

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.

Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.

Part 1 – Review | Unmet Needs Statement Generation

Quality, affordable after-school care is lacking.

After school sport offerings for non-league students

- "Need free after school sports for students, many parents cannot afford sports leagues"

6 Mentions: (3) Parents, (3) AISD staff/educators

Insufficient free and reduced-cost after-school care programming

- "Finding teachers that are willing to stay after to do these things is hard. Everyone is tired. We can't afford to serve everyone with primetime. It's first come, first serve. I think it would help if more students had access."

9 Mentions: (3) Parents, (4) AISD staff/educators, 1 CAC Meeting

After care coordination is inconsistent across partners and sometimes falls onto teachers.

1 Mention: (1) Parent

Transportation between school and local aftercare support

- "Wish someone would walk kids to after school care. Kids going to different services like PanAm and Boys and Girls Club. - It's about 1/4 mile away. They get released and walk there themselves. It's fine when they leave right after school, but when they leave later after activities, it's not safe. Club used to come there and walk them but don't any longer."

1 Mention: (1) Parent

Insufficient supervision during after care – bullying concerns

1 Mention: (1) Parent

- **Who:** students and families
- **What:** quality and affordability of after-school care
- **Why:** to provide for the needs of students and families who require after-school care

Unmet Needs Generation Draft:

"Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc."

Discussion:

-Look through the context of the visual and performing arts lens. At elementary, this is a natural extension of providing performing arts/visual arts programming for these students. Some schools do it really well, and some do not.

-Support for one would lift the whole, when it comes to after school access.

-Increases access to students who don't normally have access to VAPA

-There are some more specific after-school needs that are beyond care. Need a variety of after school care that allows students to pursue their interests.

-Qualifier of "elementary school families" with the idea of not setting up a misconception that VAPA wouldn't be offered throughout the course of the day as an academic offering.

-Inexpensive and affordable after school offerings like soccer, used to have so many families who sought this out.. This is easy to provide

-Access is missing, in reference to transportation

Finalized Unmet Needs Statement:

Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.

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Part 1 – Review | Unmet Needs Statement Generation, *CONT.*

Quality, affordable after-school care is lacking.

If aftercare providers don't show up it looks like no one cares.

1 Mention: (1) Parent

Insufficient resources, support, technology for after-school and summer programming

1 Mention: (1) Listening session

Need after care for Pre-K

1 Mention: (1) Parent

- **Who:** students and families
- **What:** quality and affordability of after-school care
- **Why:** to provide for the needs of students and families who require after-school care

Unmet Needs Generation Draft:

“Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.”

Discussion:

- Look through the context of the visual and performing arts lens. At elementary, this is a natural extension of providing performing arts/visual arts programming for these students. Some schools do it really well, and some do not.
- Support for one would lift the whole, when it comes to after school access.
- Increases access to students who don't normally have access to VAPA
- There are some more specific after-school needs that are beyond care. Need a variety of after school care that allows students to pursue their interests.
- Qualifier of “elementary school families” with the idea of not setting up a misconception that VAPA wouldn't be offered throughout the course of the day as an academic offering.
- Inexpensive and affordable after school offerings like soccer, used to have so many families who sought this out.. This is easy to provide
- Access is missing, in reference to transportation

Finalized Unmet Needs Statement:

Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.

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.

- District's current VAPA after-school offerings are provided by external organizations and community partners.
- Transportation is a huge barrier to involvement. Students are always saying they don't have a ride after school and can't stay for rehearsal.

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.

After-school should go beyond just "care"

- Can provide students with an opportunity to pursue different interests they do not have access to within the school day
- Counterpoint: if offered as after-school, doesn't mean it shouldn't be provided during the day, especially in regards to VAPA programming
- Consider community resources as a part of offerings

Transportation is an issue

- Access is missing and likely due to lack of transportation

Austin Ed Fund and other philanthropic partners for aftercare programs

- Lack of partnerships available that are nonprofits - independently funded
- More than just day care
- Schools that are more economically disadvantaged don't see the programs because they are figuring out basic needs and services
- Programs aren't serving students to the degree needed because the process isn't straightforward
- Consider community resources as a part of offerings

Financial barriers to programmatic participation

- Lack of partnerships available that are nonprofits - independently funded. And that provide high quality programming, that's not essentially just day care.
- Schools that are more economically disadvantaged don't see these programs because the primary discussion and needs are food/clothes for students. After school care comes in the form of boys/girls clubs. Working with private companies after school has potential to increase inequities.
- I was thinking about more a focus on programs that have grant funding so the cost of the program is not transferred to the parent. But again, it was just a question about how to get more opportunities to the children.
- Basic ed fund needs to be tasked with supporting basic/emergency needs but also basic program/course offerings.
- The district needs to work out the free part. Programs at our school that are free IF you go through the financial aid process are not serving all kids because it's not straight forward.

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.

Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.

- Tuition-based after school programs are more commonly offered than free ones
- After school programs end after middle school.
- Only half (50%) of elementary and middle schools offer free after school programs. Schools in high vulnerability and very high vulnerability neighborhoods have greater access to free after school programs than those that do not. Schools with a higher proportion of underserved students have much greater access to free after school programs
- 74% of schools offer tuition-based after school programs; very low vulnerability neighborhoods have slightly higher access
- Schools with a high proportion of underserved students have lower access to tuition-based after school programs.

Sources:

Academics Data 2021-2022

There are a variety of after-school programs offered, with varying accessibility.

- 10% of ES/MS (10) do not offer after school programs at all. This includes 5 schools with high proportion of underserved students and 3 schools with very high social vulnerability.
- The remainder of schools that offer after school programs, only 15% are free, 39% is tuition-based only, and 35% is tuition-based and free.

Sources:

Academics Data 2021-2022

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

Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.

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

