

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.
4. Bonus Work: If your committee finishes unmet needs statements early, move to the bonus work and follow the same process for general comments that were gathered.

Athletics DRAFT

Need for expanded/improved athletic offerings

Soccer not as present

- “Soccer teams are not very present in schools but many refugees from many countries know soccer - familiar for both boys and girls.”
- “I wish there were more sports, like soccer.”

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

Inequities in coaches, uniforms, and programming across athletics at different campuses

- “Dobie doesn't have a real soccer field. If we want to have a soccer team, we need a field of our own. We need better coaches. We don't have uniforms. We played Gus Garcia, they had cheerleaders, we don't have cheerleaders. Other schools, they have assistant coaches. We just have one.”

1 Mention: (1) Parent Group Interview

Athletics not offered at 6th grade

- “We need sports in 6th grade.”

1 Mention: (1) Parent Group Interview

Weightlifting is not offered at current school

- “Used to do weightlifting, but they don't have that at Travis.”

1 Mention: (1) Parent

More sports-based programming at ES

- “I would like them to be in sports so they can do activities.”
- “I don't know if they have music or sports. I would like you to have these activities for her. I wish they had basketball.”

2 Mentions: (2) Parents

Better PE programming at ES

- “Outside but not indoor. There could be more room for the kids. On really hot or cold days, you're limited to the things you can do indoors when it comes to PE. Play areas can be a little better than what they have. Not so many options.”

2 Mentions: (2) Parents

Football was canceled at campus bc of funding, despite interest

- “He loves football, when he started going to school, was doing football practice and then cancelled football because of funding at Mendez. Kids look forward to sports at school to keep them safe in their community. This was devastating. No parent conference or notification that this would disappear. When he wasn't able to play football, he started hanging out with "bad" kids.”

1 Mention: (1) Parent

Barriers to participation in athletics

Low participation/ enrollment in Athletics

- Academic performance is a barrier to sports participation
- “Kids need to be encouraged to participate in sports. But if their grades aren't good, they aren't allowed to participate.”

2 Mentions: (1) Parent, (1) Group Parent Interview

Athletics supplies and uniforms are too expensive/not provided - barrier to participation

- “Need free after school sports for students, many parents cannot afford sports leagues.”

1 Mention: (1) AISD Staff/Educator

Health Screenings/Athletics physicals are no longer free/accessible

- “Physicals used to be offered at the schools for free, but now that is not the case, and some students are still waiting on getting their normal booster shots that are required.”
- “We'll see how that turnout goes; the district offers the free physicals at the end of every year for athletes at the end of every year for the following year and that should continue.”

2 Mentions: (2) AISD Staff/Educator

Athletics practices, procedures & policies

Need better inclusion practices for SPED students in PE

- “Should pair up the students with another student in class to make them feel more welcome.”

2 Mentions: (2) Parents

Need for supervision after practice

- “Could use more supervision after the practice ends (plays football).”

1 Mention: (1) Parent

Athletic Facilities

Need track improvements/ campus lacks a track at all

- “There is not a good track on school grounds.”
- “Playground and track needs to be improved, especially the track area.”

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

Field/athletic improvements needed

- “The soccer field needs improvement.”

1 Mention: (1) Group Parent Interview

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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 families
- **What:** need access to equitable and expanded PE / after school athletic programs
- **Why:** to engage students in activities that interest them

Unmet Needs Generation **Draft:**

“Students and families need equitable access to expanded PE and after school athletic programming to engage students in the activities they're interested in.”

Barriers to participation in athletics

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2 Mentions: (1) Parent, (1) Group Parent Interview

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- “Need free after school sports for students, many parents cannot afford sports leagues.”

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- **Who:** Students in underserved communities with limited access to health screenings and with academic struggles
- **What:** Prohibits access to participation in organized sports
- **Why:**

Unmet Needs Generation **Draft:**

“Lack of access to health screenings coupled with prohibited access to athletic programs to students with academic struggles excludes them from participating in athletics, which could serve as a catalyst for greater engagement in school.”

Athletic Facilities

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

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- **Who:** students and community members
- **What:** lack access to fields to support diverse sporting opportunities for students
- **Why:**

Unmet Needs Generation **Draft:**

“Campuses lack updated athletic facilities to support a variety of athletic programs to meet the diverse interests and needs of students and the community.”

Athletics practices, procedures & policies

Need better inclusion practices for SPED students in PE

- “Should pair up the students with another student in class to make them feel more welcome.”

2 Mentions: (2) Parents

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- **Who:** students with specialized needs
- **What:** require access to equitable facilities
- **Why:** To ensure ADA compliance and accessibility

Unmet Needs Generation **Draft:**

“Athletic and PE facilities require modernization to ensure equitable access to ADA compliant facilities for all students.”

Students’ physical and mental health needs are not being met

Limited access to or knowledge how to access health services

- Families don't have insurance or can't afford co-pays
 - Causing delinquent immunization records
 - Offering tests and clinics is important at underserved communities and that partnership needs to continue...Having that accessible and regular scheduled is helpful to communicate with families. “
- 2 Mentions: (2) AISD Staff/Educators

All campuses need licensed mental health providers/ on-site mental health services

- Stigma/barriers to use even when campuses have it
 - “They have CIS and LMHP that is active at middle school campus but there are kids that don't want to get these services because there is still a stigma. At LBJ, they have a lot of resources (CIS, B&G Club, LMHP) but if they aren't comfortable, they won't open up.”
 - “The district says that they prioritize mental health, so we need a licensed mental health provider assigned to every campus.”
- 3 Mentions: (3) AISD Staff/Educators

Incorporate SEL into all areas of curriculum

- “SEL can be incorporated into all of the academics, CTE, Visual & Performing arts; lots of trauma from the last few years.”
- 1 Mention: (1) AISD Staff/Educator

Local vaccination site is not a safe place/area

- “We asked if Delco was a good location for vaccination and she feels its not the best location due proximity to the highway.”
- 1 Mention: (1) Parent

Students don't get to go outside during the school day

- “Daughter doesn't get to go outside during the day.”
- 1 Mention: (1) Parent

Some students need more medical/mental health services than what's currently provided

- “More medical or mental health services would be good.”
 - “Better orientation, pandemic program, health orientation, why they should have masks.”
- 2 Mentions: (2) Parents

Behavior issues are on the rise due to additional stress families/students are experiencing

- “Emotions seem high for students and parents, more students are 'running' out of classrooms and needing extra attention to avoid disruptions. Behavior issues are higher than normal adding to staffing issues.”
- 1 Mention: (1) AISD Staff/Educator

Bullying affecting students' health

- “My children have respiratory problems, and I don't want other children to call them names or bully them for not smoking something.”
- 1 Mention: (1) Parent

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- **Who:**
- **What:**
- **Why:**

Unmet Needs Generation Draft: “Draft Unmet Needs Generation”