

Root Cause Analysis – Data and Context Packet

WHAT & WHY?

On Saturday, January 22nd, each committee will brainstorm causes for the unmet needs selected for analysis. This is hard work that needs a deep understanding to be successful. You will receive readings for context around all three unmet needs selected during the December 14th Committee Meeting. Reading this packet will help you get the most out of the activities, including:

1. Provide a deeper understanding of the context around unmet needs.
2. Jumpstart your thinking on causes through guided prompts.

PART 1 REVIEW

Review the final unmet needs statements developed by your committee to perform a root cause analysis upon. Review the context from the Community Interviews and the “who”, “what”, and “why” identified in the development of that unmet needs statement.

PART 2 READ

Learn more about the context around each unmet need by reading the following perspectives:

1. Expert Interviews
2. Committee Insights
3. Research and Data

estimated time: 20 minutes or more

PART 3 REFLECT

Using the readings from Part 2, begin your initial brainstorm using the following prompts:

1. What might be causing this unmet need to happen?
2. What causes might be connected to the work of other committees?

recommended time: 10 minutes or more

Part 1 – Review | Unmet Needs Statement

This is one of three unmet needs statements prioritized by this committee for the January 22nd Root Cause Analysis exercise(s). This statement was selected by the committee during the December 14th committee meeting.

AISD Needs a clearer definition of resiliency, what it means, and how it impacts the district, underserved communities, and underserved students long-term.

Part 2 – Read | Expert Interviews

This page contains contextual information related to district practices, operations, and constraints as it relates to the identified root cause. Some of this information may have been relayed verbally during committee meetings. This information was provided by AISD staff selected by the PMs for the knowledge provided by their roles.

Defining Resiliency

- Emergency Management Services Department (EMS) has their own working definition of resiliency.
- EMS has identified the need to tap deeper into the community to be more aware and expand their definition to be inclusive of community definitions of resiliency, across all groups part of AISD.
- EMS understands that resiliency needs to be culturally and religiously sensitive, so that dietary restrictions, religious needs, and cultural practices or norms are considered in the development of the resilience hubs (providing a place to pray, considering foods that cannot be eaten during certain religious events or holidays).

Resilience Hubs

- This is a partnered initiative with the City of Austin.
- EMS wants to make sure that there are resiliency hubs or centers in every single trustee district (increase access to resources in a disaster).
- Different types of centers identified as needed are: Warming and Cooling Shelters, Distribution Centers for food and water, 24hr Shelters, Charging Centers (cell phones for emergency communications).
- One of the goals of the partnership with City of Austin is to develop a

digital map so that the public is aware of where the different shelters or hubs are, and what services are there.

- EMS and City of Austin have identified the need to think through communications and notifications, since it's mostly done through social media, but during the winter storm, many people had no power or internet.
- It's a process that won't happen overnight, but district and CoA are working with care to develop a plan methodically and consciously.

Emergency Operations Center

- AISD EMS has a seat at the table for the Travis County center when there are crisis events to coordinate district efforts with the city and county.
- District experts feel that an Emergency Operations Center at AISD headquarters to coordinate and collaborate communications could be beneficial for AISD to allow the district to better respond cohesively during crises.

Part 2 – Read | Committee Insights

This page contains any feedback from committee members across all committees from the November 30th committee meeting discussion around unmet needs not yet expressed or identified that the committee members were aware of or wanted to share. These have been organized as they relate to the existing unmet needs or grouped into new ones.

This unmet need was identified as missing by this committee during the November 30th committee meeting.

- Resiliency of buildings and environmental impact. Prepared to help underserved communities in emergency situations

Security goes beyond buildings

- Broader 'security' definition – food insecurity, housing insecurities, etc
- AISD needs a clearer definition of resiliency, what it means, and how it impacts the district, underserved communities, and underserved students long-term.

Disparities of access to resiliency / disaster preparedness

- During winter storm, saw the disparities of access to basic resources. She had to take the risk of driving in the snow to check on her elderly parents without power, meanwhile a fancy new apartment building across the street had their power back on. (1 former parent / community member)

Part 2 – Read | Research and Data

This page contains key findings from the additional data sources identified by committees during the October 26th committee meeting, as well as key findings from validated external resources and research from the AISD Department of Research and Evaluation.

Schools have been shown to be key assets in determining community resilience.

- Schools are social assets that promote cooperation and trust between members of a community.
- Schools commonly function as community hubs, supporting communities beyond provision of educational services.

Sources:

1. [Resilience and Wellbeing of Small Inland Communities: Community Assets as Key Determinants](#) (Maybery, Pope, Hodgins, Hitchenor, Shepherd, 2009)

A study analyzing the impacts of a variety of social and infrastructural factors in determining community resiliency.

Neighborhood/community schools are an essential component for disaster risk reduction frameworks.

- Schools function as a known and sustainable source for dissemination of information during a disaster.
- Schools are a landmark place for evacuation and resource distribution.

Sources:

1. [School Health: an essential strategy in promoting community resilience and preparedness for natural disasters](#) (Takahashi et. al, 2015)

A paper arguing for the important role of schools in the implementation of UN-recommended Sendai Framework for Disaster Risk Reduction 2015-2030.

“Resiliency” has been most used by Austin in regard to climate and to champion ‘resilience hubs’

- *Climate resilience* is the ability to effectively manage both immediate shocks and long-term stressors related to climate change and weather extremes. Prepared and responsive city systems are the fundamental components of resilience for Austin’s overall community. While immediate response is required in the event of a catastrophe or natural disaster, ongoing adaptation through long-range planning and strengthening City assets and operations will ensure that Austin is always prepared for changing climate conditions.¹
- Resilience Hubs provide **hyper-localized, contextually, and culturally relevant solutions to address ongoing stressors in communities and distributed disaster response and recovery efforts**. They increase accessibility by bringing City services and support into communities and empowering residents in the selection and distribution of services. The implementation of Resilience Hubs should prioritize communities where these services will be most impactful, such as those most impacted by historical disparities and inequities and most vulnerable to climate-related shocks and stressors.²

Sources:

1. [Climate Resilience Action Plan for City Assets and Operations](#)

1. [Memorandum: Response to Climate Resilience Resolution](#)

Part 3 – Reflect | Guiding Questions

This page contains guiding questions to brainstorm causes and reflect on connections between the work of different committees. The cross-committee connections highlighted on this page were identified by the PMs and/or committees prior to and during the December 14th committee meeting.

Unmet Needs Statement

AISD Needs a clearer definition of resiliency, what it means, and how it impacts the district, underserved communities, and underserved students long-term.

Reflection Questions

What might be causing this unmet need to happen?

What causes might be connected to the work of other committees?

Cross-Committee Connections

