

Creating Unmet Needs Generations: Activity Directions

Goal of exercise: *read through feedback and determine if key theme is aligned with the feedback*

Instructions: [45 minutes - go to unmet needs activity if you finish early]

1. Review feedback from community members
 - Feedback was gathered through Community Conversations Series #1, phone outreach to parents of students at identified underserved schools, Parent Support Specialists interviews, and parent meetings such as Campus Advisory Councils and PTAs.
 - Feedback is categorized into key themes, with summaries of what was heard and supporting quotes from interviews / community members.
2. Review key themes
 - Discuss, refine, and affirm key themes are in alignment with the feedback

Creating Unmet Needs Generations: Activity Directions

Goal of activity: *read through and synthesize feedback from community engagement and interviews to generate unmet need statements.*

Instructions: [50 minutes - go to “Bonus Work” activity if you finish early]

1. Choose a key theme to focus on. Discuss, refine and affirm: who a particular group is; what is the groups’ need; and why that need is important. Discuss, refine and affirm the draft unmet needs statement.
 - Specific directions and examples about how to generate an unmet needs statement is listed on each slide.
 - Draft statements may be revised as your committee sees fit. Enter the revised statement in red font below the initial draft.

Reminder: For each unmet needs statement, your committee will be conducting a root cause analysis at a future meeting.

2. Repeat this process for the remaining unmet needs statements.

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Instructions Continued...

3. Consider connections with other committees
 - Below each unmet needs statement, add the name of any committee(s) you think would be a good partner to involve in addressing a given unmet need.

Facilities DRAFT

Facilities don’t support key educational and everyday functions

Facilities unable to support programming (need maintenance/renovation)

- “Fine arts - no practice rooms, poor ventilation leads to mold in instruments. We don't have good dance or theater rooms, cafeteria stage is outdated and a lot of the outlets for lighting don't work, no proper dressing room.”

6 Mentions: (3) AISD Staff/Educator, (1) CAC Meeting, (1) Parent, (1) Group Parent Meeting

Technology infrastructure doesn't support student devices/needs

- “More outlets in classrooms, now that everyone is on devices.”

1 Mention: (1) CAC Meeting

Preference for single-user restrooms over group restrooms

- “I don't know if this sounds... when kids say, "wanna go restroom." They should have the single bathrooms.”

1 Mention: (1) Parent

More student restrooms needed. Not enough for the number of students

- “There are few bathrooms and many students. They are not enough.”

1 Mention: (1) AISD Staff/Educator

Building is outdated and doesn't support learners

- “Issues include heavy doors in the PK/K units - the students struggle to open the doors.”

1 Mention: (1) AISD Staff/Educator

Inadequate spaces for staff/educators

- “Dining room for teachers.”
- “No mothers room.”

2 Mentions: (2) AISD Staff/Educator

Common spaces do not meet staff, student, and community needs

Undersized or outdated library/media center

- “We need a bigger, modern library. Nothing has changed since 1970. While that may not seem like long ago, a lot has changed. We modernized tables, computers, technology, and a bigger selection of media. Our current library is too small. Having a more modernized library would support students. I want students to walk into a nice library, see that it's beautiful, get excited, and think: ‘We get to go to the library!’”

2 Mentions: (1) Group Parent Interview, (1) AISD Staff/Educator

Cafeteria is undersized/needs improvements

- “We need a bigger cafeteria. Ours is too small. It hasn't changed since the 1970s. Because there isn't enough space, the kids eat in shifts. Pre-K lunch starts at 10:00 AM, but they just ate. The kids aren't hungry yet, but they "have to do it." Because we don't have the space, lunch starts early.”

1 Mention: (1) AISD Staff/Educator

Spaces for community lacking - both gathering, private meetings, and PSS Services

- “Need is growing because refugees are coming - need dedicated room for these parents/community, many times don't have any other place to go - need support have experienced trauma due to transition and other changes in life.”

5 Mentions: (3) AISD Staff/Educator, (1) Parent, (1) Group Parent Interview

Outdoor amenities/spaces do not meet student needs

Lack of outdoor learning + outdoor athletic spaces + outdoor dining spaces

- Empty portables are occupying space that can be used for athletics/student use
- play areas need updating

- “The portables have been empty for more years. We could use that land for more activities for our kids.”
- “More access to outdoor spaces - for academic and recreational use, like sports. (including an area for SPED students).”

6 Mentions: (2) AISD Staff/Educator, (1) CAC Meeting, (2) Group Parent Interviews, (1) Parent

Insufficient campus playscapes/ shared playscape requirements

- “A playscape protected from the sun would be nice. An awning would prevent sunburns, hot equipment, and provide cover when it rains.”
- “Safety concerns on playground - no mulch of cushioned ground.”

7 Mentions: (3) Parents, (1) Group Parent Interview, (3) AISD Staff/Educator

Need outside restrooms for use during recess

- “More restrooms outside for recess time.”

1 Mention: (1) Parent

Need covered walkways for protection from elements

- “We need covered walkways to protect from the rain.”

1 Mention: (1) AISD Staff/ Educator

Facilities don't respond well to growth (increased enrollment)

Portables are inadequate for enrollment/learning

- “6th grade is in portables, too small, can't fit 25+ kids in, unsafe in inclement weather.”

1 Mention: (1) CAC Meeting

Need better long-range planning for campus growth/space for future growth

- “Making sure the campuses have adequate space for the planned grades and number of students - plan for the future of a campus, not the current.”

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Facilities DRAFT

Facility Improvements Create Concern of Gentrification

Facility improvements feel like gentrification

- “Gentrification is a big concern for me. There are some cracks in the walls, and it will get fixed, but if it is gentrified then won't feel like our own school. As a Hispanic woman, it's weird for us to feel like we don't belong at the school when the school is gentrified. Less black and Hispanic people at the school because of gentrification.”

1 Mention: (1) Parent

Facility Accessibility & Safety Concerns

No accessible access to/from upper levels (emergency issue)

- “But I can speak to the impact of recent improvements. Beyond basic needs, our principal asked the staff, "What are you lacking, what do you need?" The principal fulfilled many of these requests. We have an elevator now, ramps leading up into the school, accessibility is easier.”

2 Mentions: (1) AISD Staff/Educator, (1) CAC Meeting

Parking & Circulation are Inadequate

No parking/inadequate parking for parents and visitors

- “There is no parking area for parents and visitors. It is not welcoming. There is no drop off area and it is dangerous to leave students on the streets.”

2 Mentions: (1) AISD Staff/Educator, (1) Group Parent Interviews

No separation between buses and cars

- “No separate spaces for buses during pickup/drop off.”

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Unmet Needs Generation

Unmet Needs Generations

Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define “what” we will need to investigate before looking to root causes (the why) and solutions (the how). *Unmet Needs Generations* are a guiding force as we move into root causes, assets, and exemplars.

Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- Who: students and staff/educators
- What: need functional, age-appropriate, and user-appropriate facilities
- Why: to support teaching, learning

Unmet Needs Generation **Draft:**

“Students and staff/educators need access to functional, age-appropriate, and user-appropriate facilities to support teaching and learning.”

Common spaces do not meet staff, student, and community needs

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** students, staff/educators and community
- **What:** size and functionality of common spaces (library, cafeteria, etc.)
- **Why:** to support both everyday use and large campus and community events

Unmet Needs Generation **Draft:**

“Student, staff/educators and community need adequately sized and functional common spaces to support both everyday use and campus and community events.”

Outdoor amenities/spaces do not meet student needs

Lack of outdoor learning + outdoor athletic spaces + outdoor dining spaces

- Empty portables are occupying space that can be used for athletics/student use
- play areas need updating
- “The portables have been empty for more years. We could use that land for more activities for our kids.”
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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- Who: staff/educators, parents, students
- What: outdoor spaces that better support learning, dining, recreation, and circulation
- Why: to improve health and safety

Unmet Needs Generation **Draft:**

“Students, staff/educators need access to outdoor spaces that better support learning, dining, recreation, and circulation to improve health and safety.”

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- **Who:** students and staff/educators
- **What:** ability for facilities to accommodate enrollment growth
- **Why:** to eliminate the reliance on portable classrooms

Unmet Needs Generation **Draft:**

“Students and staff/educators need facilities that can accommodate future enrollment growth without relying on portable classrooms.”

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** students and families of color
- **What:** school enrollment and student demographic changes
- **Why:** loss of neighborhood/school identity and culture

Unmet Needs Generation **Draft:**

“Students and families of color need to feel welcomed and valued in their schools and neighborhood.”

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** persons with physical disabilities
- **What:** school amenities for safe access and egress
- **Why:** all persons should have safe and equal access to district facilities

Unmet Needs Generation **Draft:**

“Student, staff/educators and visitors should have equal and safe access to, through and out of district facilities.”

Parking & Circulation are Inadequate

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** students, staff/educators, families and community
- **What:** site parking, bus circulation and pick up/drop off areas
- **Why:** assure safe and welcoming access to district sites

Unmet Needs Generation **Draft:**

“Students, staff/educators, families and community should have a safe and welcoming experience when accessing district sites.”