per 10,000 children, compared to a maximum of 4,065 afterschool program seats per 10,000 children.

"We need better funding of afterschool programs, an extra school person or teacher to sponsor afterschool programs to be there for the kids." - Workshop 1 participant

After School & Summer Programs

There are **6.68 licensed childcare centers** per 10,000 children under age 5, compared to a maximum of 36.35; **1,804 adults reported poor mental health** for 14 days or more per 10,000, compared to a minimum of 602.

"Those parents could use so much help, and they don't often feel comfortable at school." – Workshop 1 participant
"So I've thought of how to empower parents and how can they play a role. Do our parents know the trajectory of courses to be college ready? If they aren't informed, then they don't necessarily feel like they have a role to play." – Workshop 1 participant

Family Counseling & Resources

There **are .233 libraries and .47 community and rec centers** per 10,000 residents, compared to a maximum of 1.342 libraries and 4.41 community and rec centers per 10,000 residents.

"In our area, there isn't a whole lot. One of the issues is lack of facilities for exercise or even trees and sidewalks to make it possible to do that outside safely." -Pleasant Grove community member

Safe Streets and Public Spaces

Source: Community Resource Explorer

EMERGING THEMES FOR LINCOLN FEEDER PATTERN

The Emerging Themes below represent the cumulative findings of an extensive community engagement process and analysis of key indicators in each community. Depending on the approval of the 2020 Bond, available resources, and alignment to other work underway, Dallas ISD will begin to address some or all of these themes through the Student and Family Resource Centers. The full report details the methodology behind these findings.

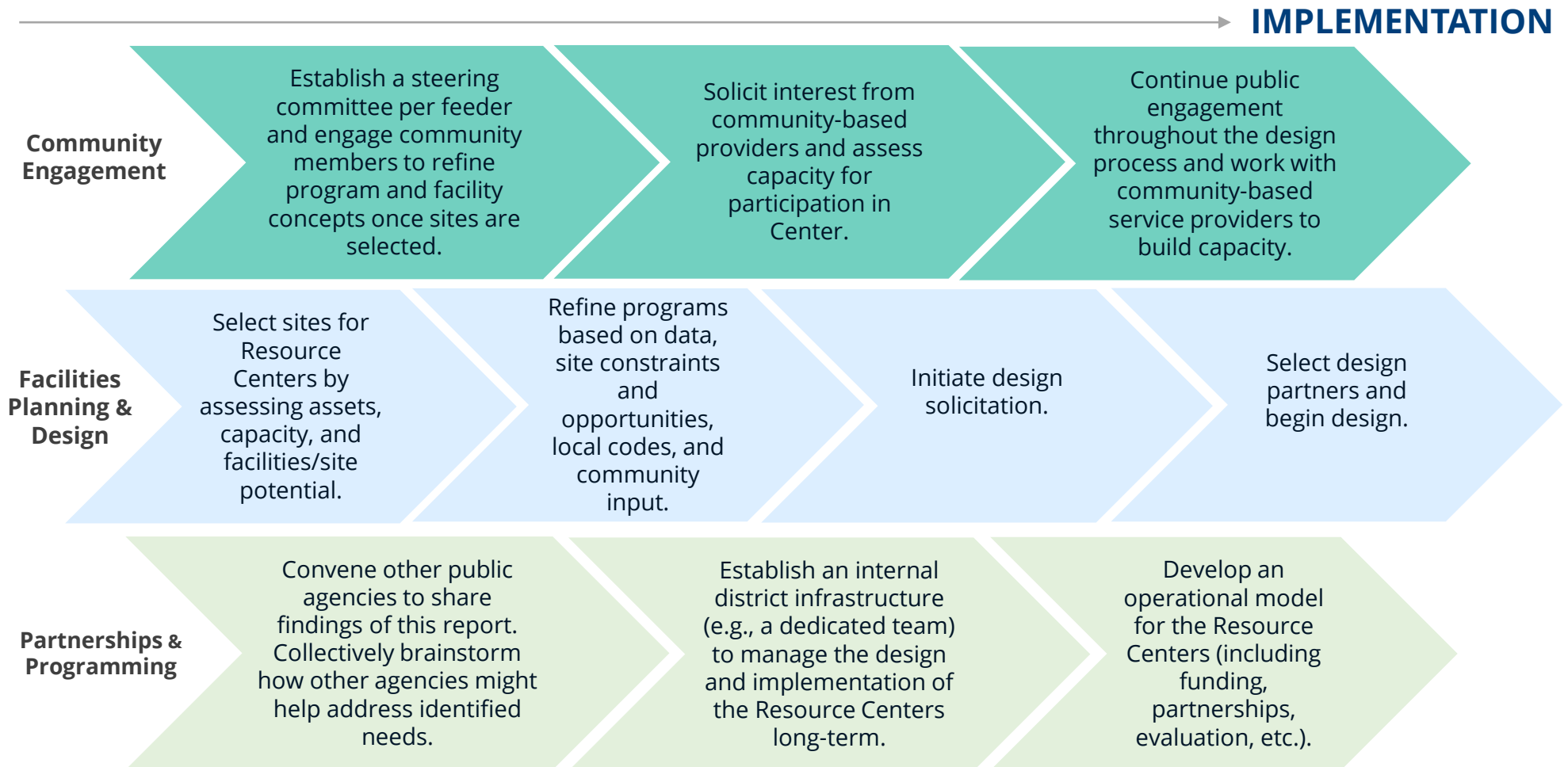| The data tells us...	The community tells us...	
There are **1.2 grocery stores per 10,000 residents** in the neighborhood, compared to a maximum of 2.27 and **$244 avg. spending on fresh fruits and vegetables monthly**, compared to a maximum of $535.	*"Healthcare starts with food and we live in a food desert."* – Interview participant	**Access to Healthy Food**
1,876 adults reported poor mental health for 14 days or more, per 10,000 residents, compared to just 602 adults per 10,000 in the most well-resourced community.	*"It's important to incorporate wellness into the community as a form of pro-activity for Black folks, for POC with proximity to trauma and deploy cultural responsive mindfulness. Therapists who come into the community need experience with trauma. What are the needs in the community, so we can be proactive in anticipating children's needs?"* – Workshop 2 participant	**Access to Mental Health Care**
Within a two-mile radius of Lincoln High School, there are **5,355 jobs**, compared to maximum of 209,962 and a youth **unemployment rate of 29.8%** compared to a minimum of 4%.	*"Job trainings – Parents and students need all of this"* -Workshop 1 participant *"Connecting students to growing industries"* -Workshop 2 participant	**Job Training**
There are **.401 libraries** per 10,000 residents, compared to a maximum of 1.342 libraries per 10,000 residents and **1,119 juvenile-committed crime incidents** per 10,000 residents between ages 16-24, compared to a minimum of 0.	*"Not having to worry about getting hurt or what other people are doing or being cautious . . . just being able to go outside freely without feeling scared or anything."* – Student Focus Group participant	**Safe Streets and Public Spaces**

Source: Community Resource Explorer

NEXT STEPS

These concepts will need to be refined, partnerships developed, and facilities designed. Implementation of the Student and Family Resource Center will require ongoing community engagement and the inclusion of community leadership directly in the decision-making process. Ongoing planning for partnership, programming, and facilities design will need to progress in concert. Dallas ISD will set an implementation timeline for issuing solicitations to identify qualified and interested parties with a focus on leveraging additional resources to expand impact, elevate community-based partners, and apply equitable contracting practices. The chart below indicates high-level next steps for carrying the project forward.

IMPLEMENTATION

Community Engagement

Establish a steering committee per feeder and engage community members to refine program and facility concepts once sites are selected.

Solicit interest from community-based providers and assess capacity for participation in Center.

Continue public engagement throughout the design process and work with community-based service providers to build capacity.

Facilities Planning & Design

Select sites for Resource Centers by assessing assets, capacity, and facilities/site potential.

Refine programs based on data, site constraints and opportunities, local codes, and community input.

Initiate design solicitation.

Select design partners and begin design.

Partnerships & Programming

Convene other public agencies to share findings of this report. Collectively brainstorm how other agencies might help address identified needs.

Establish an internal district infrastructure (e.g., a dedicated team) to manage the design and implementation of the Resource Centers long-term.

Develop an operational model for the Resource Centers (including funding, partnerships, evaluation, etc.).

PROCESS

METHODOLOGY & GLOSSARY

Glossary of Terms

Community Resource Index (CRI) - The Community Resource Index is a data analysis tool used to help identify school feeder patterns facing disinvestment and a resulting lack of institutional resources and services through examining indicators in five categories (Community, Economics, Education, Family, Health).

Community Resource Index Sub-Categories – The project team established a set of sub-categories used throughout the community engagement process to group ideas for facilities and services for the Student and Family Resource Centers.

Community Assets – Community members identified people, places, services, organizations, and qualities that benefit their neighborhoods.

Community Needs – Community members identified services, resources, or institutions that were missing from or underdeveloped in their neighborhoods.

Program Ideas – Community members generated ideas for programs and activities that they desired to see in the Student and Family Resource Centers.

Emerging Themes – Throughout the process of community engagement and data analysis, certain priorities were expressed more frequently than others. Repeated priorities that were supported by quantitative data became Emerging Themes, i.e. leading needs that should be addressed in the Resource Centers.
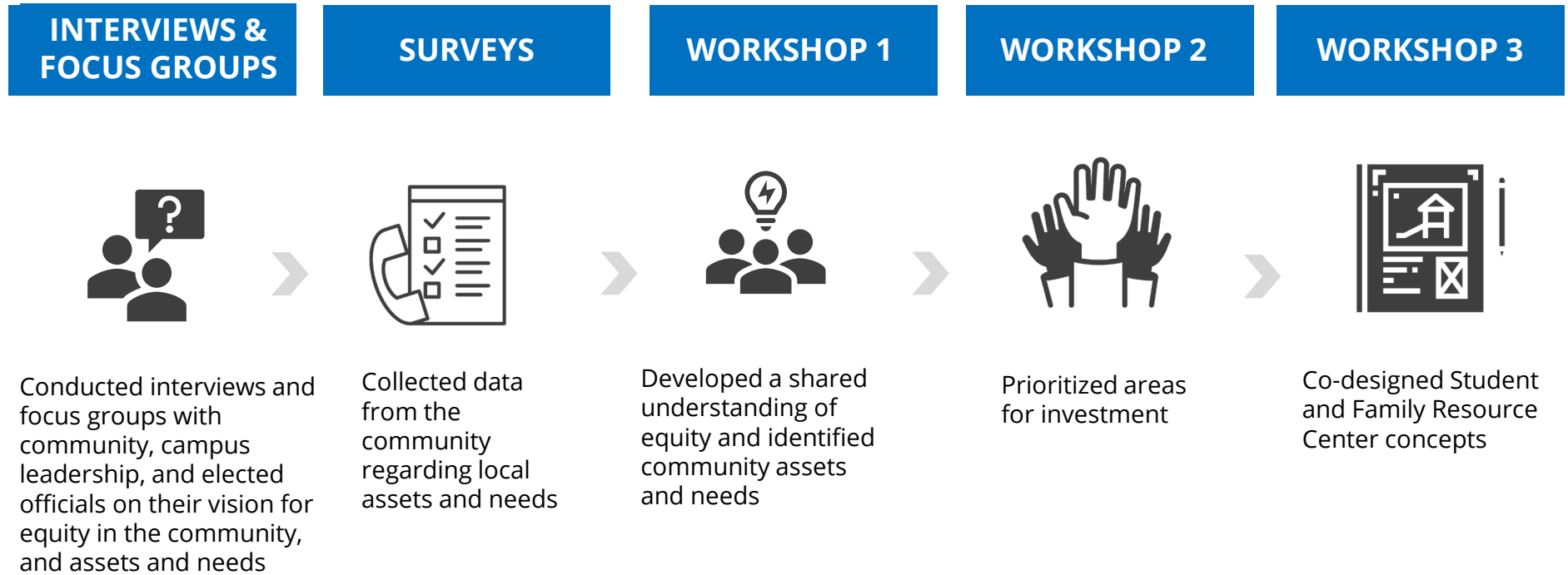
Methodology
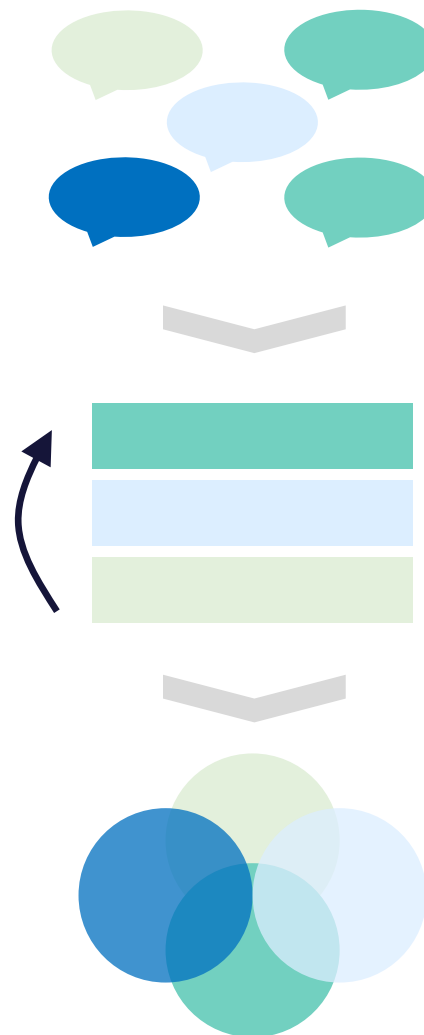
Community members from each feeder pattern shared assets, needs, and program ideas that would help Resource Centers make their neighborhoods more equitable and improve student achievement.

The project team coded community input by CRI Sub-Category, and analyzed needs and programs based on emphasis and frequency to determine priorities.

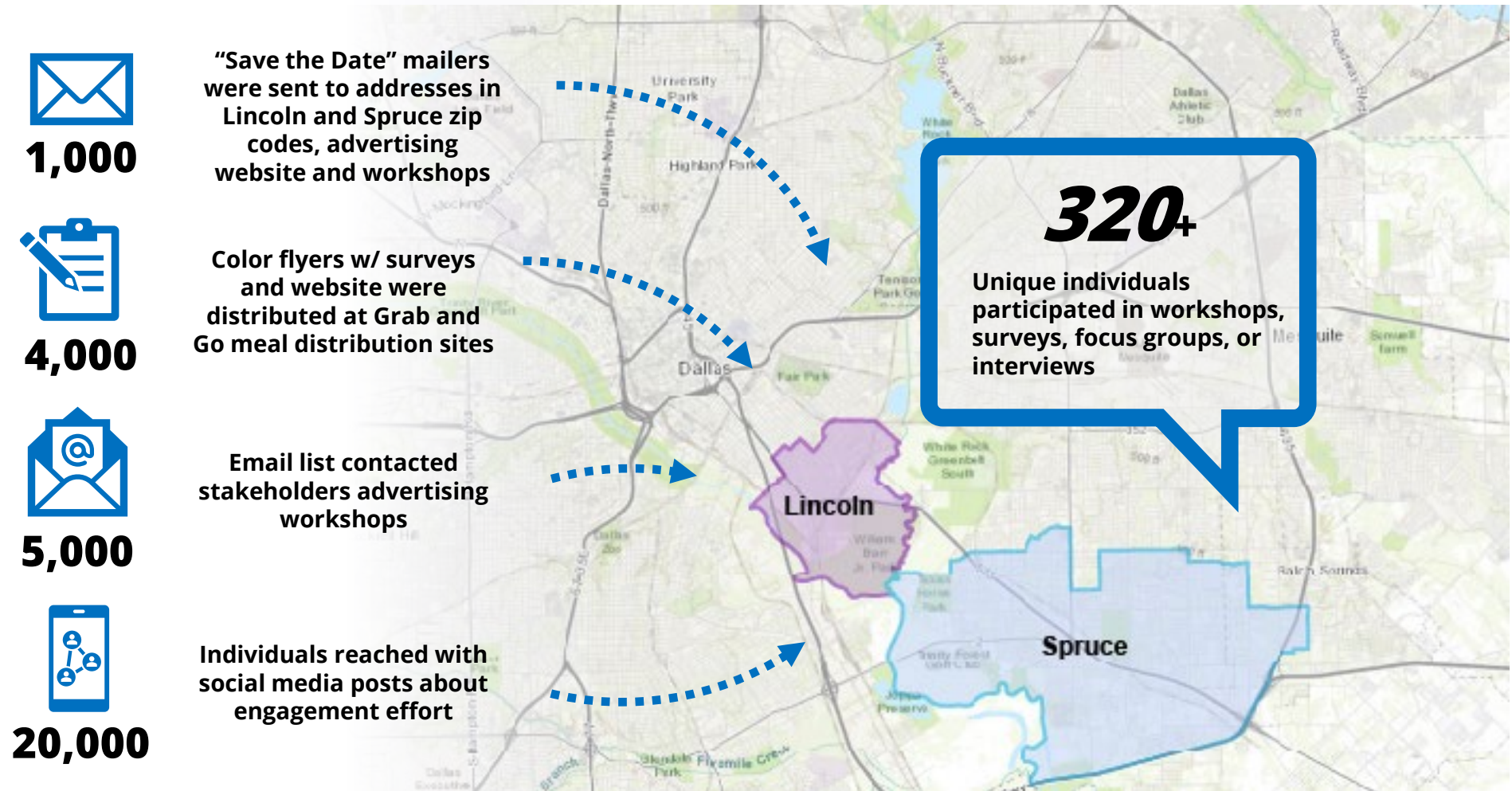The project team uncovered emerging themes and related program ideas.

COMMUNITY ENGAGEMENT

The process was driven by community engagement - we learned about community assets and needs, identified and prioritized areas for investment, and brainstormed concepts for the Student and Family Resource Centers.

INTERVIEWS & FOCUS GROUPS	SURVEYS	WORKSHOP 1	WORKSHOP 2	WORKSHOP 3
Conducted interviews and focus groups with community, campus leadership, and elected officials on their vision for equity in the community, and assets and needs	Collected data from the community regarding local assets and needs	Developed a shared understanding of equity and identified community assets and needs	Prioritized areas for investment	Co-designed Student and Family Resource Center concepts

OUTREACH

Together, Dallas ISD Communications staff and the Racial Equity Office led a comprehensive effort to communicate the intentions, parameters, and opportunities to get involved in planning for the Student and Family Resource Centers. The project team pivoted public engagement efforts to include virtual online engagement in place of in-person community workshops due to the COVID-19 pandemic, while distributing and collecting information in-person through venues such as food distribution sites to reach community members with inadequate internet access. To reach a broad spectrum of community members, outreach was done both digitally through emails, virtual interviews and focus groups, and in-person, through the distribution of flyers and paper surveys.

1,000 — "Save the Date" mailers were sent to addresses in Lincoln and Spruce zip codes, advertising website and workshops

4,000 — Color flyers w/ surveys and website were distributed at Grab and Go meal distribution sites

5,000 — Email list contacted stakeholders advertising workshops

20,000 — Individuals reached with social media posts about engagement effort

320+ Unique individuals participated in workshops, surveys, focus groups, or interviews

SPRUCE FEEDER PATTERN

- Community Profile
- Community Sourced Assets
- Emerging Themes and Needs
- Case Studies

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COMMUNITY PROFILE

The Spruce feeder pattern is located in Pleasant Grove, southeast of Downtown Dallas. Pleasant Grove is a young community with an entrepreneurial spirit and home to many small business owners and budding entrepreneurs. Churches are also important to the fabric of the community, as are the bazaars, local restaurants, and local institutions (like Eastfield College and the Southeast Dallas Chamber of Commerce). The Salvation Army on Elam, the branch libraries off Lake June Road, and the Great Trinity Forest are other local assets.

Structural and historical barriers have led to a lack of investment and limited access to resources in the neighborhood, including Pleasant Grove's physical distance and separation by the Trinity River and interstate highways from areas with greater opportunity; the neighborhood's late annexation into the City of Dallas in the 1950s and 1960s; white flight and subsequent environmental injustice, and ongoing surrounding industrial zoning. Despite these, the Spruce feeder pattern and Pleasant Grove, in general, have developed a strong community identity and local assets.
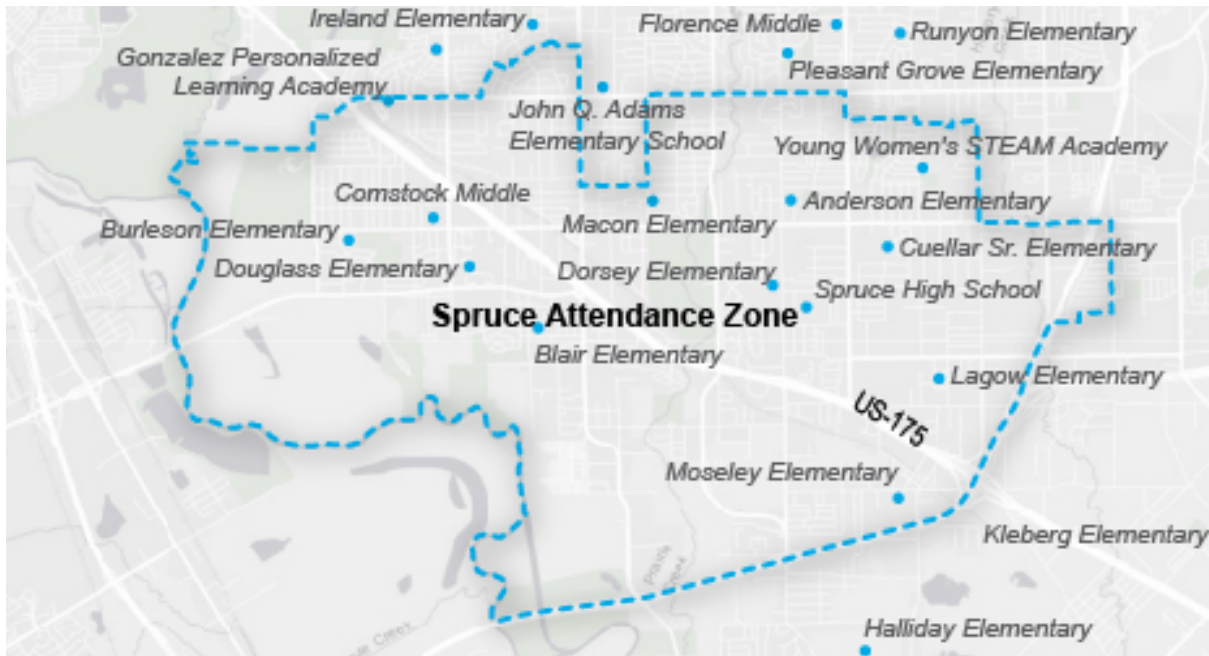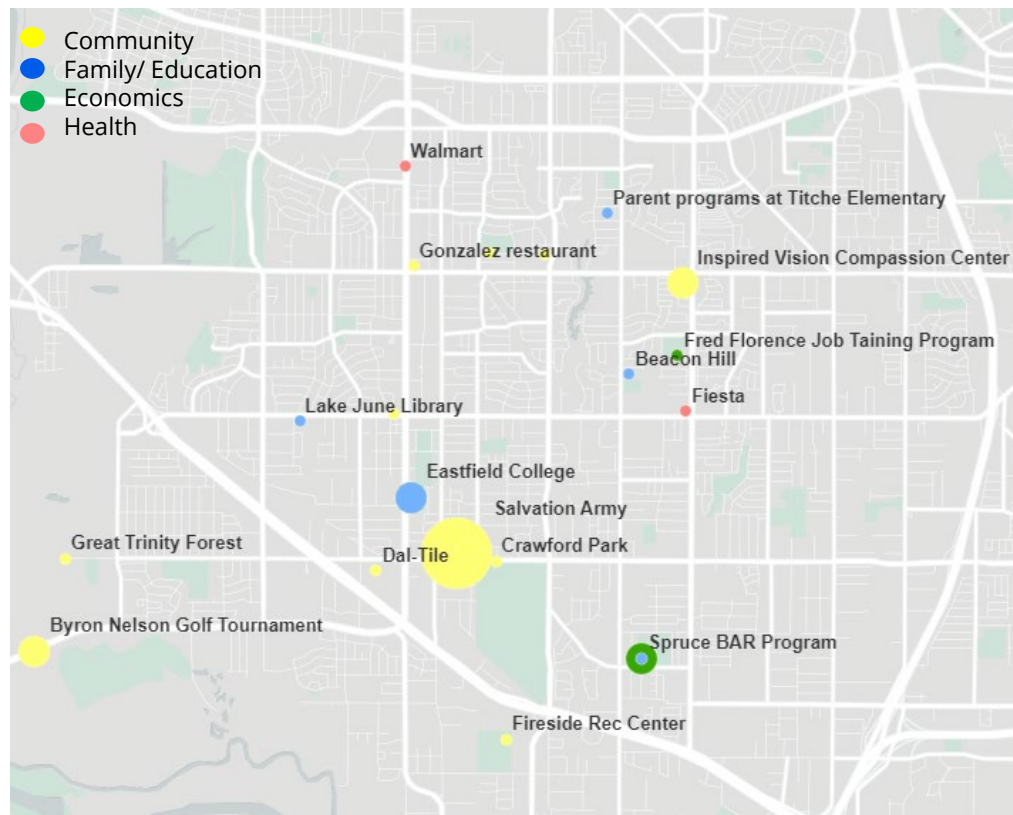
COMMUNITY RESOURCE INDEX
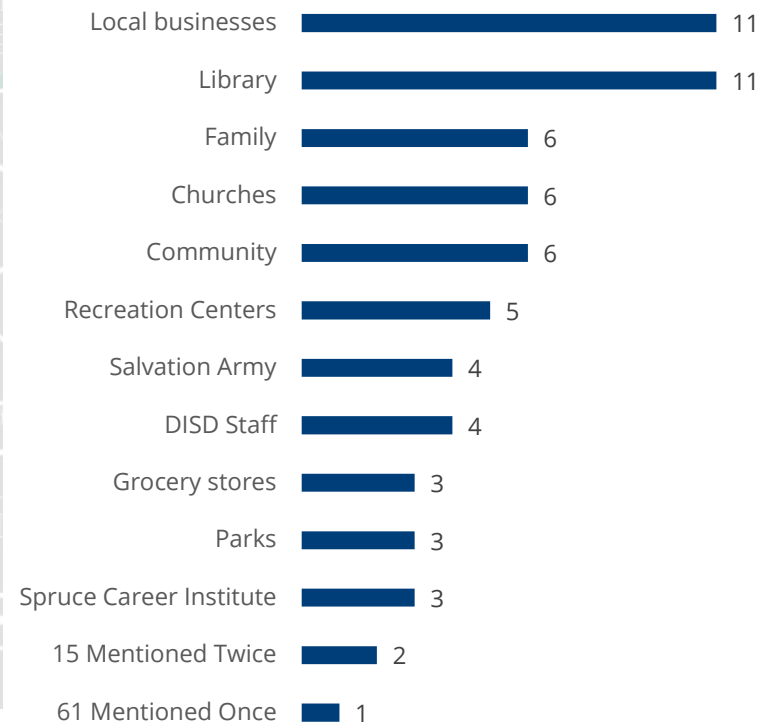
The Spruce Feeder Pattern has an overall CRI score of 32.

32

0   100
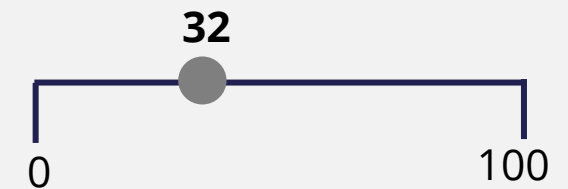
Community	55
Economics	32
Education	44
Family	71
Health	21

COMMUNITY SOURCED ASSETS

As part of the engagement process, we asked interviewees and focus group members to list local assets. We intentionally defined assets broadly, ranging from local stores, churches, community centers, or a general sense of pride so that residents could speak to parts of their community that they value. During the data analysis phase, we coded different assets to account for both their frequency and their CRI category. While the assets on the map are representative of community engagement, they are not representative of all the assets that exist in the area. The size of the bubble represents the frequency that an establishment was mentioned. Overall, small businesses and libraries were tied for the most mentioned asset in the community. A sense of community and family were tied for number two alongside churches. Asset mapping begins to form our understanding of where residents are shopping or enjoy spending their time. It also sets a baseline for potential partners down the line.

Legend:
- Community (yellow)
- Family/ Education (blue)
- Economics (green)
- Health (red)

Map labels: Walmart, Parent programs at Titche Elementary, Gonzalez restaurant, Inspired Vision Compassion Center, Fred Florence Job Taining Program, Beacon Hill, Lake June Library, Fiesta, Eastfield College, Salvation Army, Great Trinity Forest, Crawford Park, Dal-Tile, Byron Nelson Golf Tournament, Spruce BAR Program, Fireside Rec Center

Assets by Frequency Mentioned

Asset	Frequency
Local businesses	11
Library	11
Family	6
Churches	6
Community	6
Recreation Centers	5
Salvation Army	4
DISD Staff	4
Grocery stores	3
Parks	3
Spruce Career Institute	3
15 Mentioned Twice	2
61 Mentioned Once	1

COMMUNITY SOURCED ASSETS

"Our greatest asset is our voice, it's important to share our stories, stories of success."

"The Lake June library - they put on a lot of programs"

"Bazaars/festivals are a huge center and the livelihood of a lot of families"

"Salvation Army on Elam was a big pillar in the community - a place for recreation and learning."
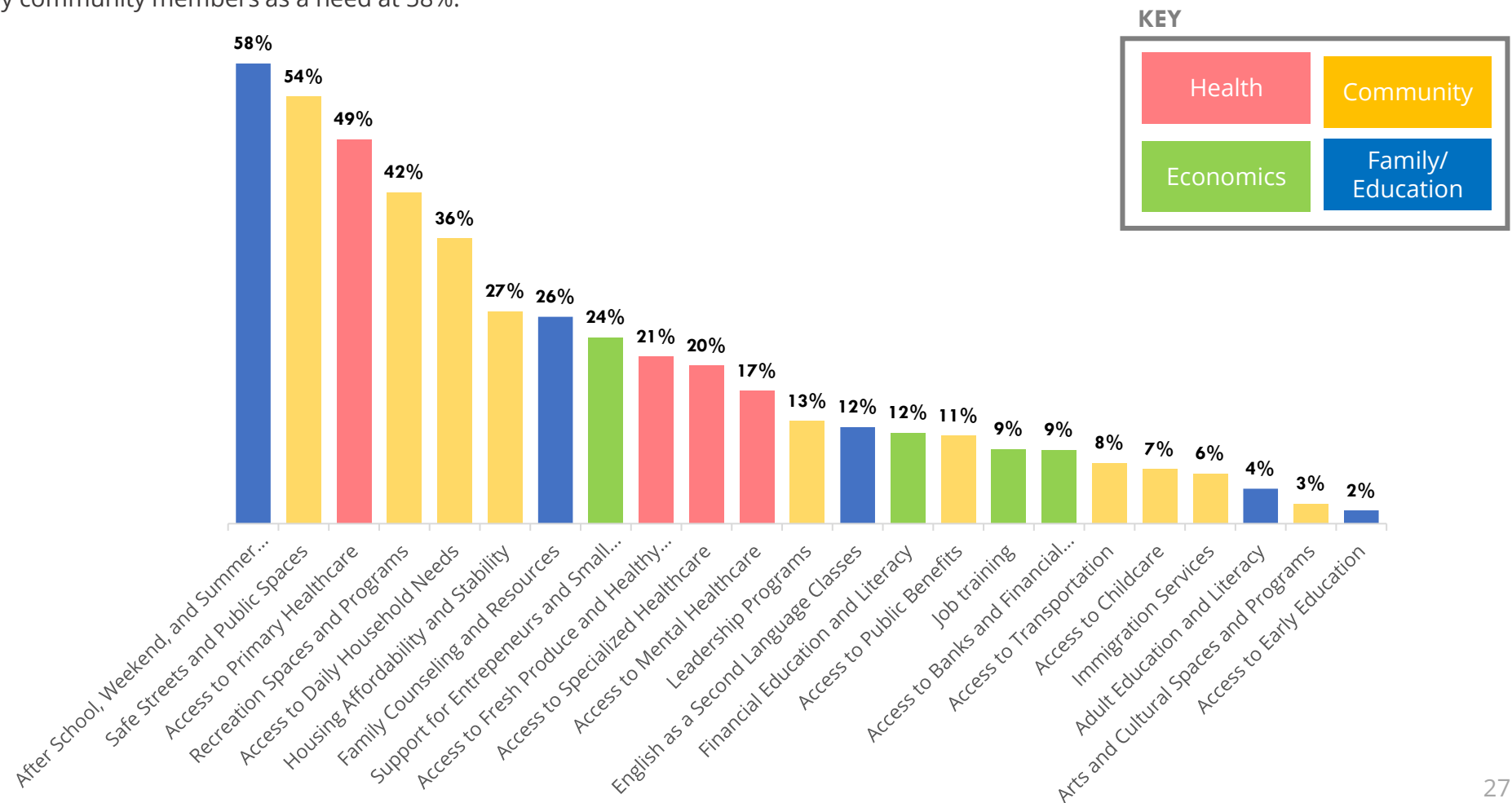
"The Mom and Pop shops."

"Strong family ties"

"For my family, it's our church in PG. It's the church I grew up with, and my parents are very active members in the church, so that's a really important institution"

COMMUNITY NEEDS AND PROGRAMS

Through an analysis of all community engagement activities – including the workshops, survey, student focus group, and interviews, the following diagram highlights prioritized community needs by themes. **After School, Weekend, and Summer Programs** is prioritized as the greatest need for the Spruce Feeder Pattern. **Safe Streets and Public Spaces, Access to Primary Healthcare**, and **Recreation Spaces and Programs** were also prioritized.

The figure below illustrates how frequently needs were identified by community members throughout all engagement activities. We coded notes and transcripts from each engagement activity, then counted how frequently different needs were cited. We standardized the counts for each activity to fit a 0-100% scale, such that the highest frequency need received a score of 100%, and then averaged the scores across all the engagement activities. For example, After School, Weekend, and Summer Programs was most frequently mentioned by community members as a need at 58%.

KEY

Health	Community
Economics	Family/Education

Chart data (need — percentage):

- After School, Weekend, and Summer... — 58%
- Safe Streets and Public Spaces — 54%
- Access to Primary Healthcare — 49%
- Recreation Spaces and Programs — 42%
- Access to Daily Household Needs — 36%
- Housing Affordability and Stability — 27%
- Family Counseling and Resources — 26%
- Support for Entrepeneurs and Small... — 24%
- Access to Fresh Produce and Healthy... — 21%
- Access to Specialized Healthcare — 20%
- Access to Mental Healthcare — 17%
- Leadership Programs — 13%
- English as a Second Language Classes — 12%
- Financial Education and Literacy — 12%
- Access to Public Benefits — 11%
- Job training — 9%
- Access to Banks and Financial... — 9%
- Access to Transportation — 8%
- Access to Childcare — 7%
- Immigration Services — 6%
- Adult Education and Literacy — 4%
- Arts and Cultural Spaces and Programs — 3%
- Access to Early Education — 2%

COMMUNITY NEEDS AND PROGRAMS

Throughout the community engagement activities, community members proposed solutions to build on existing assets and address needs. The following diagram illustrates prioritized program ideas by themes in comparison to prioritized community needs. This overlay illustrates the degree of alignment between community-identified "needs" and what community members would like to see within the Student and Family Resource Centers. Community members prioritized **Family Counseling and Resources** program ideas. Similar to the prioritized community needs, community members prioritized program ideas addressing **After School, Weekend, and Summer Programs and Safe Streets and Public Spaces**.

The figure below illustrates the frequency various program ideas were elevated by community members in comparison to the needs. For example, community members most frequently mentioned Family Counseling and Resources program ideas at 67%, but less frequently raised them as a need (26%).

KEY: Health, Community, Economics, Family/Education

Community Needs

EMERGING THEMES FOR SPRUCE FEEDER PATTERN

The Emerging Themes below represent the cumulative findings of an extensive community engagement process and analysis of key indicators in each community. Depending on the approval of the 2020 Bond, available resources, and alignment to other work underway, Dallas ISD will begin to address some or all of these themes through the Student and Family Resource Centers.

The data tells us...	The community tells us...	
There are **.47 clinics per 10,000 residents** within a two-mile radius of Spruce High School, compared to a maximum of 4.59 clinics per 10,000 residents.	*"Health services need to be accessible and affordable to folks in the community." – Workshop 1 participant*	Access to Primary Care
There are **609 afterschool program seats** per 10,000 children, compared to a maximum of 4,065 afterschool program seats per 10,000 children.	*"We need better funding of afterschool programs, an extra school person or teacher to sponsor afterschool programs to be there for the kids." - Workshop 1 participant*	After School & Summer Programs
There are **6.68 licensed childcare centers** per 10,000 children under age 5, compared to a maximum of 36.35; **1,804 adults reported poor mental health** for 14 days or more per 10,000, compared to a minimum of 602**.**	*"Those parents could use so much help, and they don't often feel comfortable at school." – Workshop 1 participant* *"So I've thought of how to empower parents and how can they play a role. Do our parents know the trajectory of courses to be college ready? If they aren't informed, then they don't necessarily feel like they have a role to play." – Workshop 1 participant*	Family Counseling & Resources
There **are .233 libraries and .47 community and rec centers** per 10,000 residents, compared to a maximum of 1.342 libraries and 4.41 community and rec centers per 10,000 residents.	*"In our area, there isn't a whole lot. One of the issues is lack of facilities for exercise or even trees and sidewalks to make it possible to do that outside safely." -Pleasant Grove community member*	Safe Streets and Public Spaces

Source: Community Resource Explorer

Through community input, the Community Resource Index, and analysis of existing assets, the project team identified the greatest needs to be addressed through the Student and Family Resource Centers. The program ideas listed here were generated by the community in alignment with the prioritized needs, demonstrating a variety of potential investments. Through different combinations, these program ideas can address the prioritized needs and create natural adjacencies within a facility – and vary in terms of space need and cost implications. Ultimately, the Dallas ISD's Student and Family Resource Center will seek to address the Emerging Themes, through some combination of these or related services, and be guided by principles of access, family-friendly, connected, flexible, local, centralized, and value-add.

Emerging Themes

Program Ideas

49% Access to Primary Healthcare

- Health clinic
- Vision services
- Mobile health clinic
- Pharmacy
- Dental services
- Health insurance assistance

54% Safe Streets and Public Spaces

- Safe street crossing
- Park
- Free community space
- Playground
- Street lighting
- Library
- Bike lane
- Public art

Emerging Themes

Program Ideas

58% After School, Weekend, and Summer Programs

- Mentorship programs
- Arts room
- Dance studio
- Teen radio station
- Summer programs
- Music room
- Skill building programs
- Afterschool programs
- Field trips

67% Family Counseling and Resources

- Counseling
- Parenting classes/ programs
- Childcare center
- Case management
- Family resource center

Case Study: Sun Valley Health Center

The Sun Valley Health Center is located on the Sun Valley Middle School campus and provides free and low-cost healthcare to students and community members.

Location: Los Angeles, CA
CRI Category: Health
Partners: Los Angeles County, Los Angeles Unified School District, UCLA, and Northeast Valley Health Corporation

The health center was the outcome of a cross-jurisdiction conversation about how to best serve the community. The partnership among Los Angeles County, LAUSD, UCLA, and Northeast Valley Health Corporation unlocked multiple funding sources to construct and operate the center.

Program Drivers

The Sun Valley community has significantly higher asthma, diabetes, and obesity rates than the rest of the County. The area received a medically under-served designation with a health professional shortage for primary care. In addition, one-third of Sun Valley residents are uninsured with over 80 percent of its children living in households at or below 200 percent of poverty. Health challenges are further reinforced at Sun Valley Middle School, where there are 3,000 enrolled students with only one full-time nurse.

Design And Program Features

Los Angeles County and University of California Los Angeles (UCLA) identified the Sun Valley community as having the greatest need for a health center. Partnering with Los Angeles Unified School District (LAUSD) and Northeast Valley Health Corporation (nonprofit healthcare provider), they opened a health center in 2008 on the Sun Valley Middle School campus to provide free and low-cost healthcare to the students and community. As the largest school-based community health center in the country, the center provides free and low-cost adult and pediatric care including preventive care, chronic disease management, dental care, and mental healthcare.

Case Study Alignment to Emerging Themes

Case Study: Sun Valley Health Center

Following the success of the health center, LAUSD and Northeast Valley Corporation partnered to expand the center and convert an old agriculture building on the campus to a new dedicated dental clinic. The dental center holds six dental chairs, a lab, restrooms, offices, waiting rooms, and a health education room. It is open six days a week and staffed by two to three dentists and 10 assistants. The majority of the health and dental center's patients are students.

Collaboration

The School District owns the land - which was previously unused – and granted the County free use for 40 years. In exchange, the County agreed to build the health center – which cost around $7 million. As a federally qualified healthcare provider, Northeast Valley Corporation receives federal funds to operate the clinic. In addition, UCLA Geffen School of Medicine provides free asthma screenings for students and families. The Sun Valley Dental Center was funded through a local bond measure.

Land Ownership	LAUSD
Capital/ Construction Expenses	Los Angeles County
Operations & Maintenance	Northeast Valley Corporation via federal funding
Programming	Northeast Valley Corporation, UCLA Geffen School of Medicine

Lessons Learned

The health center project did not start as a school-specific project. As a result, it took a long time to coordinate among the County and the School District to identify an available site to locate the center.

The success of the project is attributed to a cross-jurisdictional conversation about the needs of the Sun Valley community, which led to a supportive partnership among the County, LAUSD, Northeast Valley Corporation, and UCLA. The partnership has a clear vision to leverage assets – real estate, federal funds, community assets – to address community needs. Leaders within LA County and LAUSD championed the health center and its implementation, enabling the project to happen.

"In the case of libraries or other facilities for which there is bond money, the assets are there. So as long as you're in the business of acquiring land and building schools, it doesn't take that much more effort—and not even that much more money—to make the school site a broader community-based site with all kinds of community-based assets. And in this community, no asset is more valuable than this health clinic." – L.A. County Supervisor Zev Yaroslavsky

Case Study: Oyler Community Learning Center

The Oyler Community Learning Center is PK – 12 community school focused on supporting the whole child through increased access to services.
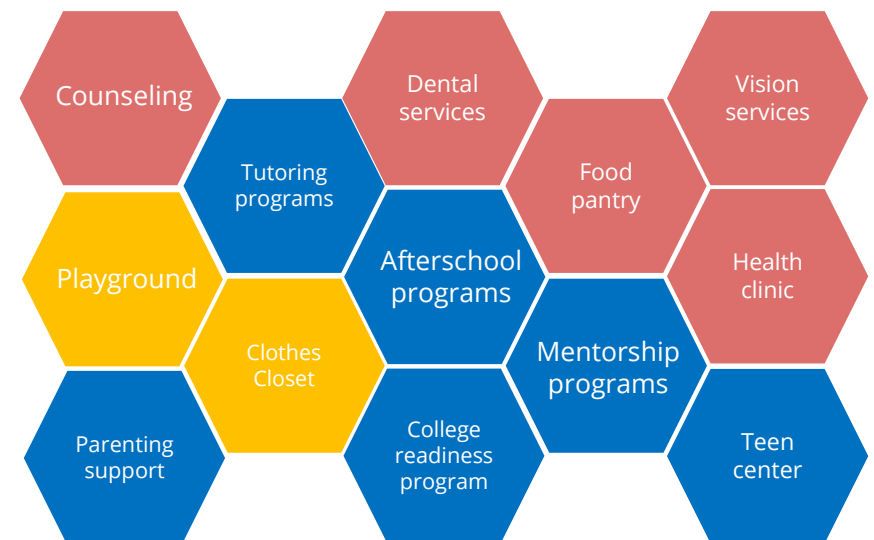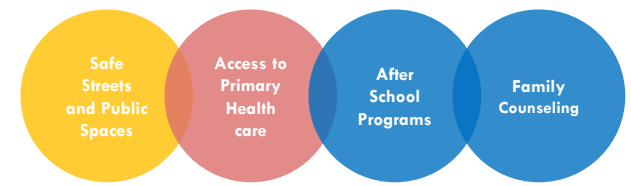
Location: Cincinnati, OH
CRI Category: Community, Health
Partners: Community Learning Center Institute; Cincinnati Public Schools; City of Cincinnati Health Department; St. Aloysius; et al.

Oyler Community Learning Center developed partnerships with city agencies and local organizations to meet student and community needs. The partnerships enable the school to focus on academic achievement and student success.

Program Drivers
Oyler School, located in Lower Price Hill – one of the lowest income neighborhoods in the City – struggled with low graduation rates, even lower college matriculation rates, and a building in disrepair. Lower Price Hill had no high schools in the neighborhood, which led to students ending school after 8th grade at Oyler. As Oyler faced closure, Cincinnati Public Schools (CPS) undertook a district-wide redevelopment of all schools to become Community Learning Centers (CLC) - a school that serves as a community hub to support student achievement, revitalize communities, and maximize the community's return on financial investment.

Design And Program Features
Community members and local organizations convinced the school board to expand the existing facility and make Oyler a K-12 school to improve student graduation rates. Oyler School completed a $21 million renovation to now serve children from six weeks old to 12th grade. The new facility has a health center, vision and dental clinic, counseling services, food pantry, and new playground.

As a CLC, the school acts as a community anchor to support the whole child. To do this, the school collaborated with existing partners in the community to provide resources. The school's initial priority was improving access to mental and primary healthcare.

New York Times

Counseling · Tutoring programs · Dental services · Food pantry · Vision services · Playground · Afterschool programs · Health clinic · Clothes Closet · Mentorship programs · Parenting support · College readiness program · Teen center

Case Study: Oyler Community Learning Center

They partnered with a social services agency, St. Aloysius Orphanage, which provides a team of on-site mental health professionals and a physician.

Partnerships

Oyler School has many partnerships that are self-sustaining. The school provides the space, and the organizations provide funding or bill to Medicaid for their services. The school's success is largely attributed to its full-time resource coordinator, which is funded by the Cincinnati Public Schools' Community Learning Center Institute. The Institute and local YWCA operate afterschool and evening programs for students and adults. The Cincinnati Youth Collaborative helps students prepare for college. A school-based health clinic is operated by the Cincinnati Health Department, providing health, dental, and vision care. Students are now able to receive free eye exams and glasses; have free breakfast, lunch, and dinner and bring meals home on the weekends; and participate in mentoring and tutoring programs.

"Before they brought outside providers into the school, Principal Hockenberry and his teachers had spent considerable time addressing problems associated with the lack of care. 'Now we can focus more time on academics while our partners spend time on what they specialize in,' he said."

(Community Schools)

Lessons Learned

After adopting the community school model and facility renovation, the school's enrollment and graduation rates have steadily increased. Oyler School graduated more neighborhood students in the initial 3 years following this investment than the collective 85 years prior. The coordinated support for students and their parents supported student achievement, serving as a model for other schools across the country.

The initial investment in Oyler School also catalyzed additional investments in the community. To address the large number of students experiencing homelessness and housing insecurity, the Community Learning Center Institute and Habitat for Humanity are rebuilding 130 rental units and improving the streetscape in the neighborhood with a $35 million investment.

Source: Mutual Support: The Community School Strategy

LINCOLN FEEDER PATTERN

- Community Profile
- Community Sourced Assets
- Emerging Themes and Needs
- Case Studies

35

COMMUNITY DATA PROFILE

The Lincoln feeder pattern is located in South Dallas. The community is rich in history, tradition, and generational pride, exemplified by Lincoln High School being the second high school built for Black students in Dallas in the late 1930s. South Dallas was home to some of the earliest Black professionals in Dallas, including Dr. Watts, Dr. Pinkston, and Pearl C. Anderson. Other points of pride and strength in the neighborhood are the churches, Black Greek Row, the South Dallas Cultural Center, Martin Luther King, Jr. Community Center, long-time childcare centers, and neighborhood associations, to name a few.

The Community Resource Index underscores the decades of adversity and systemic oppression perpetrated against South Dallas. Much of the area was red-lined in maps by the Home Owners' Loan Corporation, restricting access to credit because of its segregated Black neighborhoods. South Dallas has forged its distinctive community while fighting to overcome racial violence, destructive highway construction, racist zoning, and inadequate flood protection.

COMMUNITY RESOURCE INDEX
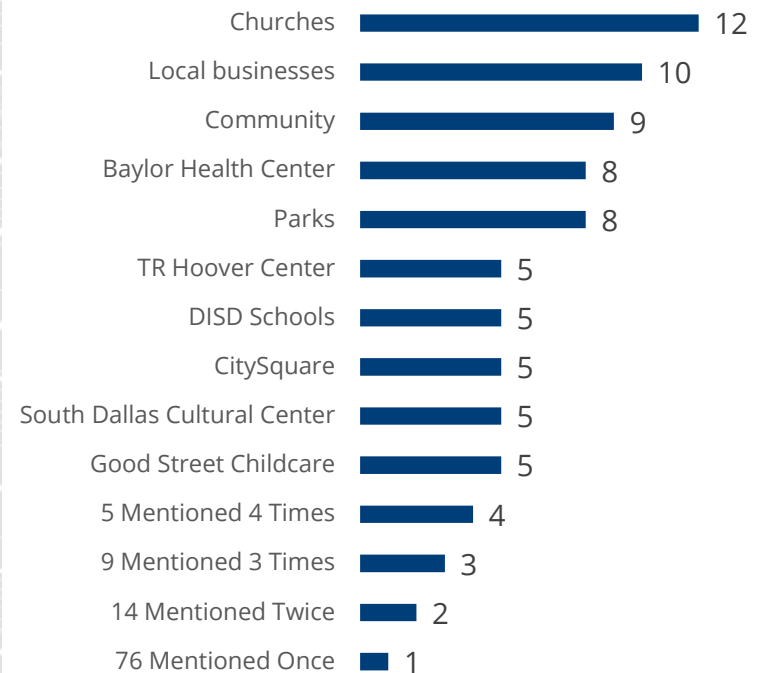
The Lincoln Feeder Pattern's overall CRI score is 12.

12

0   100

Community	19
Economics	13
Education	74
Family	36
Health	8

COMMUNITY SOURCED ASSETS

As part of the engagement process, we asked interviewees and focus group members to list local assets. We intentionally defined assets broadly, ranging from local stores, churches, community centers, or a general sense of pride so that residents could speak to parts of their community that they value. During the data analysis phase we coded different assets to account for both their frequency and their CRI category. While the assets on the map are representative of community engagement, they are not representative of all the assets that exist in the area. The size of the bubble represents the frequency that an establishment was mentioned. Overall, small businesses and libraries were tied for the most mentioned asset in the community. A sense of community and family were tied for number two alongside churches. Mapping the assets begins to form our understanding of where residents are shopping or enjoy spending their time. It also sets a baseline for potential partners down the line.

Assets by Frequency Mentioned

Asset	Count
Churches	12
Local businesses	10
Community	9
Baylor Health Center	8
Parks	8
TR Hoover Center	5
DISD Schools	5
CitySquare	5
South Dallas Cultural Center	5
Good Street Childcare	5
5 Mentioned 4 Times	4
9 Mentioned 3 Times	3
14 Mentioned Twice	2
76 Mentioned Once	1
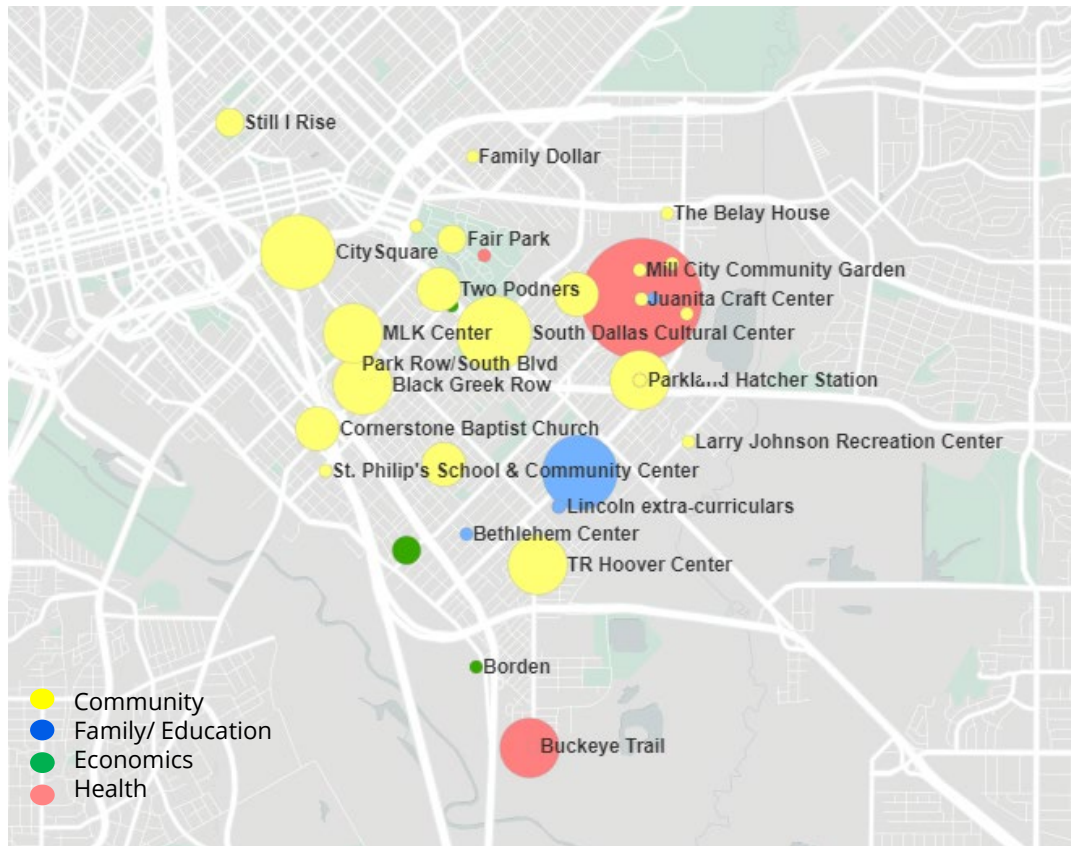
COMMUNITY SOURCED ASSETS

"People, culture, my community"

"There are wonderful neighbors - we have 22 active neighborhood associations."

"Lincoln HS has a strong alumni base that supports the school."

"People have a lot of grit and are resourceful. The community works together to solve challenges"

"A lot of the churches provide resources for children or youth."

*"South Dallas Cultural Center - this has been a jewel for our family."*

"I utilized Good Street Childcare for all of my children. They had a great program and set-up"

"MLK, the Black Greek Row - the 2500 block of MLK are all African American owned businesses and sororities. There is a lot of pride. That area is gorgeous and well-maintained."

COMMUNITY NEEDS AND PROGRAMS

Through an analysis of all community engagement activities – including the workshops, survey, student focus group, and interviews, the following diagram highlights prioritized community needs by themes. **Access to Fresh Produce and Healthy Food** is prioritized as the greatest need for the Lincoln Feeder Pattern. **Housing Affordability and Stability, Access to Mental Healthcare, Safe Streets and Public Spaces** were also prioritized.

The figure below illustrates how frequently needs were identified by community members throughout all engagement activities. We coded notes and transcripts from each engagement activity, then counted how frequently different needs were cited. We standardized the counts for each activity to fit a 0-100% scale, such that the highest frequency need received a score of 100%, then averaged the scores across all the engagement activities. For example, Access to Fresh Produce and Healthy Food was most frequently mentioned by community members as a need at 62%.
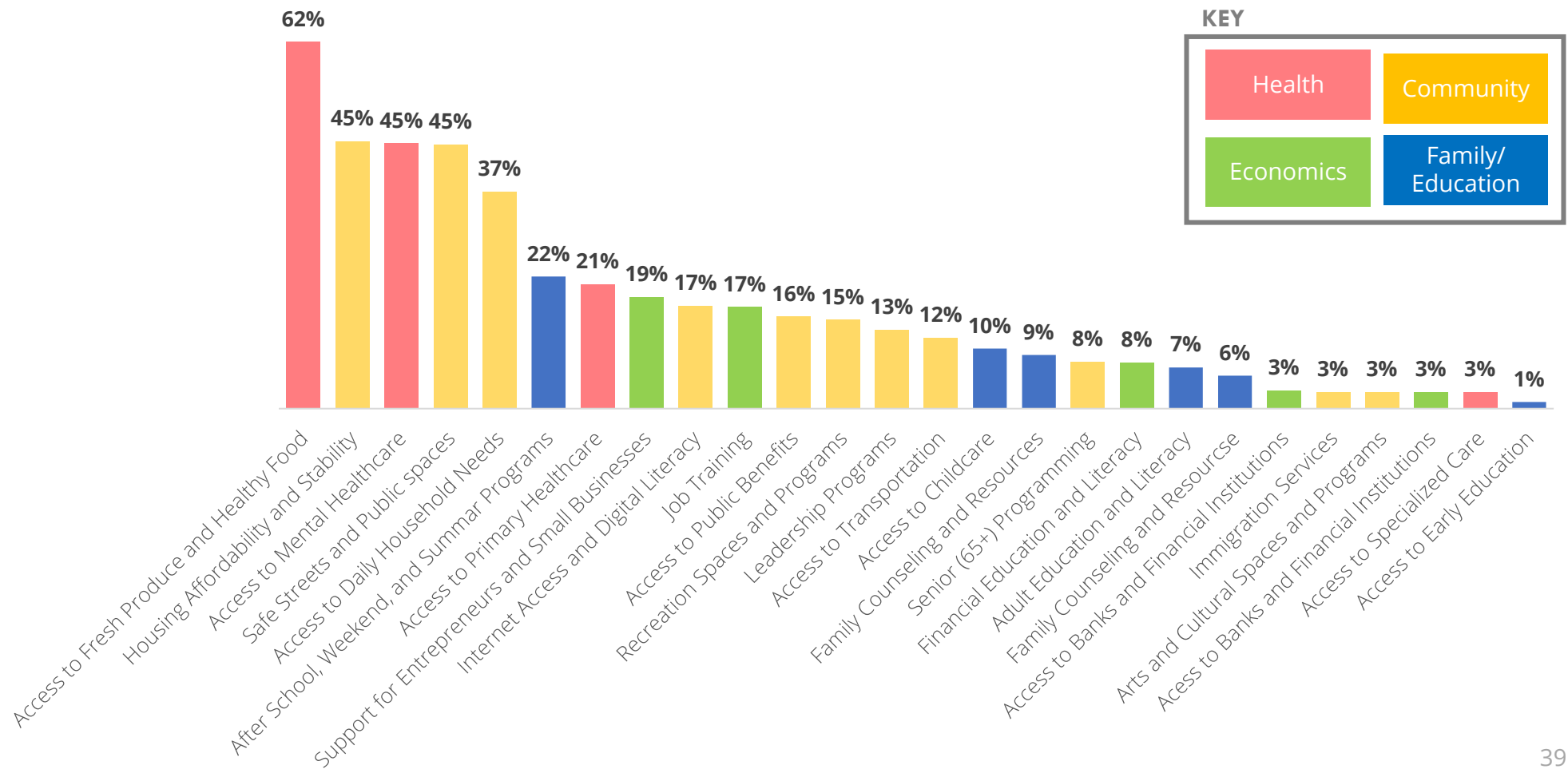
KEY: Health, Community, Economics, Family/Education

COMMUNITY NEEDS AND PROGRAMS

Throughout the community engagement activities, community members proposed solutions to build on existing assets and address needs. The following diagram illustrates prioritized program ideas by themes in comparison to prioritized community needs. This overlay illustrates the degree of alignment between community-identified "needs" and what community members would like to see within the Student and Family Resource Centers. Community members prioritized **Job Training, Recreation Spaces, and Access to Primary Healthcare** program ideas. Similar to the prioritized community needs, community members prioritized program ideas addressing **Access to Mental Healthcare.**

The figure below illustrates the frequency various program ideas were elevated by community members in comparison to the needs. For example, community members most frequently mentioned Job Training program ideas at 50%, but it was raised as a need with 17% frequency.
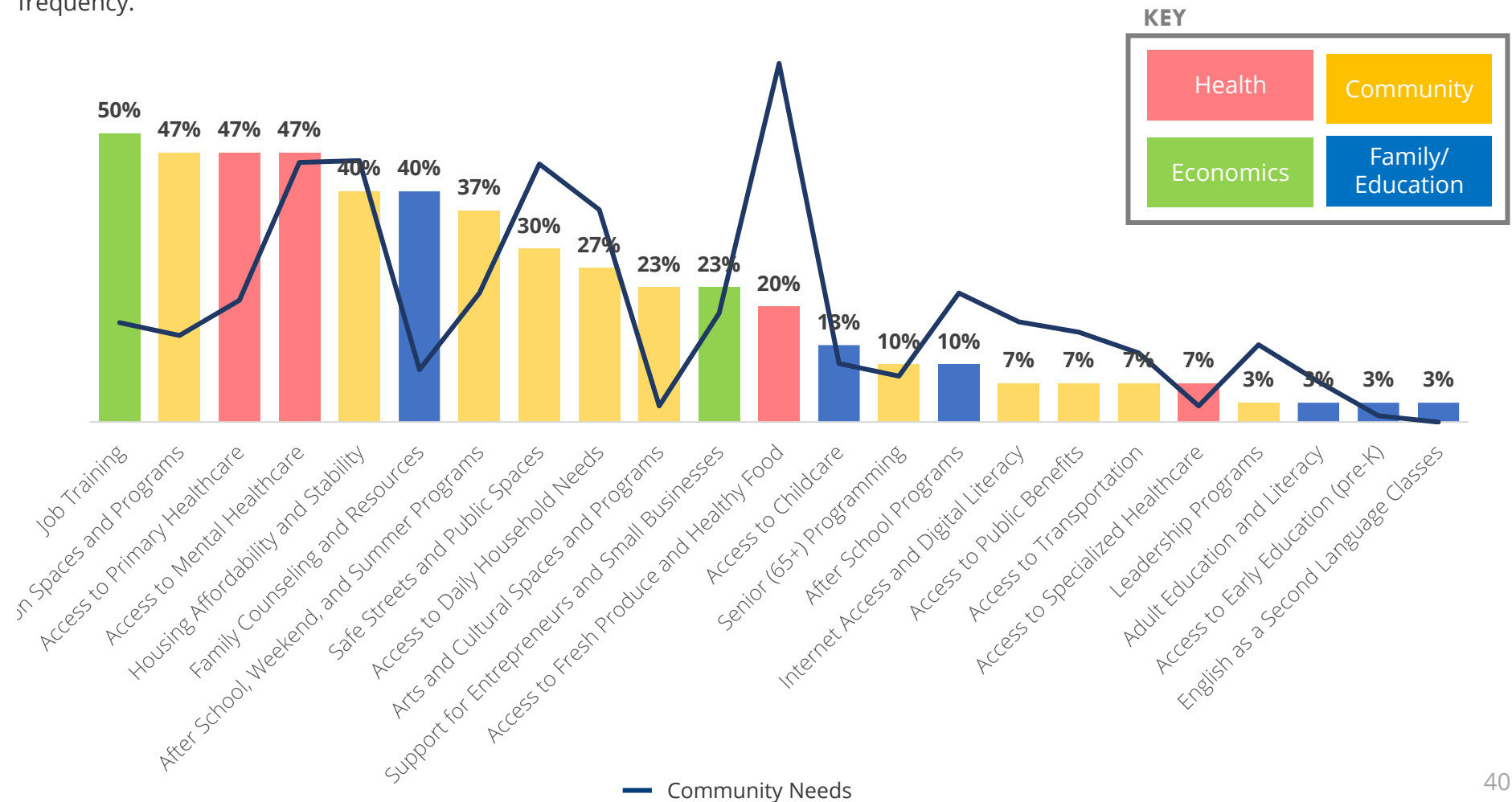
KEY

| Health | Community |
| Economics | Family/ Education |

— Community Needs

EMERGING THEMES FOR LINCOLN FEEDER PATTERN

The Emerging Themes below represent the cumulative findings of an extensive community engagement process and analysis of key indicators in each community. Depending on the approval of the 2020 Bond, available resources, and alignment to other work underway, Dallas ISD will begin to address some or all of these themes through the Student and Family Resource Centers.

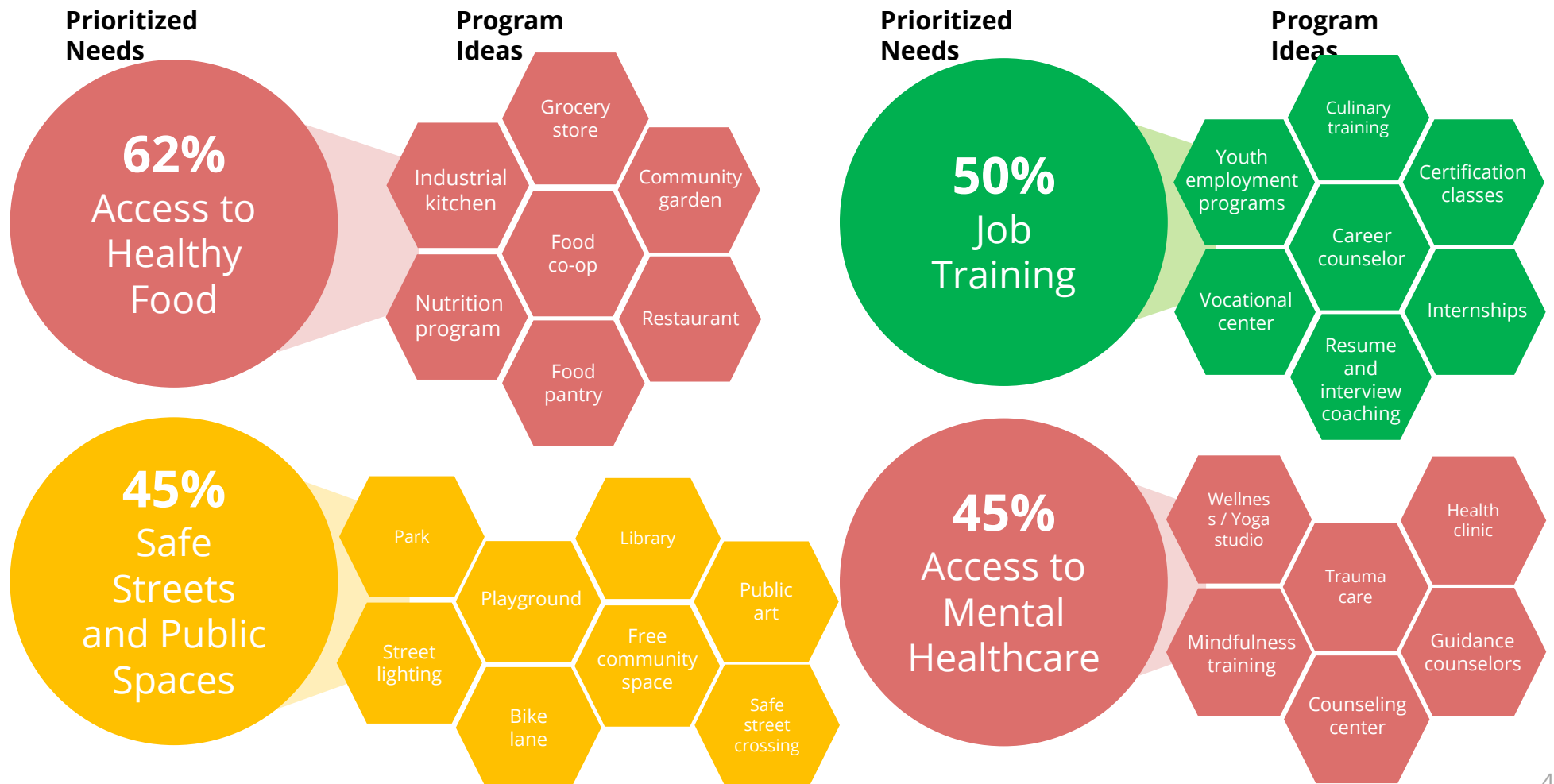| The data tells us...	The community tells us...	
There are **1.2 grocery stores per 10,000 residents** in the neighborhood, compared to a maximum of 2.27 per 10,000 residents and **$244 avg. spending on fresh fruits and vegetables monthly**, compared to a maximum of $535.	*"Healthcare starts with food and we live in a food desert." – Interview participant*	**Access to Healthy Food**
1,876 adults reported poor mental health for 14 days or more, per 10,000 residents, compared to just 602 adults per 10,000 in the most well-resourced community.	*"It's important to incorporate wellness into the community as a form of pro-activity for Black folks, for POC with proximity to trauma and deploy cultural responsive mindfulness. Therapists who come into the community need experience with trauma. What are the needs in the community, so we can be proactive in anticipating children's needs?" – Workshop 2 participant*	**Access to Mental Health Care**
Within a two-mile radius of Lincoln High School, there are **5,355 jobs**, compared to maximum of 209,962 and a youth **unemployment rate of 29.8%** compared to a minimum of 4%.	*"Job trainings – Parents and students need all of this"* -Workshop 1 participant *"Connecting students to growing industries"* -Workshop 2 participant	**Job Training**
There are **.401 libraries** per 10,000 residents, compared to a maximum of 1.342 libraries per 10,000 residents and **1,119 juvenile-committed crime incidents** per 10,000 residents between ages 16-24, compared to a minimum of 0.	*"Not having to worry about getting hurt or what other people are doing or being cautious . . . just being able to go outside freely without feeling scared or anything." – Student Focus Group participant*	**Safe Streets and Public Spaces**

Source: Community Resource Explorer

Based on community input, the Community Resource Index, and existing assets, the project team identified the greatest needs to be addressed through the Student and Family Resource Centers. The program ideas listed here were generated by the community in alignment with the prioritized needs, demonstrating a variety of potential investments. Through different combinations, program ideas can address the prioritized needs and create natural adjacencies within facilities – and vary in terms of space need and cost implications. Ultimately, the Dallas ISD's Student and Family Resource Center will seek to address the Emerging Themes, through some combination of these or related services, and be guided by principles of access, family-friendly, connected, flexible, local, centralized, and value-add.

Prioritized Needs

Program Ideas

62% Access to Healthy Food

- Grocery store
- Industrial kitchen
- Community garden
- Food co-op
- Nutrition program
- Restaurant
- Food pantry

50% Job Training

- Youth employment programs
- Culinary training
- Certification classes
- Vocational center
- Career counselor
- Internships
- Resume and interview coaching

45% Safe Streets and Public Spaces

- Park
- Library
- Playground
- Public art
- Street lighting
- Free community space
- Bike lane
- Safe street crossing

45% Access to Mental Healthcare

- Wellness / Yoga studio
- Health clinic
- Trauma care
- Mindfulness training
- Guidance counselors
- Counseling center

Case Study: BakerRipley Neighborhood Center

The BakerRipley Neighborhood Center campus includes a K-5 elementary school, public library, business incubator, community health center, arts center, farmers market, children's water park, outdoor amphitheater, and public park.

Location: Houston, TX
CRI Category: Community
Partners: Neighborhood Centers Inc; Project for Public Space; Concordia; Houston Community College; Houston Food Bank; Community Health Choice; Family Services of Greater Houston; Children's Museum of Houston; among others.

The extensive community engagement process fostered community ownership of the BakerRipley Neighborhood Center. Through this process, the center was designed to have multipurpose space to allow for space and programming to adapt as needs change within the community.

Program Drivers
The Gulfton neighborhood is a diverse neighborhood in southwest Houston with residents from over 80 different countries – many of whom are undocumented. Between 1980 and 2000, Gulfton's population doubled, becoming the densest neighborhood in Houston. The community is highly transitional with 90 percent of residents renting; the highest juvenile crime rate of any zip code in the country; and low high school graduation rates. The neighborhood lacks public amenities like libraries, recreation centers, and public spaces.

Design And Program Features
The BakerRipley Gulfton Sharpstown Campus is part of a larger strategy led by Houston nonprofit Neighborhood Centers Inc. (NCI), to increase access to opportunity for all Houstonians. NCI has been working in the neighborhood since the 1980s and saw an opportunity to create a local space for social services. In 2005, they initiated a community planning process called Appreciative Community Building to identify local assets and define a potential community investment. In partnership with Concordia and Project for Public Space, NCI hosted interviews, focus groups, and engagement events to understand the community and its assets. Community members were asked to provide input on the physical design and programming of the campus. The intensive community engagement process generated community ownership to create a true community center.

Safe Streets and Public Spaces

Access to Healthy Food

Access to Mental Care

Job Training

Case Study: BakerRipley Neighborhood Center

Case Study Alignment to Emerging Themes
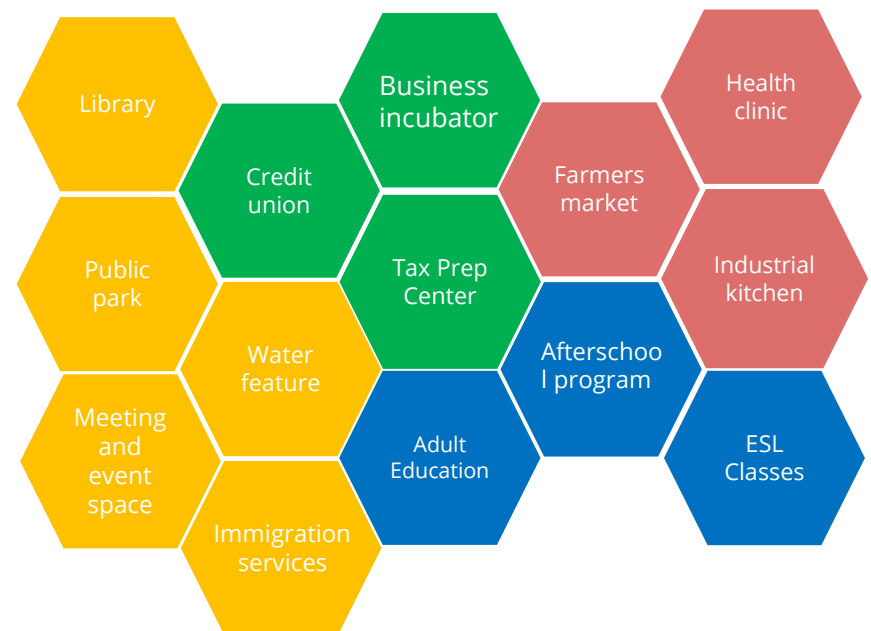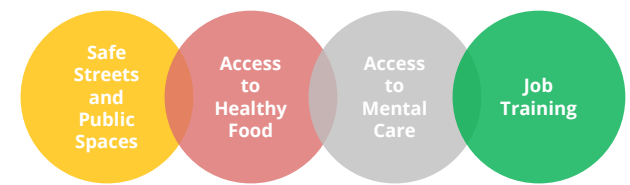
Through the inclusive planning process, the community and partners designed a five-building campus over four acres to create a village-like feel. Each building has a different use, which includes education, art, business and entrepreneurial activities, recreation, and health care. Public spaces around the community are divided into three zones: the park zone with a playground and walking path, plaza zone for special events and programming, and a zone for a food market and local entrepreneurs. Opening in 2010, the center works to foster socio-economic mobility through access to resources, training, and building community capacity. The campus offers a multitude of services, including: Head Start program, community school, tax services, credit union, meeting and event space, afterschool programs, adult education classes, business incubator center, library, day care, food distribution, community garden, and immigration services.

Responsibilities

The construction of the BakerRipley center cost $25M and was funded by an extensive fundraising effort. The center is home to a range of organizations including Houston Community College, Houston Food Bank, Community Health Choice, Family Services of Greater Houston, Children's Museum of Houston, Pro Salud, Planned Parenthood, Watermill Express, ABC Dental, Alley Theater, Society of Performing Arts, Houston Grand Opera, among others. Since its opening, Gulfton was awarded a Promise Neighborhood planning grant, which awarded $500k to BakerRipley and its 12 partners.

Lessons Learned

The partners learned that to be responsive to the community's needs, the center must remain flexible. To that end, all the spaces are designed to serve multiple purposes. This includes the health clinic, school, event spaces, and meeting rooms. In addition, they have moved spaces like the credit union and childcare facility to other nearby buildings to improve communication channels between residents and local nonprofits. BakerRipley also conducts the Appreciative Community Building process every three to four years to assess current community needs and how the center is working. The center is then able to respond to emerging needs such as expanding accommodation and services to address homelessness. BakerRipley has found that the flexibility builds community ownership over the campus to influence the design and program. Due to the success of BakerRipley Center in Gulfton-Sharpstown, BakerRipley replicated the process in other Houston neighborhoods.

Case Study: San Pablo Community Center at Helm

On the campus of Helms Middle School, the San Pablo Community Center offers free or low-cost services to students, families, and community members.

Location: San Pablo, CA
CRI Category: Education, Community, Health
Partners: : City of San Pablo, West Contra Costa Unified School District, Helms Community Project, PLUS Leadership Initiative of the Center for Cities and Schools

The City identified and leveraged a variety of funding sources to construct the community center. Through a joint use agreement, the City and School District formalized the partnership and established institutional support for the community center.

Program Drivers

San Pablo, California has high crime rates, high levels of poverty, and low educational attainment. In addition, the West Contra Costa Unified School District (WCCUSD) had some of lowest academic outcomes in the state. Students were encountering challenges in and outside the classroom - such as poverty, transiency, unaddressed health needs, and language barriers which limited their ability to succeed in school.

Design And Program Features

In 2011, the City of San Pablo's City Council passed a resolution to develop and implement the San Pablo Full Service Community Schools (FSCS) Initiative, to transform all schools in the City to Full Service Community Schools. Walter T. Helms Middle School is at the center of the initiative, creating stronger ties to the elementary schools and high school in its feeder pattern. In this model, WCCUSD, City, County, local businesses, community-based organizations, and families form partnerships to comprehensively address the needs of students, families, and the community, grounded in the idea that schools need to focus on the whole child to create conditions for success and academic achievement. A bond resolution funded a new Helms Middle School campus, which was constructed to replace the former facility and includes three two-story classroom buildings, administration offices, a library, gymnasium, computer labs, and a multipurpose/cafeteria building. The City and WCCUSD also developed a joint use agreement to enable San Pablo community members to use the new fields and gymnasium outside of school hours.

45

Safe Streets and Public Spaces

Access to Healthy Food

Access to Mental Care

Job Training
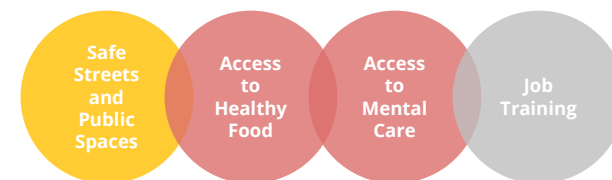
Case Study: San Pablo Community Center at Helm

Case Study Alignment to Emerging Themes

WCCUSD granted land to the City of San Pablo to build a community center on the school campus. The 10,000 SF community center features a large multipurpose room with a commercial kitchen for cooking classes and wifi, two smaller meeting/classrooms, a computer room, fitness room, art room with a kiln, and a teen lounge with a music recording room. In addition, the center has outdoor space with a playground, edible garden, and terraced amphitheater. The Helms Community Partnership (HCP) operates the center and partners with over 30 organizations to provide a number of wraparound services for students and families. Programs include literacy and mentorship programs, afterschool programs, parent university, adult ESL classes, behavioral and mental health services, mobile health clinic, among others. There is no cost to enter the center or use the facilities, however, some programs have a small fee. The center regularly receives 6,000 to 8,000 visitors per month, providing recreation and programming to all residents of San Pablo with a focus on youth.

Land Ownership	WCCUSD
Capital/ Construction Expenses	City of San Pablo
Operations & Maintenance	City funding, operated by the Helms Community Partnership
Programming	Over 30 organizations provide services at the community center

Responsibilities

The bond resolution's local 10-year sales tax increase funded the rebuilding of the school and field construction. The total Community Center cost was almost $10 million, which required the City to identity various sources of capital funding for construction, including:

- California Department of Parks: $3M
- New Markets Tax Credit program: $2.1M
- City of San Pablo: $1.6M
- East Bay Regional Park District: $1M

Outcomes

The Helms Community Partnership has supported the reduction in behavioral referrals and increase in parental participation, attendance, and in both reading and math test scores.
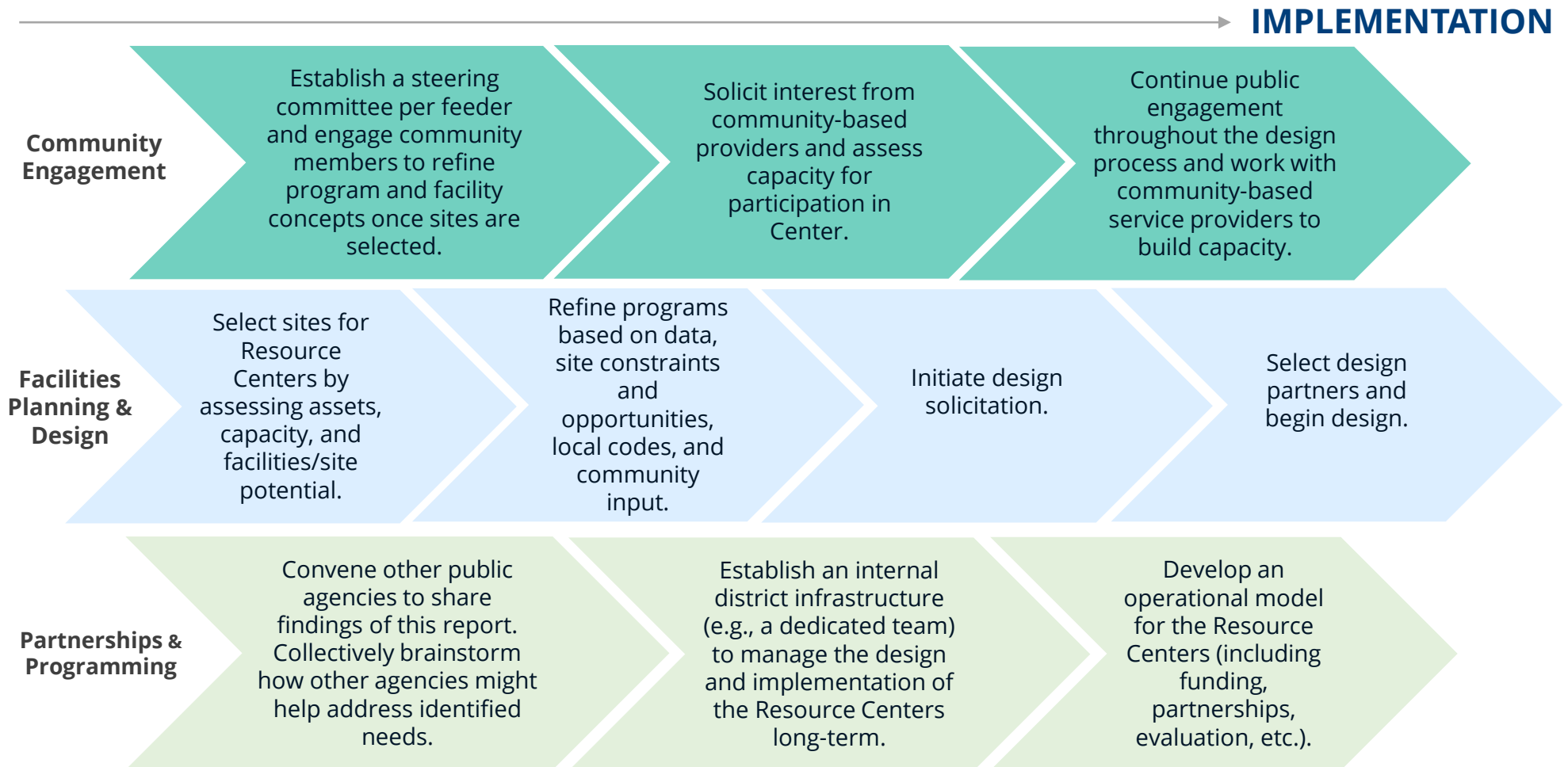
City leaders were involved in the development and design of the community center. However, their involvement was based off of relationships and not institutional support or formal agreements. Because of this, changes in key positions can significantly change support. Those advancing this project learned it's important to invest in mayor and city council buy-in, which takes time but enables stronger partnerships. The center has a wide variety of programs and activities, but needs to effectively organize and package the information to improve accessibility and understanding. The center's communication must account for different audiences with an appropriate level of detail.

NEXT STEPS

NEXT STEPS

These concepts will need to be refined, partnerships developed, and facilities designed. Implementation of the Student and Family Resource Center will require ongoing community engagement and the inclusion of community leadership directly in the decision-making process. Ongoing planning for partnership, programming, and facilities design will need to progress in concert. Dallas ISD will set an implementation timeline for issuing solicitations to identify qualified and interested parties with a focus on leveraging additional resources to expand impact, elevate community-based partners, and apply equitable contracting practices. The chart below indicates high-level next steps for carrying the project forward.

IMPLEMENTATION →

Community Engagement

- Establish a steering committee per feeder and engage community members to refine program and facility concepts once sites are selected.
- Solicit interest from community-based providers and assess capacity for participation in Center.
- Continue public engagement throughout the design process and work with community-based service providers to build capacity.

Facilities Planning & Design

- Select sites for Resource Centers by assessing assets, capacity, and facilities/site potential.
- Refine programs based on data, site constraints and opportunities, local codes, and community input.
- Initiate design solicitation.
- Select design partners and begin design.

Partnerships & Programming

- Convene other public agencies to share findings of this report. Collectively brainstorm how other agencies might help address identified needs.
- Establish an internal district infrastructure (e.g., a dedicated team) to manage the design and implementation of the Resource Centers long-term.
- Develop an operational model for the Resource Centers (including funding, partnerships, evaluation, etc.).

Dallas ISD's next step is to work with the community and service providers to scope what types of programs will be most responsive to the Emerging Themes identified for each feeder pattern. The following program elements guide may serve as a resource to refine program recommendations and identify program adjacencies, scale investment to inform site selection, and develop project concepts.

PROGRAM ELEMENT	DESCRIPTION	SPACE TYPOLOGY	AREA (SF)	COST/SF ($)	COST ($)
Workforce Lab/Vocational Center	Center that provides career and technical education and instruction to students and family members.	Studio + Classroom	1800	400	720,000
Makerspace	Collaborative workspace for building, learning, and exploring to foster entrepreneurship.	Workshop	1800	400	720,000
Computer Lab	Classroom for students and family members to have access to computers and learn computer skills.	Classroom	1000	350	350,000
Childcare Center	Center that provides childcare services.	Classrooms	2500	200	500,000
Playground/ Outdoor Recreation	Programmed outdoor space that includes a playground and recreation path.	Outdoor	4000	50	200,000
Family Resource Center	Offers individual and group-based family support to access appropriate services, mental health resources, and skill development programs.	Offices + Meeting Rooms	800	250	200,000
Art Studios & Gallery	Space that provides art classes and programs, exhibit, and art therapy.	Studio + Classroom	1800	250	450,000
Trauma & Therapy Center	Center that offers counseling and trauma care to students, families, and community members.	Offices	700	350	245,000
Health Clinic	Drop-in health clinic for immunizations and primary care.	Exam Rooms + Lobby	500	450	225,000
Wellness Center	Center that offers counseling, nutrition programs, and fitness spaces.	Fitness Studios + Classrooms	1600	250	400,000
Pharmacy	Offers pharmacy services and prescription delivery.	Retail	300	450	135,000
Yoga & Meditation Studios	Dedicated space for yoga, meditation, and mindfulness practices.	Fitness Studios	1600	250	400,000
Community Closet & Food Pantry	Food and clothes storage and distribution space.	Storage	200	200	40,000
Housing Resource Center	Center that offers housing navigation and case management support.	Offices, Meeting Rooms	750	250	187,500
Legal Offices	Space for legal consultations and services.	Offices + Lobby	600	300	180,000
Laundry & Shower Facilities	Space for public use of laundry machines and showers.	Utility Room + Showers	500	150	75,000
Public Auditorium	Multi-purpose space for large format events and gatherings.	Assembly	9000	200	1,800,000

Note: The cost estimates provided here are based on 2020 valuations.
Source: RSMeans

APPENDIX

SPRUCE INTERVIEWS

DESCRIPTION

Interviews played a key role in the engagement process. The project team interviewed Trustee Karla Garcia, City Councilperson Jaime Resendez, Trustee Appointed Advisory Council representative Alicia Serrato, and school leadership and staff from across the Spruce Feeder Pattern. Interviewees provided insight on assets, needs, and equity issues inside Dallas ISD schools and throughout Pleasant Grove.

WHAT WE HEARD:

What does the community need?

"I don't get that sense of pride in the students that we have; their sense of understanding of pride in Spruce- I don't see it as much today."

"Not a lot of experiences, or opportunities when you look at after school. Community centers are few and far between. Churches take on a large load of what is provided."

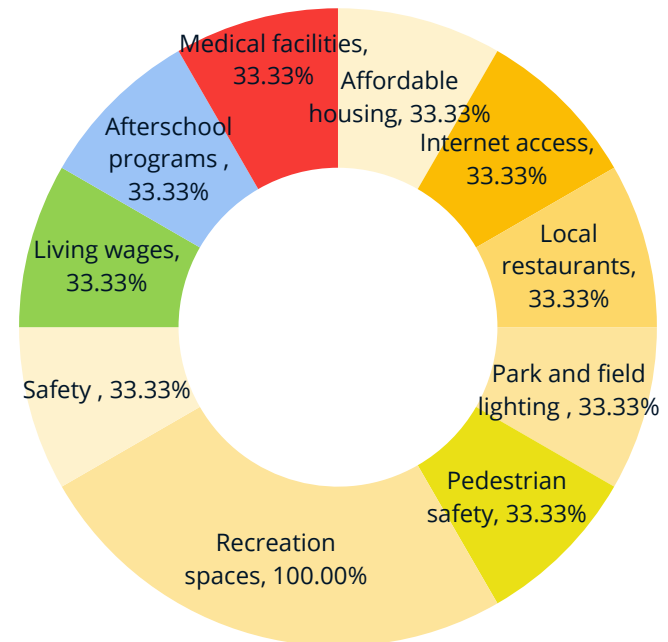*"For the most part community is supportive, but we have to dedicate resources to pulling them in."*

From the quotes, we pulled out generalized text to analyze patterns across interviews

ANALYSIS:

The chart below represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

Top CRI-Subcategories: Access to Public Benefits, Job Training, and Access to Specialized Care

Mental health services 50%
Sex education 50%
Civic engagement 50%
Medical facilities 75%
Homeless services 50%
Affordable healthy food 75%
Internet access 50%
Public transportation 50%
Recreation spaces 50%
Safety 100%
Exposure to career and other post-high school options 50%
Living wages 75%
ESL classes 50%
Afterschool programs 50%
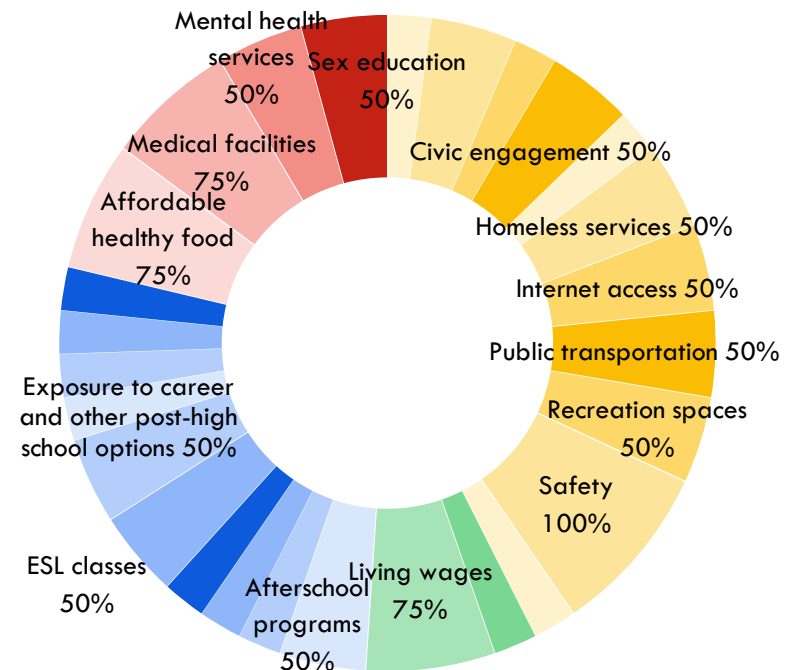
SPRUCE SURVEYS

DESCRIPTION

The project team conducted 33 bilingual online surveys shared widely through email and social media, and bilingual paper surveys distributed at food distribution sites within the Spruce Feeder Pattern. Survey respondents, primarily residents and parents, identified assets, needs, and program ideas for the Student and Family Resource Centers.

WHAT WE HEARD:

What does the community need?

"A destination for the families, places where the students and families can have after school and extra curricular activities, as well as, better stores and a more robust support for our minority businesses."

"Grocery stores with healthy food choices."

From the quotes, we pulled out generalized text to analyze patterns across interviews

ANALYSIS:

The chart below represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

Top CRI-Subcategories: Safe Streets and Public Spaces, Access to Basic Household Needs, After School, Weekend, and Summer Programs

Pharmacy, 25%
Mental health services, 25%
Grocery stores, 25%
School programs, 25%
School choices, 25%
Shopping center, 75%
Safety, 50%
Homeless services, 25%
Gas Station, 50%
Beautification, 100%
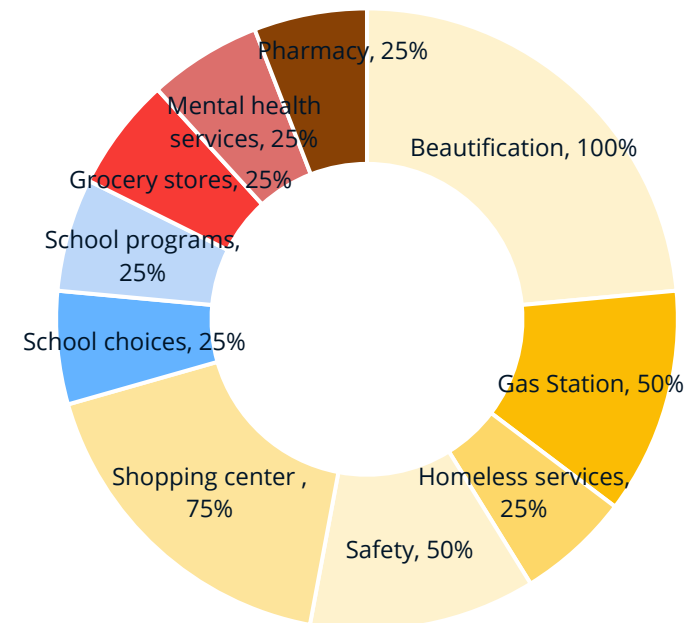
SPRUCE FOCUS GROUPS

DESCRIPTION

The project team conducted focus groups of students and additional campus staff to identify community assets, needs, and program ideas, and discuss how Student and Family Resource Centers could increase equity in the Feeder Pattern. The team also held a focus group of community leaders convened by the Trustee Appointed Advisory Council representative.

WHAT WE HEARD:

What does the community need?

"We need more technology, more access to computers to help study, and to write essays for college."

"More affordable homes for low-income."

"Something else we need are speed bumps since most kids are driving to school but folks don't really care. Younger kids crossing the street and going home by themselves and need safety precautions."

"I think we need health clinics"

From the quotes, we pulled out generalized text to analyze patterns across interviews

ANALYSIS:

The chart below represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

Top CRI-Subcategories: Safe Streets and Public Spaces, Recreation Spaces and Programs, and Access to Primary Healthcare

SPRUCE WORKSHOP ONE

GOALS:

1. Create a shared understanding of **project purpose, goals, and process**;

2. Create a common **definition of equity** for the stakeholders and broader community;

3. Understand how CRI categories align with **stakeholders' lived experience**;

4. **Identify what the assets and needs are to help bridge vision of what equity looks like and what current conditions are**, and identify actions needed to address issues of inequity.

ACTIVITIES:

A presentation from REO staff on the DISD 2020 Bond to share the origins of this project, and the overall project process and goals.	Participants split-up into breakout groups where they were asked through a facilitated conversation to share the **assets and needs of their community.**	Participants were then asked to reflect on what should be included in the Student and Family Resource Centers to address needs and build on assets.

SPRUCE WORKSHOP ONE

NEEDS

Participants expressed that students aren't aware of opportunities or options outside of Pleasant Grove - people expressed a need for exposure, to different types of jobs, to alternatives to college to new places and people. People expressed that there have been daycare centers in the area in the past, but there is currently not enough, especially ones that are affordable. While people listed area grocery stores as assets, people also expressed a need for more grocery stores, citing that the quality of fresh food currently available in the neighborhood wasn't high. While some folks expressed a need for more programs - especially afterschool and summer programs - others said the issue isn't a lack of programs but a lack of understanding how to access existing programs, or even knowing that they exist. Language barriers were given as another reason for trouble accessing programs. People expressed concern about a lack of spaces where youth feel safe being emotionally vulnerable. Job opportunities were also a high priority. Internet, though considered a basic need, is not available to everyone. People want to see the culture and history of Pleasant Grove celebrated and reflected in current and future facility. The below diagram illustrates the frequency of needs mentioned by community members.
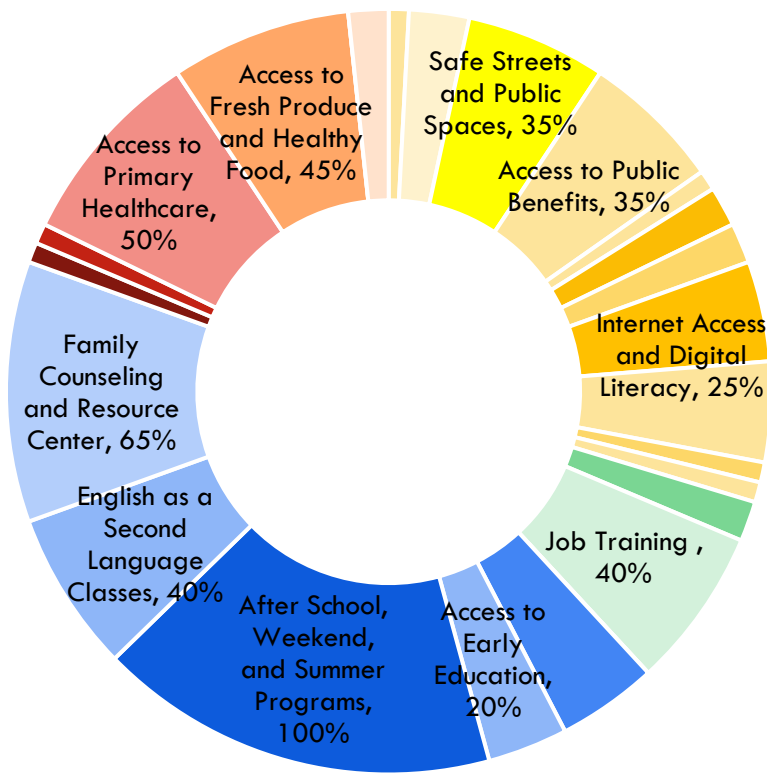
"Not knowing what to do after high school - while schools are pushing for everyone to go to college, students need to know that there are other options. If they have a really great idea that should go somewhere, they should pursue that. Students should be aware that there are other opportunities available. "

"There are not a lot of opportunities for youth to explore, build a good career, job training, etc"

"For the parents that I have that are working, the daycare opportunities are not great opportunities for the children, and that is often what takes parents out of those jobs."

"I know a lot of parents buy their groceries, their entire household at Family Dollar. A lot of the food is processed."

"Most of the families we have are undocumented, so they can't really go for any good jobs, so they go for menial jobs. They are not getting much."

The chart above represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

55

SPRUCE WORKSHOP ONE

ASSETS

Participants noted the strong presence of local businesses, including many locally-owned restaurants, as well as the importance of local churches. People expressed that local City facilities, like libraries, parks, and recreation centers, are very important to the community, as are the Eastfield Campus of Dallas College and DISD programs. People rely on family and community for support.

> *"For my family, it's our church in PG. It's the church I grew up with, and my parents are very active members in the church, so that's a really important institution for a lot of our families within the community."*
>
> *"Incredible community to help one another out - frequently happens through church or neighborhood based."*

PROGRAM IDEAS

Participants proposed a wide range of ideas for activities or actions that might address community needs. Many of them were related to vocational or other forms of training that might address students' post-college path, including cosmetology classes, culinary training, and entrepreneurship programs. A few folks felt that education on healthy eating would help community health outcomes, and that education on local history would help instill pride in students. A few people suggested adult education classes and a desire to see new businesses in the neighborhood.

Although it was not explicitly part of the activities, many people had very specific ideas about the physical building or spaces that will result from this project. Ideas included having community gardens on-site, including a dedicated area where parents feel they belong and can spend time, and a dedicated place to share and celebrate the history of the school and neighborhood.

> *"As a community it is important to share our community stories and many of our students don't know these stories/histories of where they live. People move around a lot now, most kids don't know things like the significance of the name of school. Establishing a connection of students and people to place through programs and education is crucial."*
>
> *"I would like to see more businesses in PG, more economic development to improve the community."*
>
> *"The school that I worked at in Houston, there was a place on campus for parents. They came, they drank their coffee, and they stayed. When we brought the kids to lunch at 10:15, the kids saw the parents and waved. There was a place for the parents, and they felt like they belonged, and we had a positive, daily relationship with them."*

GENERAL PROJECT FEEDBACK

In addition to the feedback asked for from the activities, participants had thoughts and questions about the overall Equity in Bond Planning project. People expressed that there has been a history of broken promises to Pleasant Grove residents, making it hard for them to trust people. They have felt neglected. Folks wondered how to make sure residents are really being heard in this process, and possibly more involved in driving it.

> *"Their voices may not have been heard - they want their voices to be heard in the same way that other parts of the city. In terms of programming and in terms of decision making in the school district."*
>
> *"Community empowerment, a lot of times when we look for ways to counteract historic disinvestment, often the community voices are not listened to. My partner is a historic resident of SD, and we wonder what it would look like if PG residents had a place to come together and gather. How can the community really drive this initiative and the changes they want to see in their community rather than have it decided for them."*

SPRUCE WORKSHOP TWO

GOALS:

1. Verify and get **feedback on the assets and needs** that have been gathered so far;

2. Understand **community priorities**;

3. Develop an understanding of **community "vision"** for prioritized activity categories.

ACTIVITIES:

Workshop 2 began with a presentation and recap of Workshop 1. We reviewed the assets and needs that had previously been identified. Participants were then broken up into small groups based on the CRI categories - health, family/education, economics, and community, which was broken up into two groups - to do a deeper dive into the potential activities. We started off reviewing the categories - for example "access to public benefits" or "senior programming". Participants were then asked to prioritize their top 3 categories. Once everyone had picked and prioritized their categories, everyone was asked to imagine what their top choice would look like in a Student and Family Resource Center. For instance, if someone selected "job training" for their top choice, what would that entail? What kind of programs would they want to see under the umbrella of "job training"?

EXAMPLE OF PRIORITIZATION ACTIVITY:

	Priority #1 (Top)	Priority #2	Priority #3
Participant #1	Access to Primary Healthcare	Access to mental health services	Access to healthy food
Participant #2	Mental health	Primary health	Specialized health
Participant #3	Primary	Specialized	Mental health
Participant #4	Specialized health	Mental health	Primary Health
Participant #5	Primary	Mental health	Specialized (also food)

SPRUCE WORKSHOP TWO

What We Heard:

Health

"I want to see more community health clinics like the Barrios Unidos model. We need culturally competent healthcare to the community. Medical care is alone not going to do it."

"Patient navigators - people who know how things work and support folks to navigate the mess."

"We need to also focus on prevention."

Community

"We had a connection with Teatro en el Barrio, and the young men would build the stage, do the lighting, and do the play. And this gives people a tiny glimpse of their lives. The City of Dallas Recreation Department was connected to the work of the neighborhood - there's a lack of connectivity between the juvenile department and the City and the schools. The kids I worked with needed a place to be."

"Access to daily household needs - specifically, food desert. Most of the stores tax you up - price gouging. Maybe having a community garden that could be used as a teaching opportunity - to teach food science, etc."

Economics

"Small business and entrepreneurship provides an opportunity to address the wealth gap. You can't name a co-working space in PG, the resources are not there."

"Educating students about jobs that are projected to grow in the future and where they may be. Help students explore what careers connect to their interest and aptitude."

Most Frequently Cited Community Needs :
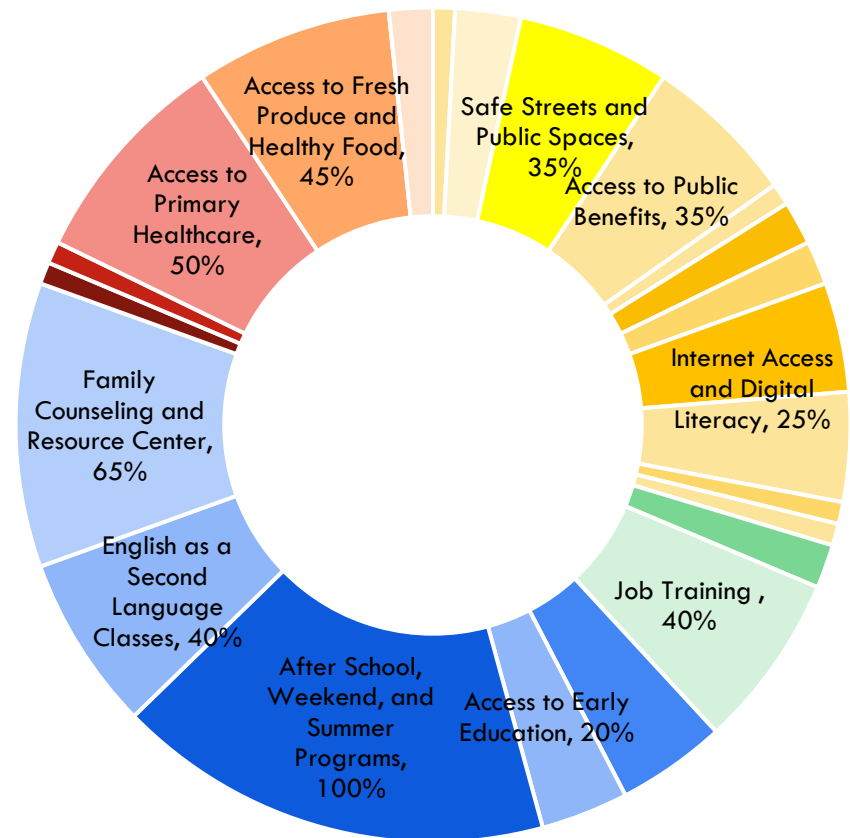
The chart above represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI-Subcategories.

SPRUCE WORKSHOP THREE

Goals: The third workshop for the Spruce Feeder Pattern consisted of 48 meeting participants. The purpose of the meeting was to gain a deeper understanding of the community's vision for the DISD bond spending by having participants discuss how they would invest the money to best support students and their families.

Activity One: The first activity centered around allocation of bond spending for programs and facilities. These potential investments emerged from priorities and needs defined in the earlier workshops. They were arranged using the four CRI categories of Health, Community, Economics, and Family/Education. Each category was broken into more specific subcategories, such as "Access to Primary Healthcare" and "Access to Mental Healthcare." The investment options were then arranged in an order of cost magnitude, comprising small, medium, and large investments.

Activity Two: Participants were tasked with reaching a consensus about how they would spend their limited "budget" to achieve their goals for their feeder pattern. Each group was given 10 green squares to spend collectively, with the small investments costing 1 square, and large investments 3 squares. They also had the option to add a new program if it was not listed on the activity and allocate one to three squares to it.

The second part of the activity asked participants to describe how the investments they selected could be developed to best benefit students and their families. Then each group summarized their selections into one overarching vision. Lastly, participants had the opportunity to propose potential community partners to help bring their overarching vision to life.

Process:

How do these programs complement each other?

How can potential programs best serve students? The community?

> **OVERARCHING VISION** *(sum up your group's big idea for this set of programs)*
>
> Our Group's big idea is all about wellness and the performing arts. We want to make sure our kids are healthy and energized at school, and to help them use that energy in an amazing performing arts center.
>
> **POTENTIAL PARTNERS** *(which organizations could we partner with to help create these programs?)*
>
> Public-private partnership with Pyse...

SPRUCE WORKSHOP THREE

Health and wellness were top concerns for meeting participants. From mental health to reproductive health, all 5 groups noted access to primary healthcare as a priority. Participants described the need for free and reduced services for undocumented students and those unable to pay, citing illness as a major hindrance in student attendance and performance. Creating an accessible space that can serve the whole family's health needs would save community members time and money. In addition to a health clinic, counseling rooms were a top-rated investment. Also contributing to health and wellness, the community closet and food pantry was selected by over half of the groups. Several participants discussed the fact that Pleasant Grove is a food desert and noted that the food pantry is an inexpensive program that could have a lasting impact on the health and quality of life for students and their families.

Flexibility was the second biggest priority for participants in workshop 3, with three of the types of spaces invested in (counseling rooms, classrooms for financial coaching, and rentable offices) being easily adaptable to serve other purposes later. Most groups remarked on the need for these spaces to serve multiple uses now and to continue to serve the Spruce community as their needs change.

Meeting participants reiterated the importance of services that support the whole family, describing the community closet as an asset to help students get interview clothes to be able to get afterschool jobs to support their families, and describing services to provide parents with skills to help their students with literacy and study habits. The groups emphasized how supporting one member of the family can have far-reaching impacts through the rest of the family. To meet the needs of the full family, participants noted that childcare and translation services should be integrated into all other programming so that everyone can take advantage of the provided services.

The chart below represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.
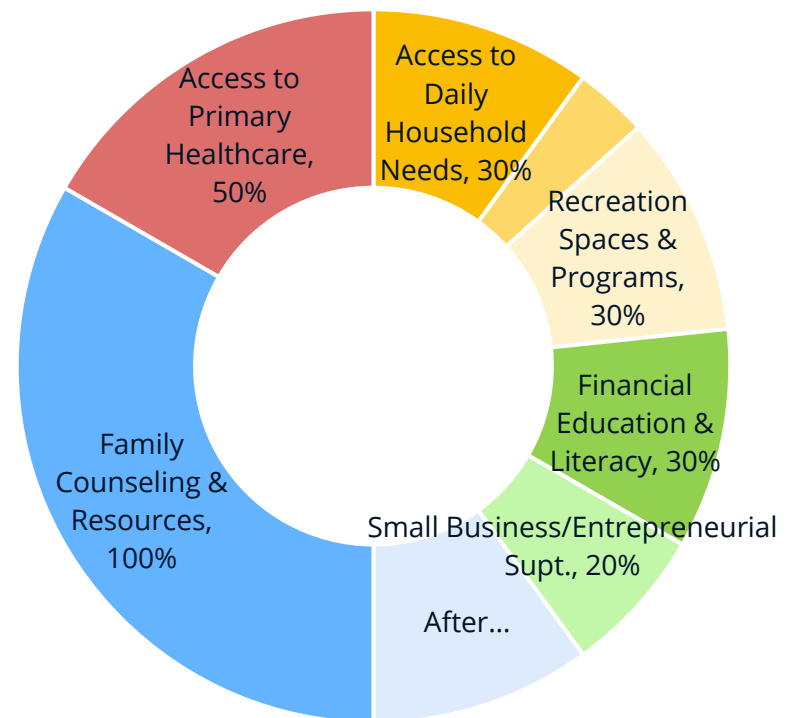
SPRUCE WORKSHOP THREE

Each workshop group brainstormed different concepts for the Student and Family Resource Center.
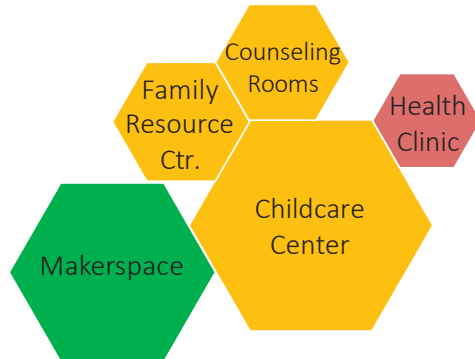
GROUP 1

OVERACRCHING VISION: *"Building community, fostering generations of healthy community by developing young Pleasant Grove families with capacities. All about the next generations of DISD students. Each generation is building a more healing community. Multigenerational community."*

GROUP 2

OVERARCHING VISION: *"One-stop shop to combine all program investments - clinics (primary care), recreation center (basketball and indoor pool), childcare (for those who use the amenities within the center) and enrichment classrooms - [different buildings on one property] - Reference MLK Center as a model"*

GROUP 3

OVERARCHING VISION: *"Flexible spaces that are adaptable to multiple uses to serve the greatest number of needs of the community. These spaces should be able to transform at any given time due to changing needs."*

GROUP 4

OVERARCHING VISION: *"Our overarching vision is striving for workforce readiness; mental, physical, and financial wellness for students and families."*

LINCOLN INTERVIEWS

DESCRIPTION

Interviews played a key role in our engagement process. The project team interviewed Trustee Justin Henry, City Councilperson Adam Bazaldua, Trustee Appointed Advisory Council representative Amber Sims, and school leadership and staff from across the Lincoln Feeder Pattern. Interviewees provided insight on assets, needs, and equity issues inside Dallas ISD schools and throughout South Dallas.

WHAT WE HEARD:

What does the community need?

"So many kids do not have access to the internet and technology and wifi access is priority number one."

"A lot of students are dealing with trauma and we need trauma care - destigmatized trauma, trauma informed learning."

" We need sustainable jobs that provide a livable wage. A lot of parents are working but work multiple jobs. They work really hard for not much money."

"Most of the buildings look or are condemned and houses need restructuring/work."

From the quotes, we pulled out generalized text to analyze patterns across interviews

ANALYSIS:

The chart below represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

Top CRI-Subcategories: Access to Mental Healthcare, Healthy Food, and Job Training
Frequency of needs mentioned by the community:

Mental health services, 75%

Public transporation, 50%

Access to healthy food , 100%

Parenting support, 50%

Quality housing, 50%

Youth employmen...

Career assistance/access to jobs, 50%
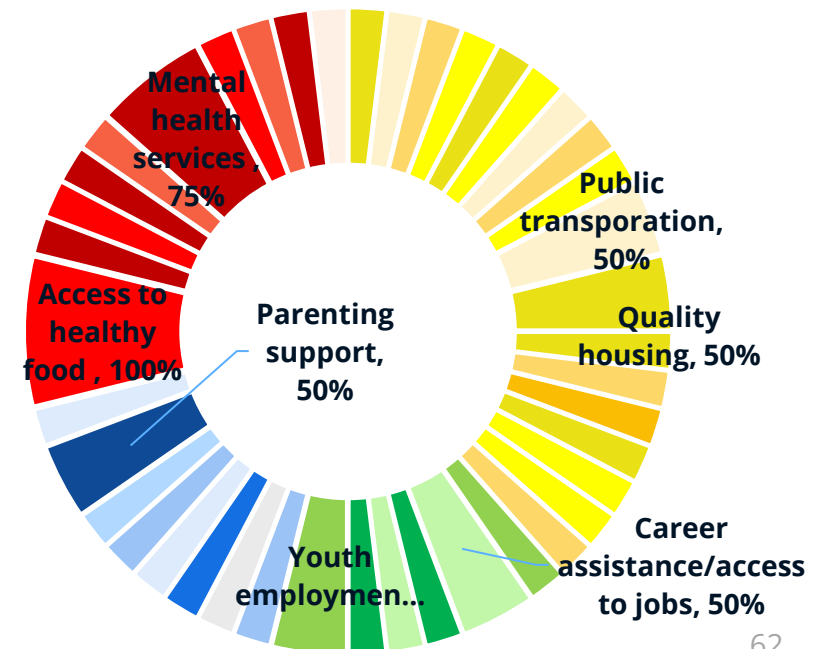
LINCOLN SURVEYS

DESCRIPTION

The project team conducted 23 bilingual online surveys shared widely through email and social media, and bilingual paper surveys distributed at food distribution sites within the Lincoln Feeder Pattern. Survey respondents, primarily residents and parents, identified assets, needs, and program ideas for the Student and Family Resource Center.

WHAT WE HEARD:

What does the community need?

"Quality health care, quality schools, and an accessible library."

"We need more parks and places of recreation to open."

"There are not enough local businesses that are friendly and for the community, with a focus on safety for all residents."

"There is not a nice park for kids to play, a grocery store with healthy affordable options."

ANALYSIS:

The chart below represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

Top CRI-Subcategories: Safe Streets and Public Spaces, Access to Basic Household Needs, Healthy Food Frequency of needs mentioned by the community:

From the quotes, we pulled out generalized text to analyze patterns across interviews

Grocery Store, 30%

Grocery Stores, 60%

Healthcare, 20%

Safety, 100%

Restaraunt, 20%

Parks, 20%

Library, 30%

Community spirit , 20%

Beautification, 40%
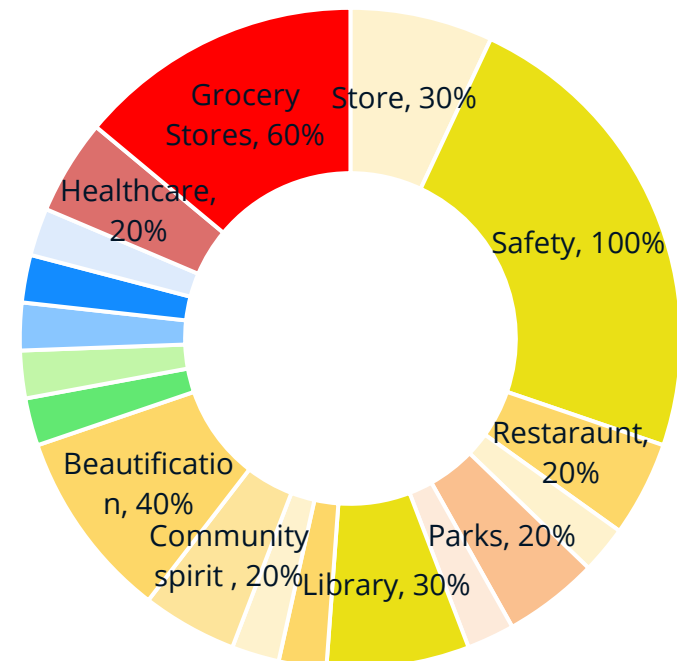
LINCOLN STUDENT FOCUS GROUP

DESCRIPTION

The program team conducted a focus group with students who attend Lincoln High School to identify community assets, needs, and program ideas, and to discuss how Student and Family Resource Centers could increase equity in the Feeder Pattern.

WHAT WE HEARD:

What does the community need?

"Safety is like the main thing that they would change."

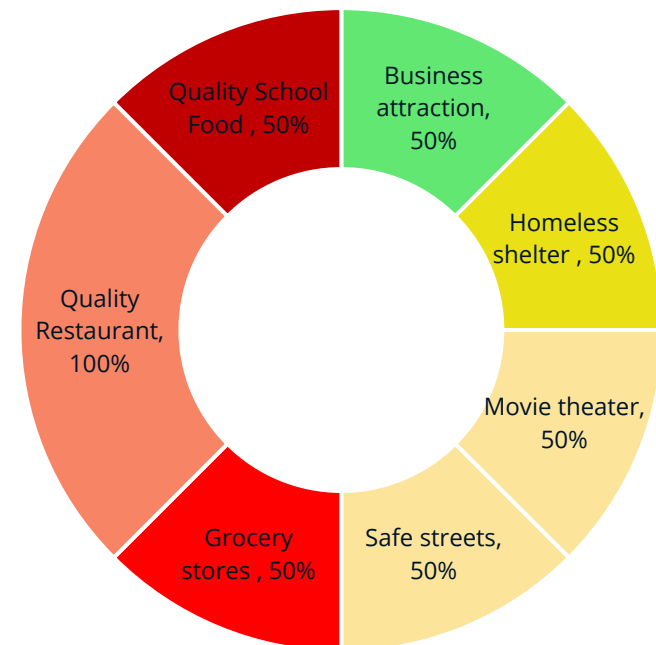*"I think we should have shelter for men and women because there are too many of them left on the street."*

"There are many fast food restaurants. They should put healthier options. People get tired of eating fast food everyday."

From the quotes, we pulled out generalized text to analyze patterns across interviews

ANALYSIS:

The chart below represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

Top CRI-Subcategories: Safe Streets and Public Spaces, Access to Basic Household Needs, Healthy Food
Frequency of needs mentioned by the community:

Business attraction, 50%
Homeless shelter , 50%
Movie theater, 50%
Safe streets, 50%
Grocery stores , 50%
Quality Restaurant, 100%
Quality School Food , 50%

LINCOLN WORKSHOP ONE

GOALS:

1. Create a shared understanding of **project purpose, goals, and process**;

2. Create a common **definition of equity** for the stakeholders and broader community;

3. Understand how CRI categories align with **stakeholders' lived experience**;

4. **Identify what the assets and needs are to help bridge vision of what equity looks like and what current conditions are**, and identify actions needed to address issues of inequity.

ACTIVITIES:

A presentation from REO staff on the DISD 2020 Bond to share the origins of this project, and the overall project process and goals.	Participants split-up into breakout groups where they were asked through a facilitated conversation to share the **assets and needs of their community.**	Participants were then asked to reflect on what should be included in the Student and Family Resource Centers to address those needs and build on those assets.

LINCOLN WORKSHOP ONE

Needs

Internet access was the need most frequently described; however, it was also described as a basic right - it should be a given, not something to be requested. The second most mentioned need was safety, followed by affordable housing, childcare, general housing support, information on existing programs, and transportation. People discussed various needs for food - affordable food, healthy food, food in general - participants noted a lack of grocery stores.
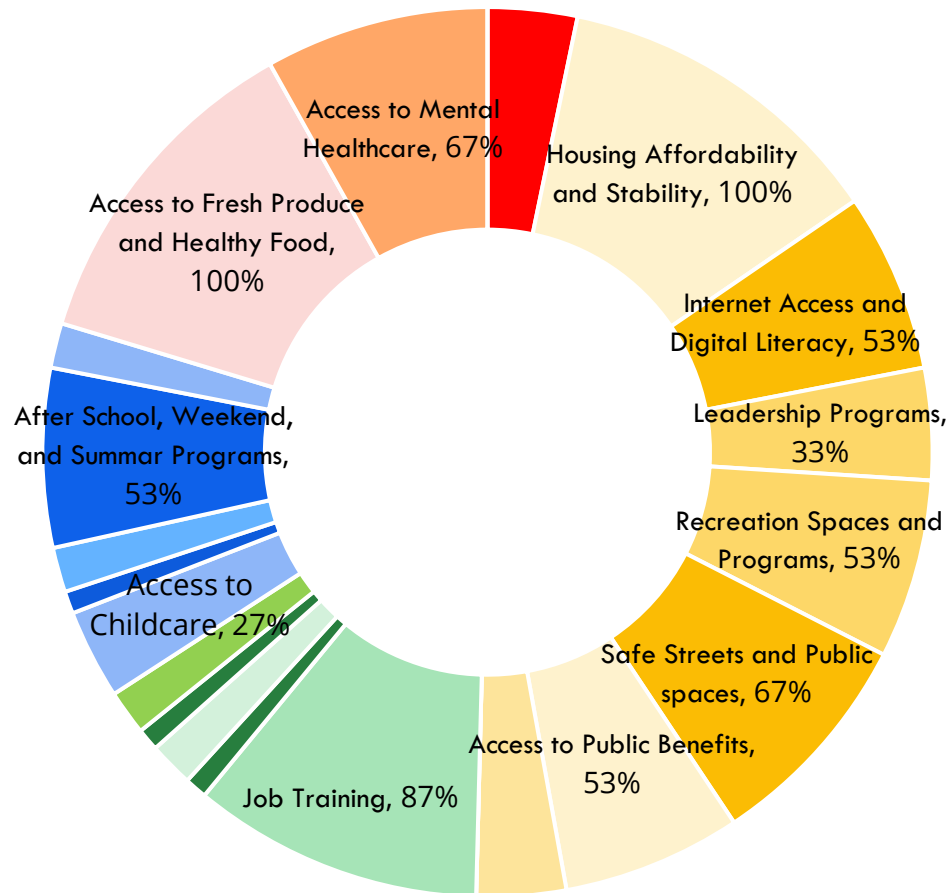
The chart above represents the frequency of each mentioned need in the neighborhood, scaled so that the most frequently mentioned need is scored 100%, then coded to CRI- Subcategories.

"Limited wifi and internet services - there's a great gap in the access there. When the district had to shut down, a lot of kids went home with tablets but they have no wifi. If we are going to make the community whole, we need to bring forth more wifi access. This is the driving force of our workforce."

"South Dallas needs a better grocery. At the end of the day, a large percentage of folks shop outside of the community. There's limited access to fresh fruit and veggies. The grocery store is our priority."

"Childcare support - families rely on very intricate networks of family/friends (grandparents, aunts, uncles, etc.) to juggle the needs of family and work, to make sure the children get to school, get fed, get to practice, and allow the parent to get to work and home."

LINCOLN WORKHSOP ONE

ASSETS

In general, churches were brought up the most as assets. Health facilities like Baylor Scott & White Health and Wellness Center and Parkland at Hatcher Station were both brought up frequently, as were local nonprofits like Bonton Farms and TR Hoover CDC. The culture of South Dallas, including places like the South Dallas Cultural Center, and the rich history of the area, including that of Lincoln High School, were celebrated. City resources that were identified included local parks and the MLK Community Center. A number of people mentioned the Black Fraternities and Sororities on MLK as organizations already doing a lot for the community and as potential partners.

PROGRAM IDEAS

Participants had a number of ideas for classes and training programs that could address community needs, including culinary school, coding classes, astronomy classes. Two people expressed a desire to emphasize the "hub" aspect of the project, making it a one-stop-shop for all community needs. There were not as many ideas expressed for the design of the facility in the Lincoln feeder pattern, however a few very specific ideas came up. Throughout the activities, people brought up the history of Lincoln, and someone suggested physically being able to depict and celebrate the history of Lincoln through murals.

GENERAL PROJECT FEEDBACK

Similar to the workshop in Spruce, concern was expressed about community engagement. People want to make sure South Dallas residents are part of the process. This was reinforced because a number of participants in the workshop were service providers to the area and not necessarily residents. It was also noted there were very few students in attendance.

"Our churches are welcoming - our schools could be more welcoming - our community centers are very welcoming, but they need to be fully staffed"

"MLK center is one of the primary location for people to access to doctors, but there needs to be more locations.

"Just bringing businesses in. I know the area probably doesn't produce enough income right now to pay for product, but if you could get companies to come in and set up shop and lower their prices a little bit, that would help the economics."

"One stop for resources. Be literal community hubs - in the past, schools were our meeting places. We have to get back to this idea that the school is the center of the community. We need to ask the community what they need."

"I hear that a lot of people don't know where any of these things are. What if there was someone you could go to whose job it is to know where all these things are (at the school), like access to healthcare, programs for kids and families?"

"We need to be included in instead of handed to -- there's history of this - need to come into neighborhood groups. The community has worked very hard to build sustaining communities within the family units. We are looking for the economic development side. We all have to be good care takers. That's not enough."

"Kids are missing from these dialogues."

LINCOLN WORKSHOP TWO

GOALS:

1. Verify and get **feedback on the assets and needs** that have been gathered so far;

2. Understand **community priorities**;

3. Develop an understanding of **community "vision"** for prioritized activity categories.

ACTIVITIES:

Workshop 2 began with a presentation and recap of Workshop 1. We reviewed the assets and needs that had previously been identified. Participants were then broken up into small groups based on the CRI categories - health, family/education, economics, and community, which was broken up into two groups - to do a deeper dive into the potential activities. We started off reviewing the categories - for example "access to public benefits" or "senior programming". Participants were then asked to prioritize their top 3 categories. Once everyone had picked and prioritized their categories, everyone was asked to imagine what their top choice would look like in a Student and Family Resource Center. For instance, if someone selected "job training" for their top choice, what would that entail? What kind of programs would they want to see under the umbrella of "job training"?

EXAMPLE OF PRIORITIZATION ACTIVITY:

	Priority #1 (Top)	Priority #2	Priority #3
Participant #1	Access to Primary Healthcare	Access to mental health services	Access to healthy food
Participant #2	Mental health	Primary health	Specialized health
Participant #3	Primary	Specialized	Mental health
Participant #4	Specialized health	Mental health	Primary Health
Participant #5	Primary	Mental health	Specialized (also food)

LINCOLN WORKSHOP TWO

What we heard:

Health

"The suicide rate in high school is high - we try to talk through this with the students and work them, but it's hard. They get tired of the elements they are dealing with it inside the neighborhoods. For no reason, kids get guns pulled on them. Students have PTSD. Students are acting up because enough is enough. Sometimes we need to stop and ask what's wrong."

Community

"Can I wash my children's clothes when they go to school? Can I afford deodorant, so my kids aren't being bullied. Or even with adults, they can be bullied. So many things we need on a daily basis. We know food is a need. Household needs are what we need to preserve a house, and keep it healthy. People have to make difficult decisions everyday."

"When I think about cultural arts, thinking about it from a cultural history perspective or cultural geography perspective - people who have shaped these neighborhoods to what they are, there are stories about what that entails. As you look to reshape the school, it's important to preserve and display that history so that students can embrace it and use it."

Economics

"I wanted the community to have more ownership & when you have entrepreneurial support you have more people owning small businesses. You also need financial literacy and job training."

Family/education

"We need to deal with the issues outside of school that still affect school, parent education is important, tools available for those parents that need the support."

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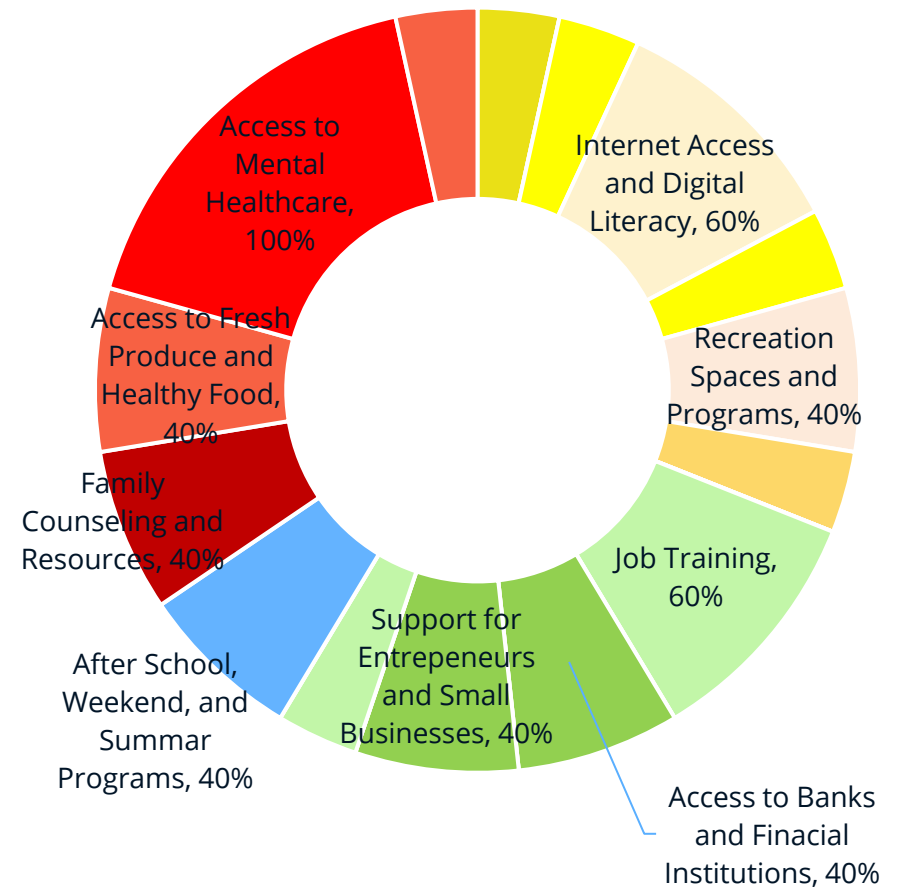
LINCOLN WORKSHOP THREE

Goals: The third workshop for the Lincoln Feeder Pattern consisted of 48 meeting participants. The purpose of the meeting was to gain a deeper understanding of the community's vision for the DISD bond spending by having participants discuss how they would invest the money to best support students and their families.

Activity One: The first activity centered around allocation of bond spending for programs and facilities. These potential investments emerged from priorities and needs defined in the earlier workshops. They were arranged using the four CRI categories of Health, Community, Economics, and Family/Education. Each category was broken into more specific subcategories, such as "Access to Primary Healthcare" and "Access to Mental Healthcare." The investment options were then arranged in an order of cost magnitude, comprising small, medium, and large investments.

Activity Two: Participants were tasked with reaching a consensus about how they would spend their limited "budget" to achieve their goals for their feeder pattern. Each group was given 10 green squares to spend collectively, with the small investments costing 1 square, and large investments 3 squares, giving. They also had the option to add a new program if it was not listed on the activity and allocate one to three squares to it. The second part of the activity asked participants to describe how the investments they selected could be developed to best benefit students and their families. Then each group summarized their selections into one overarching vision. Lastly, participants had the opportunity to propose potential community partners to help bring their overarching vision to life.

Process:

How do these programs complement each other?

How can potential programs best serve students? The community?

3. OVERARCHING VISION *(sum up your group's big idea for this set of programs)*

Our Group's big idea is all about wellness and the performing arts. We want to make sure our kids are healthy and energized at school, and to help them use that energy in an amazing performing arts center.

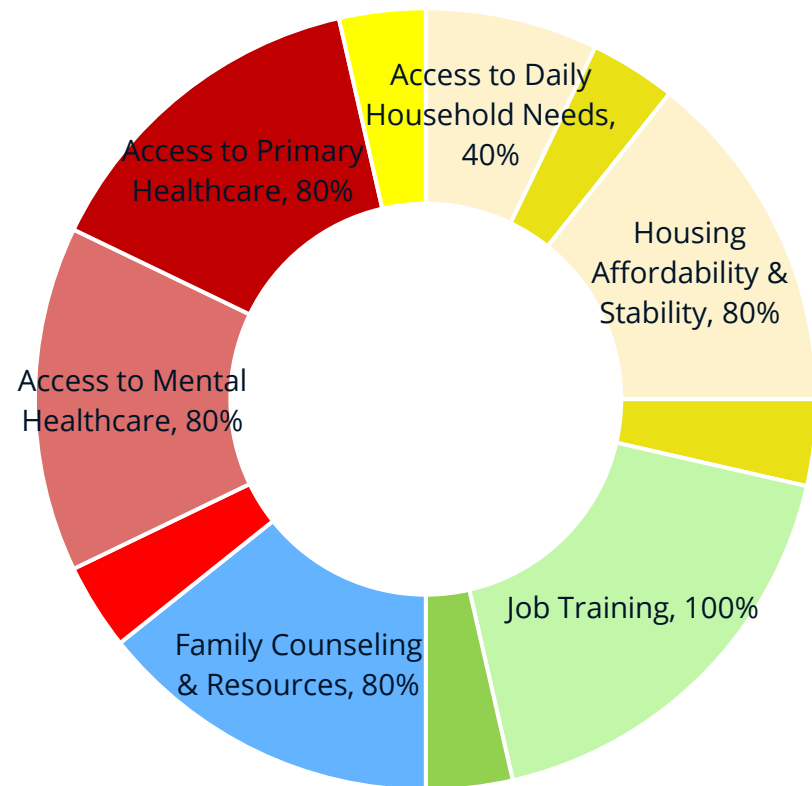**4. POTENTIAL PARTNERS** *(which organizations could we partner with to help create these programs?)*

Public-private partnership with Pyic...

LINCOLN WORKSHOP THREE

The investment with the largest number of votes (3 out of 5 groups) was the health clinic. One meeting attendee noted that even though there are four healthcare facilities in the area, demand is still not being met. The second most popular investment was the Trauma and Therapy Center. These results, combined with the votes for a wellness center and yoga and meditation studios, support the conversations that there is a real need for mental healthcare. Groups noted that families need safe space for coping with the potential trauma from both learning and socio-emotional disabilities. Even seemingly unrelated investments were sometimes chosen for their mental health benefits. For example, one group noted that the Art Studio & Gallery could provide preventative and therapeutic support for students facing trauma. Another group noted the need for mental health resources to be provided in a way that helps address stigma around the topic.

Wellness was described by most groups as the biggest priority. From financial health to learning healthy habits to building healthier lifestyles, participants reiterated the importance of framing programing and services around how they improve the health of the students and families.

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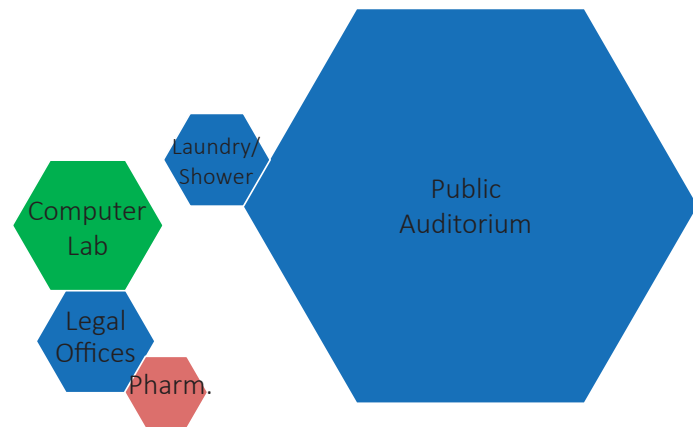

Access to Daily Household Needs, 40%

Housing Affordability & Stability, 80%

Job Training, 100%

Family Counseling & Resources, 80%

Access to Mental Healthcare, 80%

Access to Primary Healthcare, 80%

LINCOLN WORKSHOP THREE

Each workshop group brainstormed different concepts for the Student and Family Resource Center.
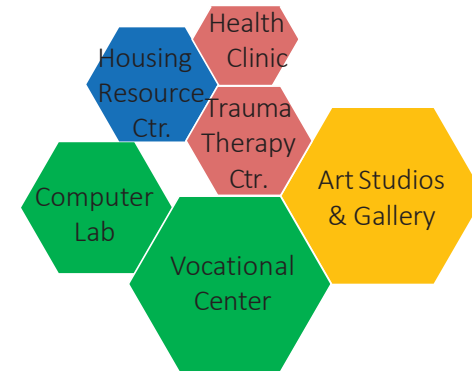

GROUP 1

OVERARCHING VISION: *"Safely developed communities, bridge the gap in order to prevent future despair and build an economic foundation that will provide jobs and other necessary resources"*

GROUP 2

OVERARCHING VISION: *"For families to have a place in their neighborhood with comprehensive services, so they don't have to hop on buses across town. Have things in reach to them. Make it convenient and make it work. Make sure this community has agency and a voice in how the center meets their needs. Overcoming adversity. Ensure problems are really getting solved."*

GROUP 3

OVERARCHING VISION: *"Spaces for access to services, organizing, planning and historic preservation, and development of cultural competence. Must be a welcoming place steeped in cultural experiences, historical memory & imagination."*

GROUP 4

OVERARCHING VISION: *"Our overarching vision is graduating young people with a solid foundation of who they are, basic job skills, and healthy habits."*

REFERENCES

Case Studies

Sun Valley Middle School
- NSBN ([link](#))
- City and Schools ([link](#))

Baker Ripley
- Brookings ([link](#))
- Rice ([link](#))

Oyler School
- Community Schools ([link](#)) PBS ([link](#))
- Partners ([link](#))

San Pablo Community Center at Helm
- New Markets Community Capital ([link](#))
- Baker Villar Architects ([link](#))
- City and Schools ([link](#))

Student Achievement Research
- Research Brief: Breakfast for Learning ([link](#))
- Research Brief: The connection between food insecurity, the federal nutrition programs and student behaviors ([link](#))
- The Heckman Equation ([link](#))
- Feeding America ([link](#))
- School Nutrition ([link](#))
- Afterschool Alliance ([link](#))
- Health Affairs ([link](#))
- University of MN ([link](#))
- School Based Health Centers Alliance ([link](#))
- MacArthur Foundation ([link](#))