

# Educational Enhancements

*February 4<sup>th</sup>, 2009 Council Presentation*

# Team Members

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Richard Abernethy (Lead)	Public Works and Transportation
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Jerry Gonzales	City Managers Office
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David Rathvon	Dallas Public Library
Ryan Rogers	Budget and Management Services
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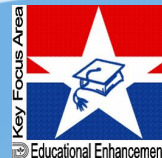
# Roadmap

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- Vision Statement
- Council Objectives
- Strategy Map
- Strategies, Sub-strategies and Data
- Links - Other KFAs

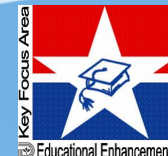
# Vision Statement

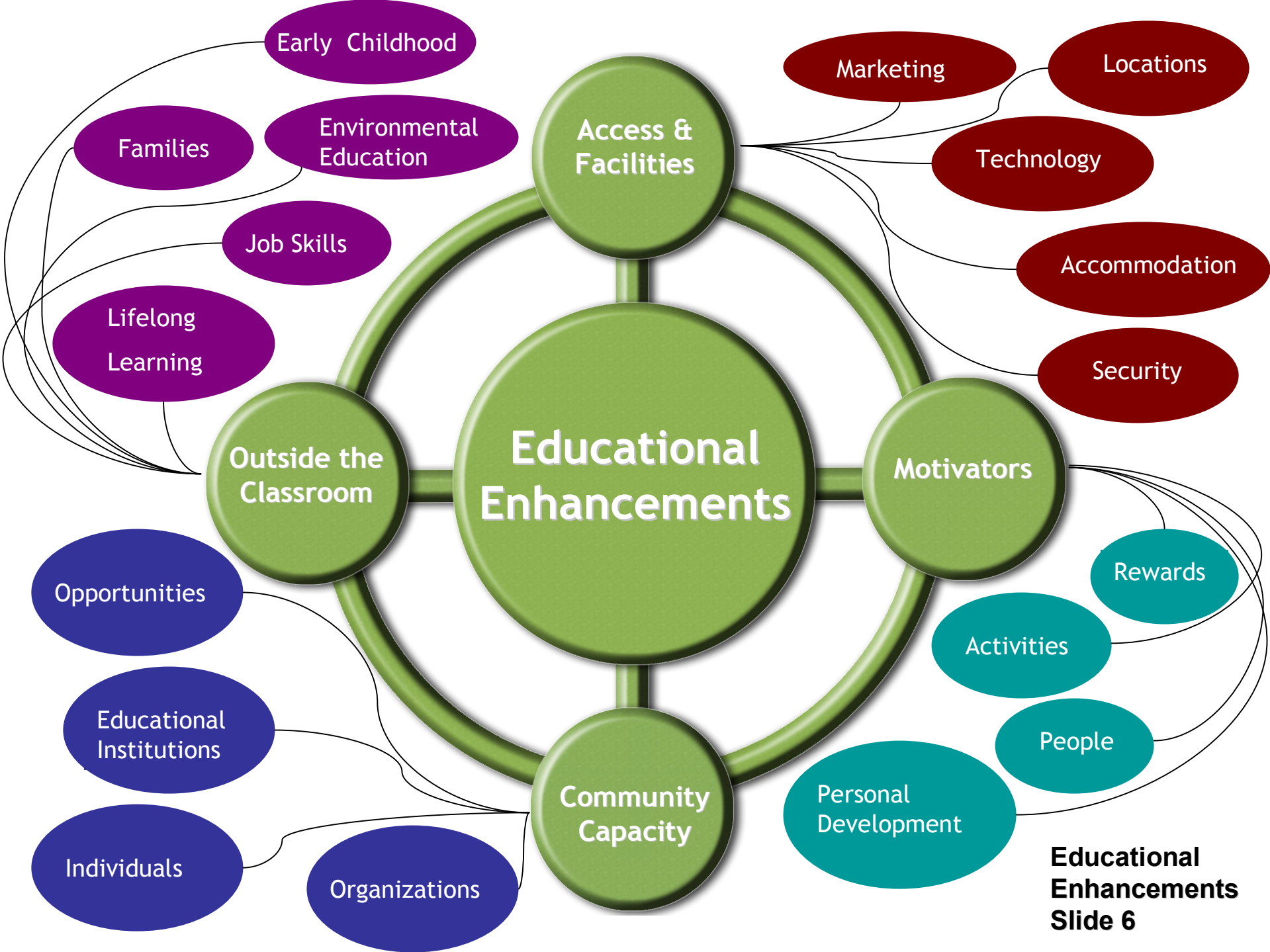
Recognizing that education is the foundation for achieving prosperity, health and well-being, the City of Dallas supports lifelong learning opportunities through partnerships with agencies throughout the Dallas community and beyond...



# Council Objectives

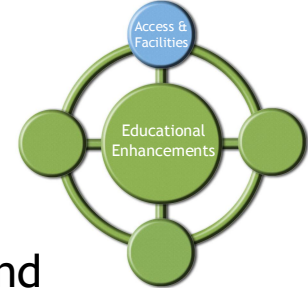
OBJECTIVE	MOST RECENT DATA		
<b>Improve graduation rate/reduce drop-out rate:</b> Assist DISD with effort to earn the Broad Award by increasing the high school graduation rate to 85% by 2010	Class	Graduation	Dropout <sup>1</sup>
	2005	77.8%	7.9%
	2006	68.8%	19.4%
	2007	62.5%	25.8%
<b>Expand workforce development opportunities:</b> Determine community capacity to offer job training programs that will support the regional economy over the long-term	<b>Dallas pop. &gt;25 years of age with<sup>2</sup></b>		
		<b><u>2006</u></b>	<b><u>2007</u></b>
	• Bachelor's degree & up	26.6%	27.3%
• No high school diploma	29.6%	29.4%	
<b>Encourage continuance into higher education:</b> Raise \$1.875 million in scholarships to award to high school students through 2010	<ul style="list-style-type: none"> <li>• 5.3% of college-eligible Texans are enrolled in higher education compared with a national average of 5.4%.<sup>3</sup></li> </ul>		
	<ul style="list-style-type: none"> <li>• The \$1.875 million was successfully raised.<sup>4</sup></li> </ul>		







# Access & Facilities



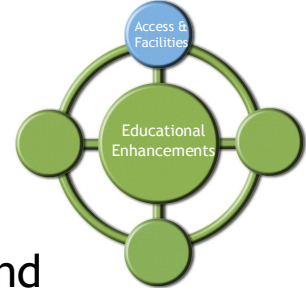
Promote access to information and learning opportunities and create sound infrastructure that can accommodate the learning needs of various populations.

## Data:

- 60% of Citizen Survey respondents rated educational opportunities in Dallas as good or excellent<sup>5</sup>
- 77% of Citizen Survey respondents reported using the Internet during the last 12 months<sup>5</sup>
- 22 Colleges, universities and professional schools within 30 miles of the City compared to an average of 29 among the Top 10 Best Places to Live<sup>6</sup>
- 24 junior colleges and technical institutions within 30 miles of the City compared to an average of 18 among the Top 10 Best Places to Live<sup>6</sup>
- 6% of students in a national survey reported staying at home on a school day in the last 30 days due to not feeling safe at school<sup>7</sup>

## Strategy #1

# Access & Facilities



Promote access to information and learning opportunities and create sound infrastructure that can accommodate the learning needs of various populations.

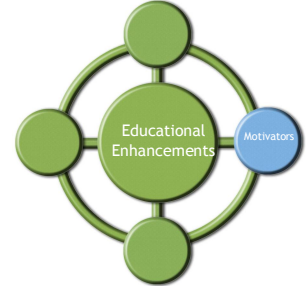
### Sub-strategies:

- 1) Utilize existing facilities for easy access and proximity (supplement to and partnership with neighborhood organizations and community centers to enhance continuous learning)
- 2) Enhance residents' capability to use technology to access educational opportunities
- 3) Promote coordinated planning and alternative forms of transportation to allow increased physical access to educational facilities
- 4) Construct and maintain facilities (such as libraries, black box theaters and athletic venues) which are comfortable and appropriately equipped
- 5) Create and sustain a safe physical environment free of hazards and distractions
- 6) Increase opportunities for residents to provide input and/or feedback regarding accommodations/needs



# Motivators

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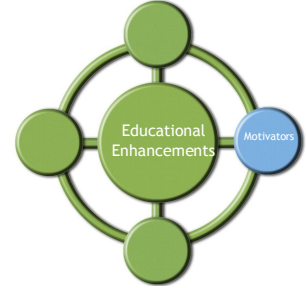
Provide or support positive opportunities (such as mentorship) to attract Dallas youth into learning environments.

## Data:

- Roughly 30 percent of ninth-graders will graduate high school with the skills they need to take the next step in their lives according to the Bill and Melinda Gates Foundation<sup>8</sup>
- The Gates Foundation also estimates that a college graduate can expect to earn \$1.2 million more over a lifetime than a high school dropout<sup>8</sup>
- After 18 months of spending time with their Big Brothers/Big Sisters, 52% of participants were less likely to skip school, 46% less likely to begin using illegal drugs, 37% less likely to skip a class and 33% less likely to hit someone<sup>9</sup>

# Motivators

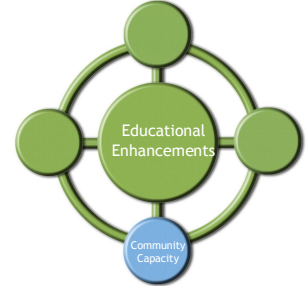
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Provide or support positive opportunities (such as mentorship) to attract Dallas youth into learning environments.

## Sub-strategies:

- 1) Offer direct programming (such as athletics, cultural and arts-based activities)
- 2) Promote mentorship and other positive role model development
- 3) Provide encouragement for completing a formal education
- 4) Provide concrete rewards for participation in learning opportunities, such as scholarships, internships or the prospect for high-quality employment



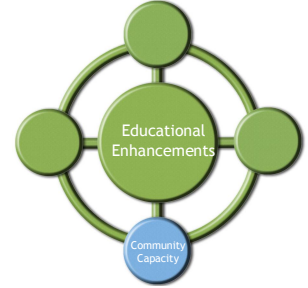
# Community Capacity

Recognize and build upon existing community capacity to promote the value of learning.

## Data:

- Dallas test scores in reading were 8% lower than the state average<sup>1</sup>
- The combined income and tax loss from a single year's dropouts is about \$192 billion<sup>10</sup>
- The average lifetime cost to the nation of a young person who drops out and moves into a life of crime and drugs and is \$1.7 - \$2.3 million<sup>11</sup>
- Respondents to the 2007 Citizen Survey<sup>5</sup> who:
  - ∞ Rated Dallas as a good or excellent place to raise children **41%**
  - ∞ Rated unsupervised youth as a major problem in Dallas **51%**
  - ∞ Rated public schools within Dallas as good or excellent **35%**

# Community Capacity

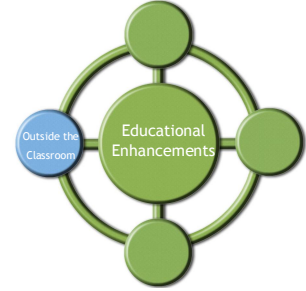


Recognize and build upon existing community capacity to promote the value of learning.

## Sub-strategies:

- 1) Solicit support from the business community
- 2) Plan for the future in conjunction with the various educational institutions in and around Dallas
- 3) Partner with similarly focused entities to solicit private, state and federal funding
- 4) Advocate and/or encouraging individual and group volunteer opportunities
- 5) Provide opportunities for youth leadership and voice in the community decision-making process
- 6) **Promote job training/work-study opportunities for high school students**
- 7) Provide opportunities for retraining and workforce development for adults

# Outside the Classroom

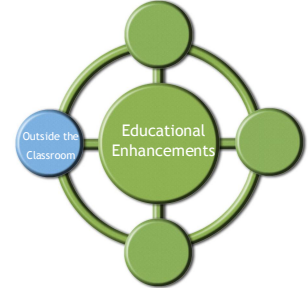


Prepare Dallas residents to actively engage in the learning process through targeted programming.

## Data:

- According to UNESCO's Institute for Education, 92% of all learning occurs outside the classroom<sup>12</sup>
- A child's knowledge of alphabet letters entering kindergarten strongly predicts their 10<sup>th</sup> grade reading ability<sup>13</sup>
- Roughly 35% of children in the U.S. enter school without the skills necessary for learning to read<sup>14</sup>
- Every \$1 spent on early education eliminates up to \$7 in other social service costs over a lifetime<sup>15</sup>

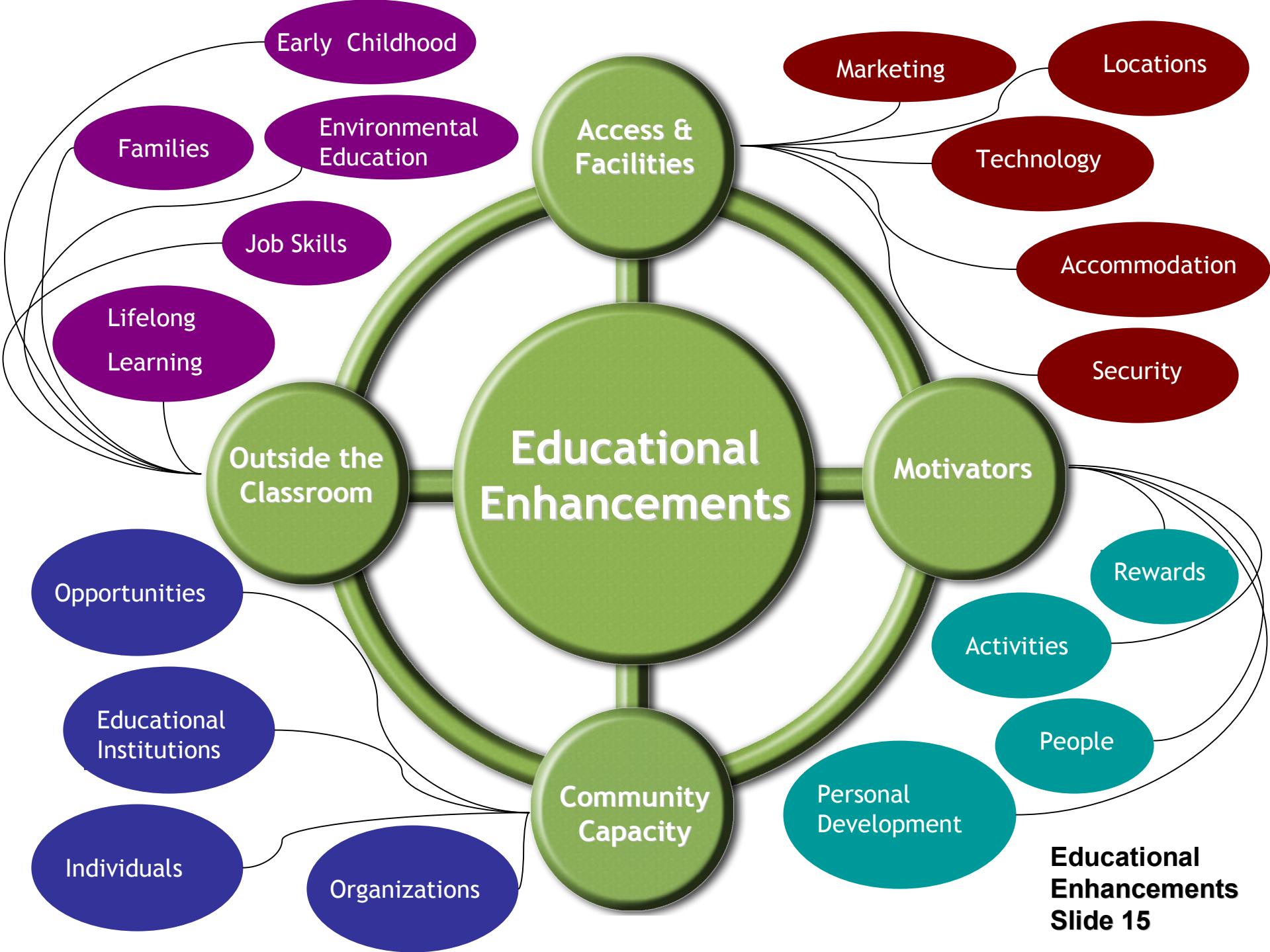
# Outside the Classroom



Prepare Dallas residents to actively engage in the learning process through targeted programming.

## Sub-strategies:

- 1) Facilitate involvement of the entire family in a child's education
- 2) Increase a child's probability of success in school (e.g. pre-literacy)
- 3) Help students meet or exceed national and state education standards
- 4) Encourage partnerships between area educational institutions and informal learning venues (e.g. GED completion)
- 5) Provide quality, wide-ranging and outcome-based programming for children and youth
- 6) Enhance the community's ability to serve targeted populations by engaging parents and caregivers (PTAs, City liaison to DISD)





# Linkages

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- Public Safety
  - Access & Facilities
    - Safe Environments
- Economic Vibrancy
  - Community Capacity
    - Public-Private Partnerships
    - Workforce Development
- Clean Healthy Environment
  - Outside the Classroom
    - Environmental Education Programs
- Culture Arts & Recreation
  - Access & Facilities
    - Shared Facilities
  - Outside the Classroom
    - Programming for Children & Youth
- E3 Government
  - Outside the Classroom
    - Employee Development

# Appendix / Graphics

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## Data:

- Help Dallas ISD achieve their goals in improved achievement TAKS scores and graduation rates.

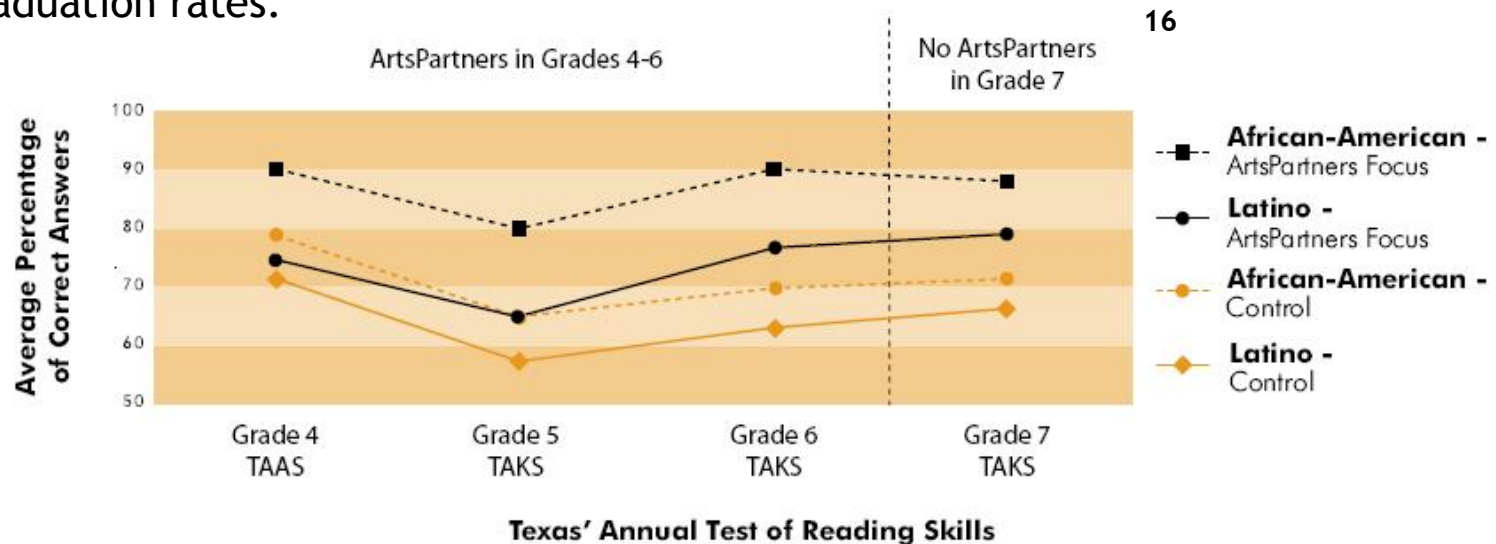
% of DISD Students Passing TAKS <sup>1</sup>

	04/05	06/07	07/08	2010 Goal
Math	60%	66%	71%	90%
Reading	73%	80%	83%	90%
Science	53%	52%	64%	90%

# Appendix / Graphics

## Data:

- Help Dallas ISD achieve their goals in improved achievement TAKS scores and graduation rates.



African-American and Latino students who participated in ArtsPartners and discussed their work with an interviewer twice per year outperformed their peers on the state standardized reading test during each year of the program.<sup>16</sup>

# Source Page

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1. Council Objectives - graduation rate / achievement tests (slides 5), Community Capacity - Test Scores (slide 11): *TEA Academic Excellence Indicator System*, Texas Education Agency, 2004-2008.
2. Council Objectives - educated workforce (slide 5): *American Community Survey*, U.S. Census Bureau, 2006-2007.
3. Council Objectives - college enrollment rate (slide 5): *Closing the Gap by 2015: 2008 Progress Report*, Texas Higher Education Coordinating Board.
4. Council Objectives - Education is Freedom fundraising (slide 5): *Education is Freedom*, 2009.
5. Access & Facilities - survey responses (slide 7); Community Capacity - survey responses (slide 11): *2007 Dallas Citizen Survey*, City of Dallas.
6. Access & Facilities - college comparisons (slide 7); : *Top 10 Best Places to Live*, CNNMoney.com, 2007.
7. Access & Facilities - student absences (slide 7): *National Youth Risk Behavior Survey*, National Centers for Disease Control and Prevention, 2007.
8. Motivators - 9<sup>th</sup> graders skill level (slide 9); College graduate earnings (slide 11): *The Challenge*, Bill and Melinda Gates Foundation, 2007.
9. Motivators - Big Brother/Big Sister data (slide 9): *Making a Difference: An Impact Study of Big Brothers Big Sisters*, J.P. Tierney, J.B. Grossman & N.L. Resch, 1995.
10. Community Capacity - income and tax loss (slide 11): *Dropouts, Diplomas and Dollars: U.S. High Schools and the Nation's Economy*, Jason Amos, 2008.
11. Community Capacity - dropout cost (slide 11): *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*, Jennifer Chessman Day & Eric C. Newberger, 2002.
12. Outside the Classroom - lifelong learning (slide 13): United Nations Educational, Scientific and Cultural Organization's (UNESCO) Institute for Education, 2001.
13. Outside the Classroom - early and later reading ability (slide 13): *Improving Early Literacy of Preschool Children*, Chrys Douherty, 1999.
14. Outside the Classroom - impact of informal education (slide 13): *Starting Points: Meeting the Needs of Our Youngest Children*, Carnegie Foundation of New York, 1994.
15. Outside the Classroom - early spending (slide 13): *Significant Benefits: The High/scope Perry Preschool Study Through Age 27*, Highscope Educational Research Foundation, 1993.
16. Appendix/Graphics - ArtsPartners and TAKS scores (slide 18): *Enriching Minds. Growing our Future.*, Dallas ArtsPartners, 2006.

