afterschool access map

a geospatial analysis of afterschool supply and demand in Dallas County

prepared by: buildingcommunityWORKSHOP
october 2017

10 YEARS

DALLAS AFTERSCHOOL

prepared for

Dallas Afterschool's mission is to improve the quality and availability of afterschool and summer programs in Dallas County. Dallas Afterschool does not serve children directly. Instead, we inform, train, support, and evaluate afterschool sites that serve low-income youth in Dallas County. Our goal is to help local afterschool sites achieve national quality standards for the benefit of the children they serve.

prepared by

The buildingcommunityWORKSHOP is a Texas based nonprofit community design center seeking to improve the livability and viability of communities through the practice of thoughtful design and making. We enrich the lives of citizens by bringing design thinking to areas of our city where resources are most scarce. To do so, [bc] recognizes that it must first understand the social, economic, and environmental issues facing a community before beginning work.

table of contents

executive summary

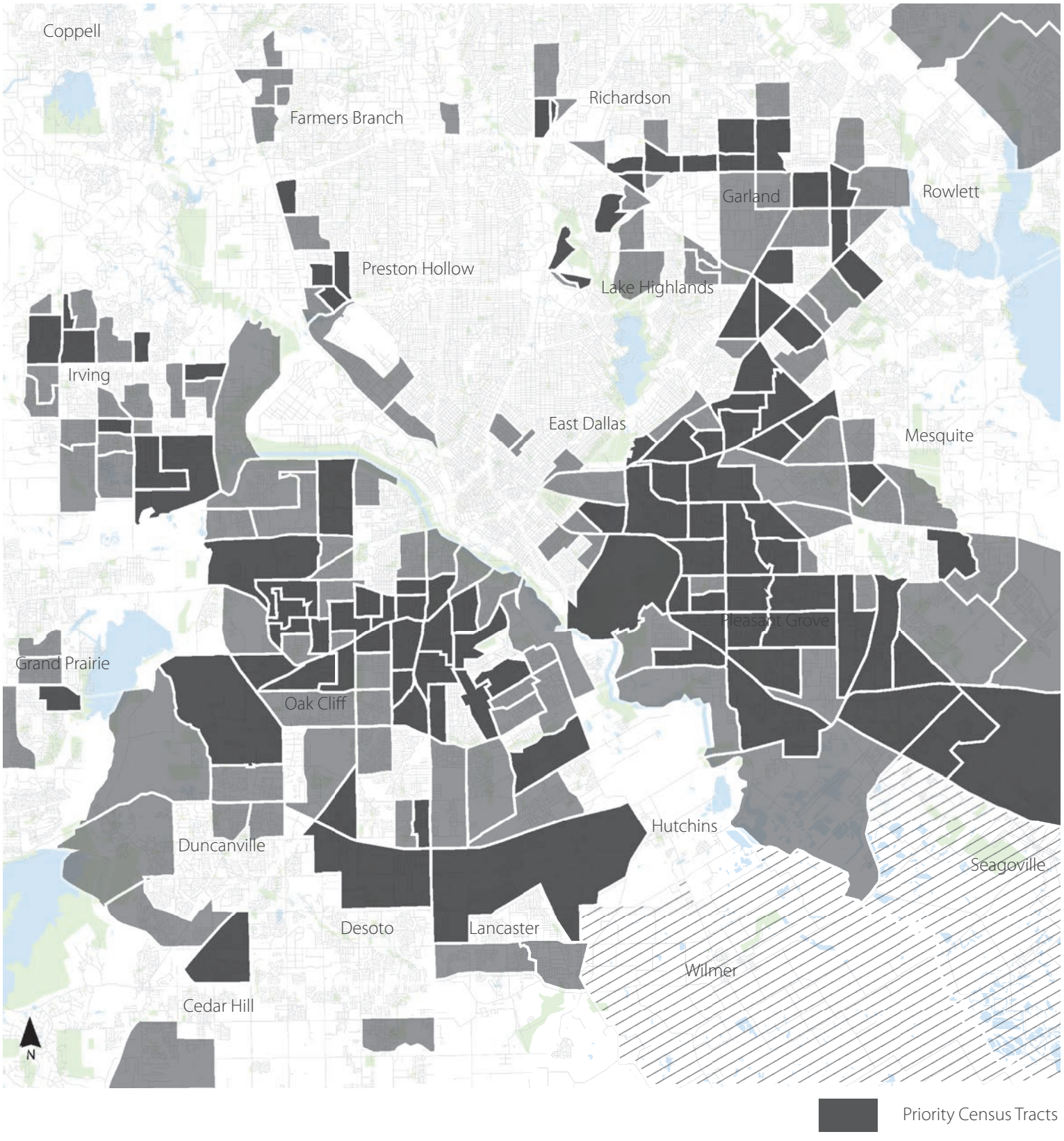
The After the Bell Alliance at Dallas Afterschool seeks to provide access to quality afterschool programming for all students in Dallas County. Two specific barriers exist to this effort: costs associated with attending afterschool programs and students' physical access to program sites. To overcome these barriers, the After the Bell Alliance specifically aims to increase access to free and low-cost programs for an additional 16,000 students in Dallas County.

To better understand where new programs are needed, or where the capacity of existing programs might be investigated, a multi-criteria model was built to pinpoint Census tracts in Dallas County so that the After the Bell Alliance and other stakeholders can maximize growth potential. Geographic data from a variety of government agencies and nonprofit organizations were identified by Dallas Afterschool, afterschool program providers, and other stakeholders to better inform the design of this analysis.

This analysis identified106 High Priority tracts for the After the Bell Alliance (Map 1). Of the approximately 26,000 free and low cost afterschool seats found across Dallas County, 30% (~8,000) are found in High Priority tracts.These same tracts account for about half of the county's children aged 14 and under who lived in households below the poverty level in 2015 (approximately 80,000 children). Targeting High Priority tracts provides a real opportunity to enhance access to afterschool programs for low-income students in some of Dallas County's least affluent neighborhoods.

10 clusters of Census tracts, each containing tracts that received the highest overall scores from the multi-criteria model, are further identified for the After the Bell Alliance to focus on the overall highest need areas. In these 10 areas, two primary approaches are needed to provide more free and low-cost seats to students. In several of these clusters, existing afterschool programs are found in small pockets and new program sites or programs can be opened to both enhance physical access for new students and increase the overall capacity of afterschool programs in these areas. Additionally, in clusters where few existing programs exist (or where a small number of affordable or low-cost seats exist), the development of new programs should be evaluated and barriers to program development or growth should be identified and addressed.

From a systems-level, the High Priority tracts represent areas where afterschool providers, funders, government officials, and school districts can focus efforts to grow the number of free and low cost afterschool seats in Dallas County. Other opportunities for providers to grow their capacity outside of the High Priority areas should not be ignored. This organization-specific decision-making will remain an important element of afterschool program operations, based on the characteristics of individual providers.



MAP 1: The map above identifies High Priority tracts based on a weighted analysis of Dallas neighborhoods. Neighborhoods are analyzed based on Existing Afterschool Environment; Future Neighborhood Conditions; Local School Environment; Accessibility + Proximity; and Change in Neighborhood Conditions.

introduction

There are 570,000 children aged 14 and under in Dallas County. Of these children, 35% are under age 5, 34% are between ages 5 and 9, and 31% are between ages 10 and 14.[1] All of these children qualify for afterschool programs.

Funding and physical spaces are needed to keep afterschool programs alive. Operations, staffing, materials, and curriculum development each a have cost. Afterschool programs—more than 1,000 of which operate in Dallas County—have each found different ways to cover their costs, keep their doors open, and serve their students.[2]

Research routinely identifies the many benefits of afterschool programs, such as improved academic performance of students, promotion of healthy eating habits, and physical activity. These activities all provide opportunities to bridge the achievement gap between students of lower socioeconomic status and their more affluent peers.[3, 4, 5]

Dallas Afterschool has established the After the Bell Alliance to improve access to seats in afterschool programs for children across Dallas County. This partnership of community members, funders, afterschool providers, and advocates envisions that all students will have access to enriching activities when they leave school each day. This systems-level view is not unique to Dallas, as programs in Boston, Palm Beach County, Fort Worth, Houston, and San Antonio all focus on the broader systems of afterschool and out-of-school time activities for students.[6, 7, 8, 9, 10]

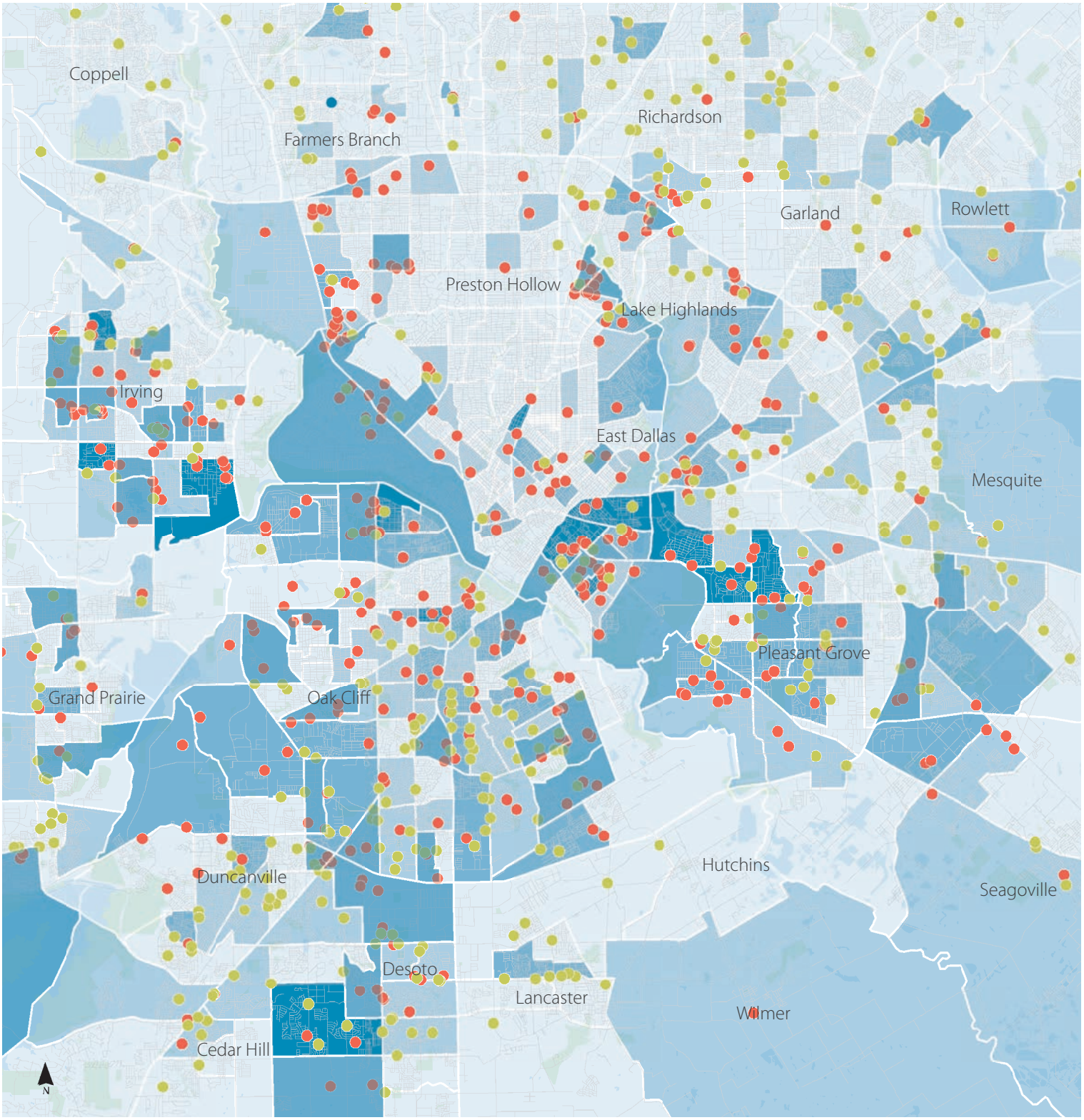
To improve access to afterschool programs across Dallas County, Dallas Afterschool seeks to understand, at the systems-level, both where current programs and seats are located and where additional seats are needed across the county. Equipped with this information, Dallas Afterschool can work with afterschool providers, government officials, schools, and funders to address gaps in afterschool availability and build on the strength of existing programs.

issue statement

There is no set playbook for opening a new afterschool program. Program operators often rely on their own evaluations as well as the needs of their volunteer base, individual campus climate, or potential for meaningful partnerships to predict the success of a given location.[11] To a large degree, afterschool providers look for locations that best suit the needs of their programs (physically, socially, or financially).

At the site level, providers may never tackle the question of demand. A new afterschool site may emerge based on the support of a certain principal, the availability of a space, or the request of a particular funder, approaches which do not necessarily include the socioeconomic need or built-environment characteristics of a given neighborhood. While not always feasible, including the specific needs of a community in the decision-making process provides an ideal method for determining exact locations for new afterschool programs.

With this community demand in mind, Dallas Afterschool and the After the Bell Alliance support the growth of affordable and accessible afterschool programs in targeted neighborhoods that need them most. In this report, we have combined geospatial data analysis and demographic and built-environment measurements with more traditional approaches in order to identify the locations that would benefit most from increased access to afterschool programs.



MAP 2: The map above compares the estimated number of affordable afterschool seats to existing sites for afterschool programs.

- 0 - 26 Low Cost Seats
- 27 - 80 Low Cost Seats
- 81 - 147 Low Cost Seats
- 148 - 276 Low Cost Seats
- 277 - 562 Low Cost Seats
- Child Care Centers Accepting Vouchers
- Low Cost Afterschool Programs


Read to someone

methods

Expanding access to affordable afterschool seats for the children of Dallas County requires more than simply opening as many new programs as possible. A constrained funding environment demands a more in-depth analysis of current and future demands to understand where afterschool programs and seats currently exist, where a community may be able to support or sustain programs, where access to existing programs (financially or physically) is limited in some way, and where programs are needed most.

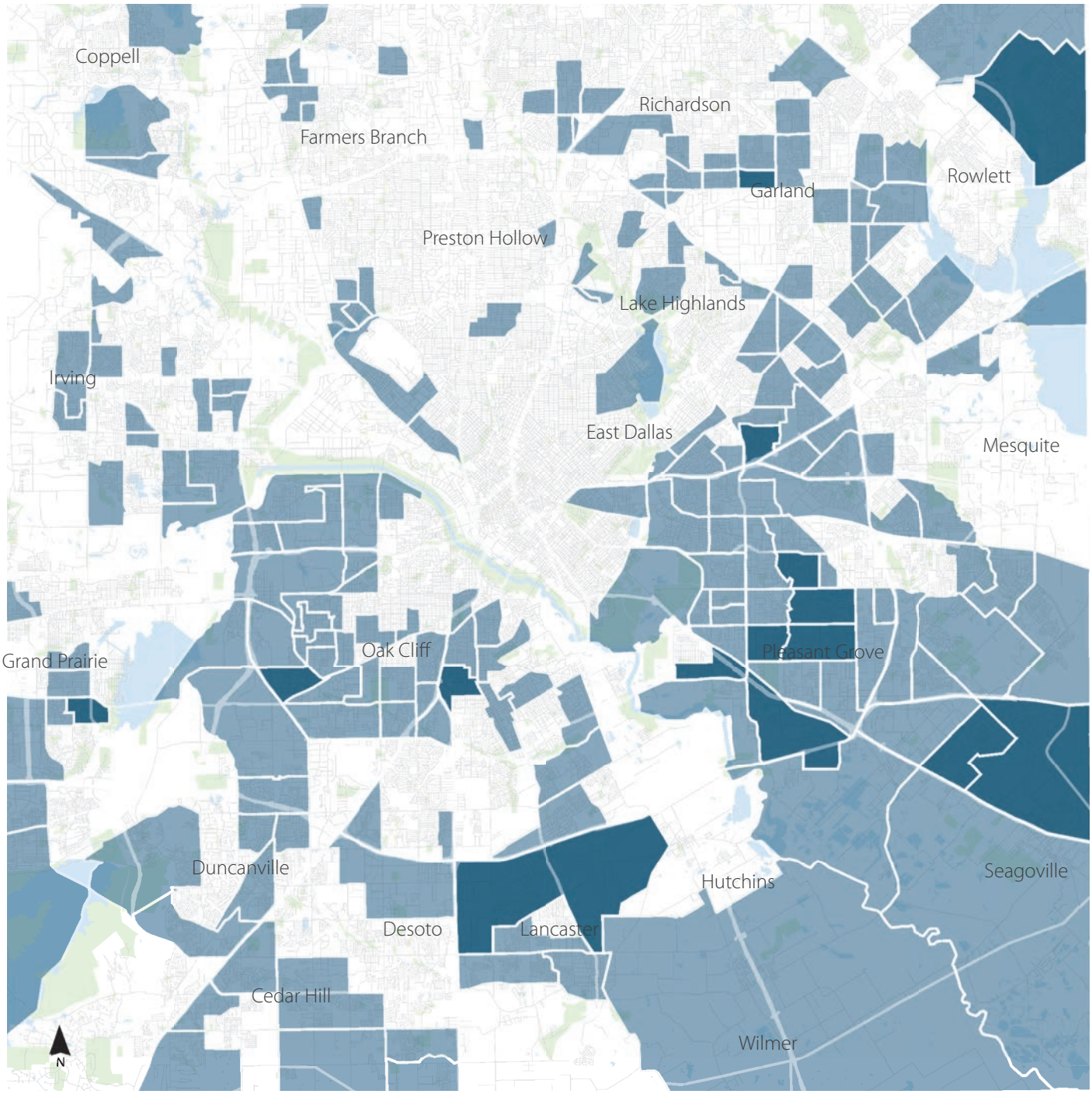
Finding areas where multiple types of data intersect allows afterschool providers and supporters to narrow their focus on developing new programs to specific parts of the county. Based on conversations with Dallas Afterschool staff, afterschool program providers, and other stakeholders in Dallas County, a multi-criteria model was developed that analyzes data within five areas. The five components, listed below, are described in detail in the following pages:

Component 1: Existing Afterschool Environment
Component 2: Current Neighborhood Conditions
Component 3: Local School Environment
Component 4: Accessibility + Proximity
Component 5: Change in Neighborhood Conditions

These five model components are comprised of data aggregated to every Census tract in Dallas County.[12] This method allows for a consistent analysis of the strategic expansion of afterschool programs by the After the Bell Alliance and Dallas Afterschool, with areas scored by their need for, and ability to support, afterschool programming.

The different datasets are analyzed independent of one another, and receive a score from 1-5, with conditions most suited for afterschool programs scoring a 5. Ultimately, all five components are combined and weighted to provide a score for each Census tract in the county, based on the expertise and strategies of Dallas Afterschool staff.[13] The existing afterschool environment is the primary driver of suitability in the model, contributing 32% to the final score. Current Neighborhood conditions contributes 24%, the Local School Environment contributes 15%, Accessibility and Proximity contributes 21%, and Change in Neighborhood Conditions contibutes 8%.[14]

component 1 | existing afterschool environment



MAP 3: Assessment of the existing afterschool environment with tracts prioritized where few programs are located, child populations are concentrated (both numerically and as a percentage of population), and existing affordable or low-cost seats are less common.

Lower Need for AS Programs

Moderate Need

High Need

existing afterschool environment - results

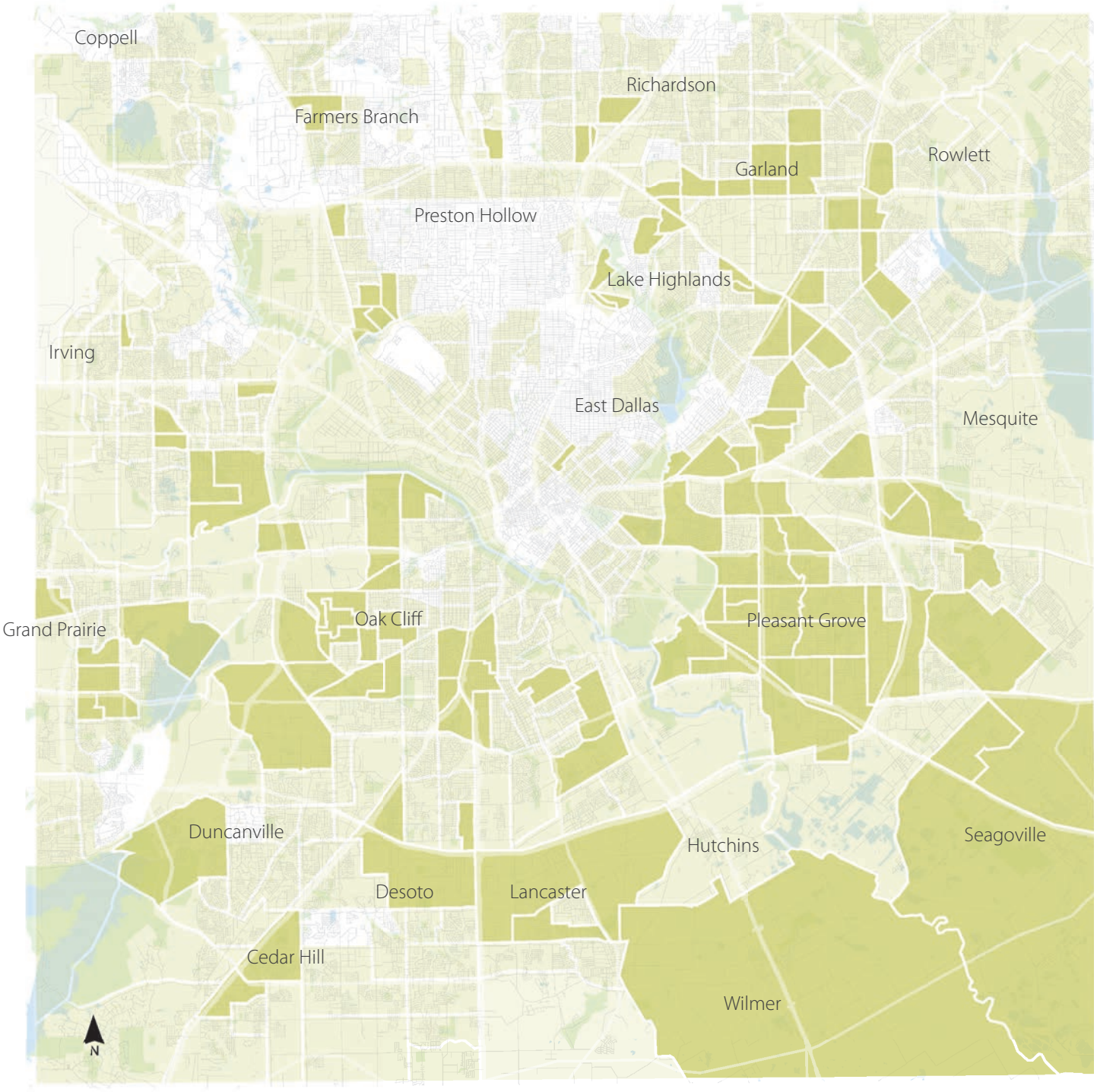
An analysis of Existing Afterschool Environment reveals a geographic disparity in access to affordable afterschool programs in Dallas County. Programs and affordable seats are found most often in southern Dallas County, but are often concentrated in particular areas. Our analysis identified several tracts in southern Dallas and in suburban communities (DeSoto, Garland, Grand Prairie, Sachse, Seagoville) where affordable afterschool seats are needed. In addition to these dark blue areas (Map 3), tracts across southwest Dallas, Pleasant Grove, Farmers Branch, Irving, Garland, and Richardson were all identified as Moderate Need in this analysis (suggesting a lack of existing programs and seats or less prevalent child populations than High Need tracts).

data inputs

Several data layers were used to assess the existing afterschool environment in Dallas County, including:

- Population Age 5 and Under (2015, # and %) [15]
- Population Age 5 to 9 (2015, # and %) [16]
- Population Age 10 to 14 (2015, # and %) [17]
- Density of Programs (Voucher, # Per Square Mile) [18]
- Density of Programs (Locator, # Per Square Mile) [19]
- Density of Programs (Tx. Dept. Agriculture, # Per Square Mile) [20]
- Affordable / Low Cost Afterschool seats (#) [21]

component 2 | current neighborhood conditions



MAP 4: Assessment of existing demographic and socioeconomic conditions in each Dallas County Census tract. Locations are prioritized where demographic and socioeconomic conditions indicate potential need/demand for afterschool programming.

current neighborhood condition - results

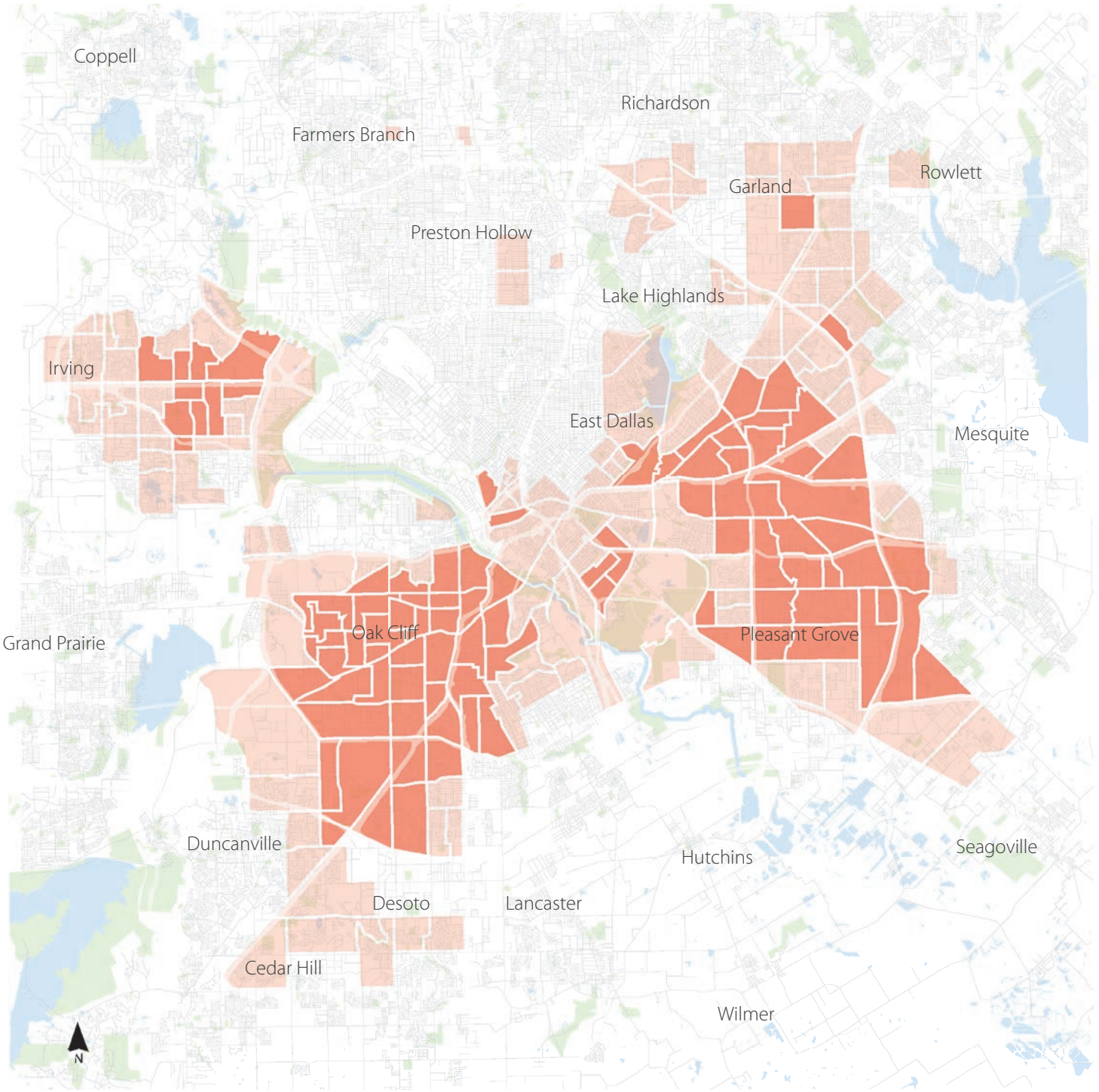
All told, the Current Neighborhood Condition model component identified areas as Moderate and High Priority (receiving a score of 4 or 5 in the analysis) across much of Dallas County - speaking to the varied mixture of population density, family and household composition, poverty status, and economic challenges found across the study area. Areas that scored a 5 (High Priority areas in Dark Green) have higher concentrations of family households (73% vs 66% for all tracts in Dallas County), lower family incomes (~$35,000 vs ~$65,300), higher rates of unemployment (10.9% vs 7.7%), and a larger percentage of single mother households below the federal poverty limit (58% vs 38%).

data inputs

Several data layers were used to assess the current neighborhood conditions in Dallas County, including:

- Total Population (2015, #) [22]
- Family Households (2015, # and %) [23]
- Single Mother Households (2015, %) [24]
- Multi-Unit Buildings (2015, %) [25]
- Median Family Income (2015, $) [26]
- Single Mother Median Income (2014, $) [27]
- Unemployment (2015, %) [28]
- Average Family Size (2015, #) [29]
- Housing + Transportation Burden (2015, % of income for a family at 80% AMI) [30]
- Housing + Transportation Burden (2015, % of income for a family at 100% AMI) [31]
- Jobs Access Index (%) [32]
- Population Density (2015, Per Square Mile) [33]
- Families with Children Under 18 (2015, #) [34]
- Families with Children Under 18 Below Poverty (2015, # and %) [35]
- Married Couple Families with Children Under 18 (2015, #) [36]
- Married Couple Families with Children Under 18 Below Poverty (2015, # and %) [37]
- Single Mother Families with Children Under 18 (2015, #) [38]
- Single Mother Families with Children Under 18 Below Poverty (2015, # and %) [39]
- Food Insecure Population (2013, %) [40]

component 3 | local school environment



MAP 5: Assessment of where local school performance can be supported by additional afterschool programs based on recent public and charter school performance metrics. Preferred areas have a higher concentration of existing students at all grade levels, high concentrations of students that are economically disadvantaged, and close proximity to lower performing schools.

local school environment - results

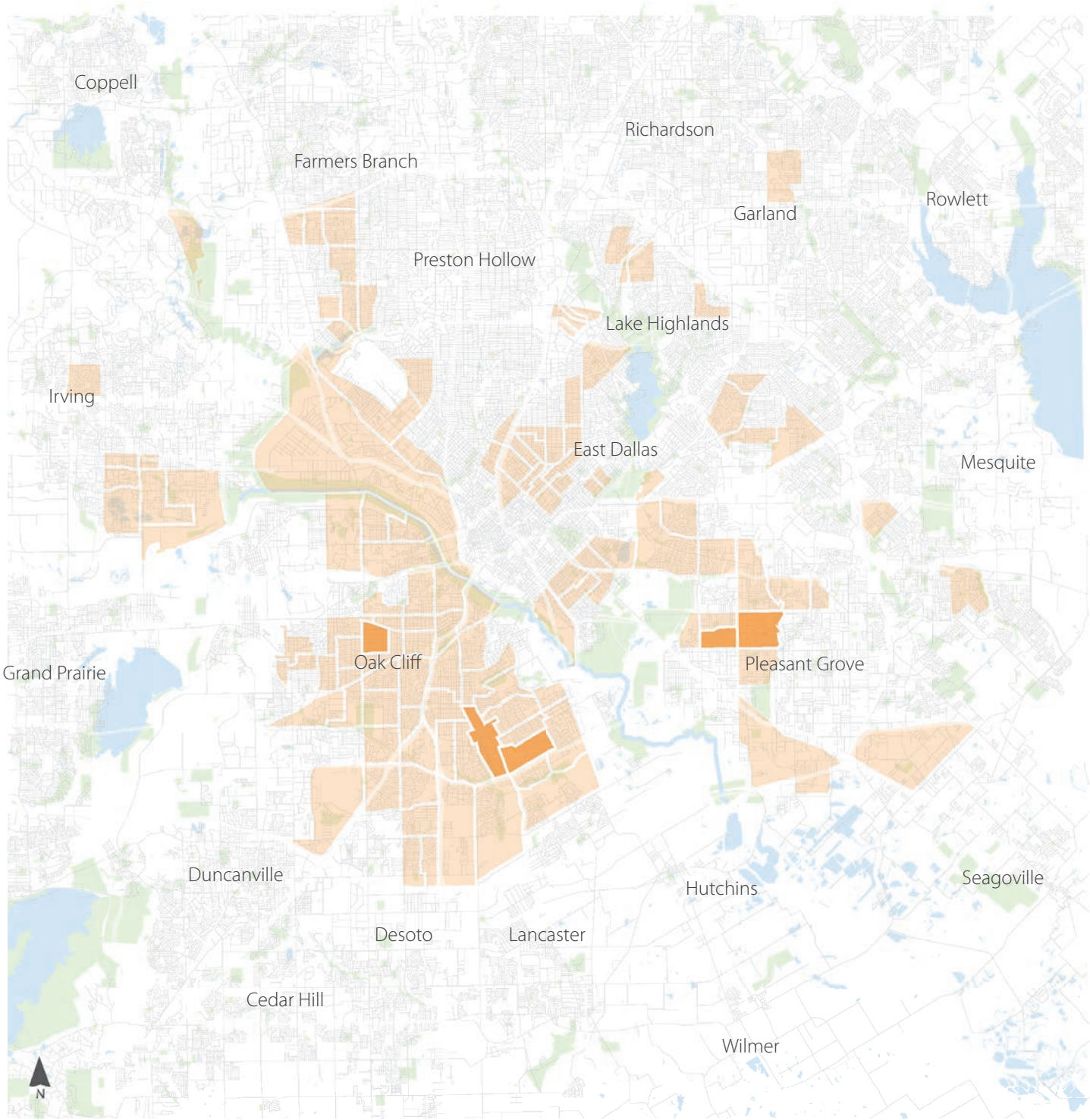
Afterschool programs enrich and support a student's entire education and may provide additional benefits in areas where schools have poorer performance or students face barriers in their households unrelated to education. Much of Oak Cliff, Pleasant Grove, and central Irving receive the highest scores in this model component, suggesting that afterschool programs in these areas can provide needed educational support to students. These areas are also further from better performing schools (receiving an A or B letter grade from Children At Risk's annual school rankings), maing it less feasible for familes to transfer to a better performing school.

data inputs

Several data layers were used to assess the school climate and quality in Dallas County, including:

- Density of Elementary School Students per Square Mile [41]
- Density of Economically Disadvantaged Elementary School Students per Square Mile [42]
- Density of Middle School Students per Square Mile [43]
- Density of Economically Disadvantaged Middle School Students per Square Mile [44]
- Density of High School Students per Square Mile [45]
- Density of Economically Disadvantaged High School Students per Square Mile [46]
- Proximity to Nearest A+, A, or A- Elementary School Campuses [47]
- Proximity to Nearest B+, B, or B- Elementary School Campuses [48]
- Proximity to Nearest A+, A, or A- Middle School Campuses [49]
- Proximity to Nearest B+, B, or B- Middle School Campuses [50]

component 4 | accessibility + proximity



MAP 6: Assessment of Census tract level access and proximity to sites relevant to afterschool programs - parks, recreation centers, libraries, and schools. The focus of this component is on accessibility for students on foot, so measures of safety and access to public transportation are also included. Areas prioritized in this component are currently less accessible on foot, have safer roadways, and greater access to existing public transportation options.

Less Walkable, More Access

Mod. Walkable, Less Access

More Walkable, Less Access

accessibility + proximity - results

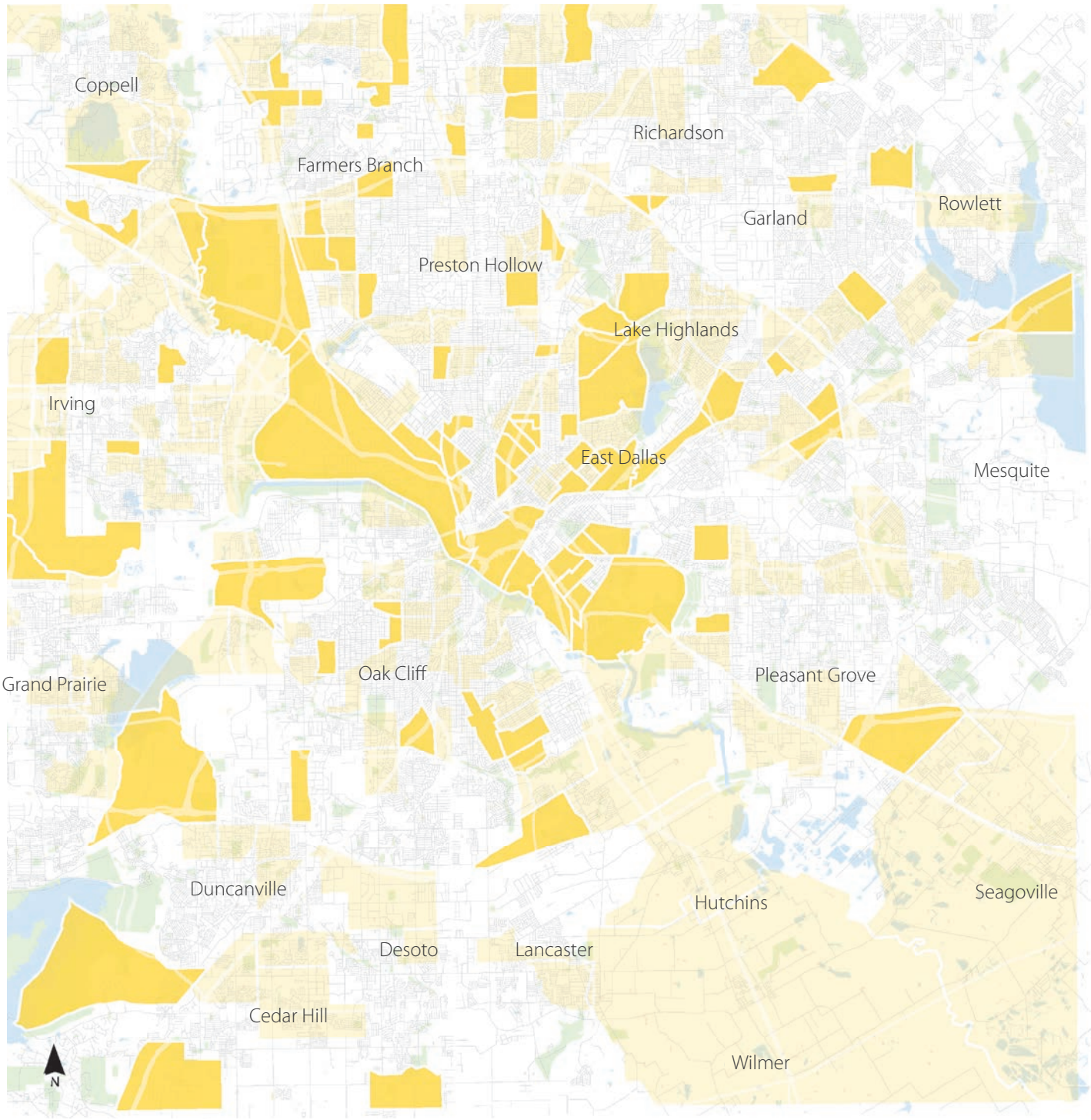
The Accessibility + Proximity component helps identify areas where students may have a harder time physically reaching an afterschool program. This component particularly prioritizes areas that are less accessible to existing programs and resources in order to identify tracts where new programs may be needed. Fortunately, the model identified only a few areas where accessibility constraints are limited, as only five Census tracts were identified as High Priority in this analysis. Given the lack of public transportation options in many parts of Dallas County, Moderate Priority areas are mostly found in areas served by DART. In both Moderate and High Priority Areas identified here, the ability for programs to expand access to students who may be unable to access programs further from home is key.

data inputs

Several data layers were used to assess program accessibility and proximity in Dallas County, including:

- Tract area within 5, 10, and 15-minute walk of: [51]
  - Libraries (%) [52]
  - Recreation Centers (%) [53]
  - Elementary Schools (%) [54]
  - Middle Schools (%) [55]
  - High Schools (%) [56]
  - Afterschool Providers (%) [57]
- Density of DART Bus Stops [58]
- Mean Density of Automobile Collisions (2014 to 2017) [59]

change in neighborhood conditions



MAP 7: Assessment of Dallas County for areas where future conditions may negatively impact the sustainability of afterschool programming. Areas prioritized in this component have seen the largest increases in child population, less dramatic changes in housing prices, and changed in several key metrics at the same rate as the county.

Less Suitable Changes

Suitable Changes

Most Suitable Changes

change in neighborhood conditons - results

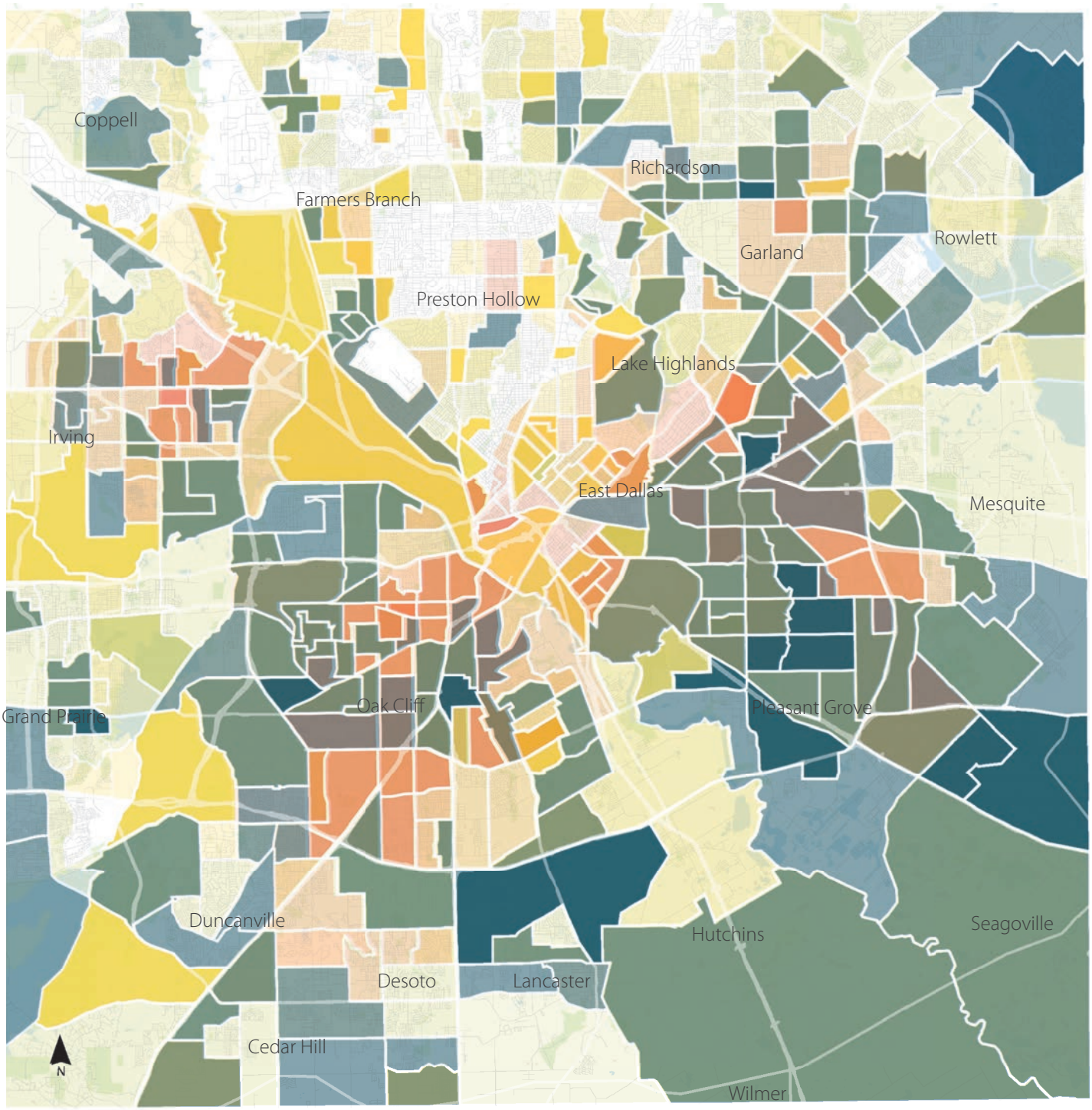
Areas with the most suitable changes identified when analyzing future neighborhood conditions experienced major increases in child population at all age groups. These tracts saw an average 39% growth in children aged 5 and under (compared to 12% average in all Dallas County tracts), 90% growth in children aged 5 to 9 (32% in Dallas County), and 76% growth in children aged 10 to 14 (20% in Dallas County). These tracts also saw less dramatic changes in metrics used to identify rapidly transitioning neighborhoods - where the rate of change in these Census tracts was slower than those in the County as a whole. Neighborhoods prioritized here will have sustained populations of potential students, those currently under age 5, in coming years and maintain similar neighborhood characteristics appropriate for affordable afterschool programming.

data inputs

Several data layers were used to assess program accessibility and proximity in Dallas County, including:

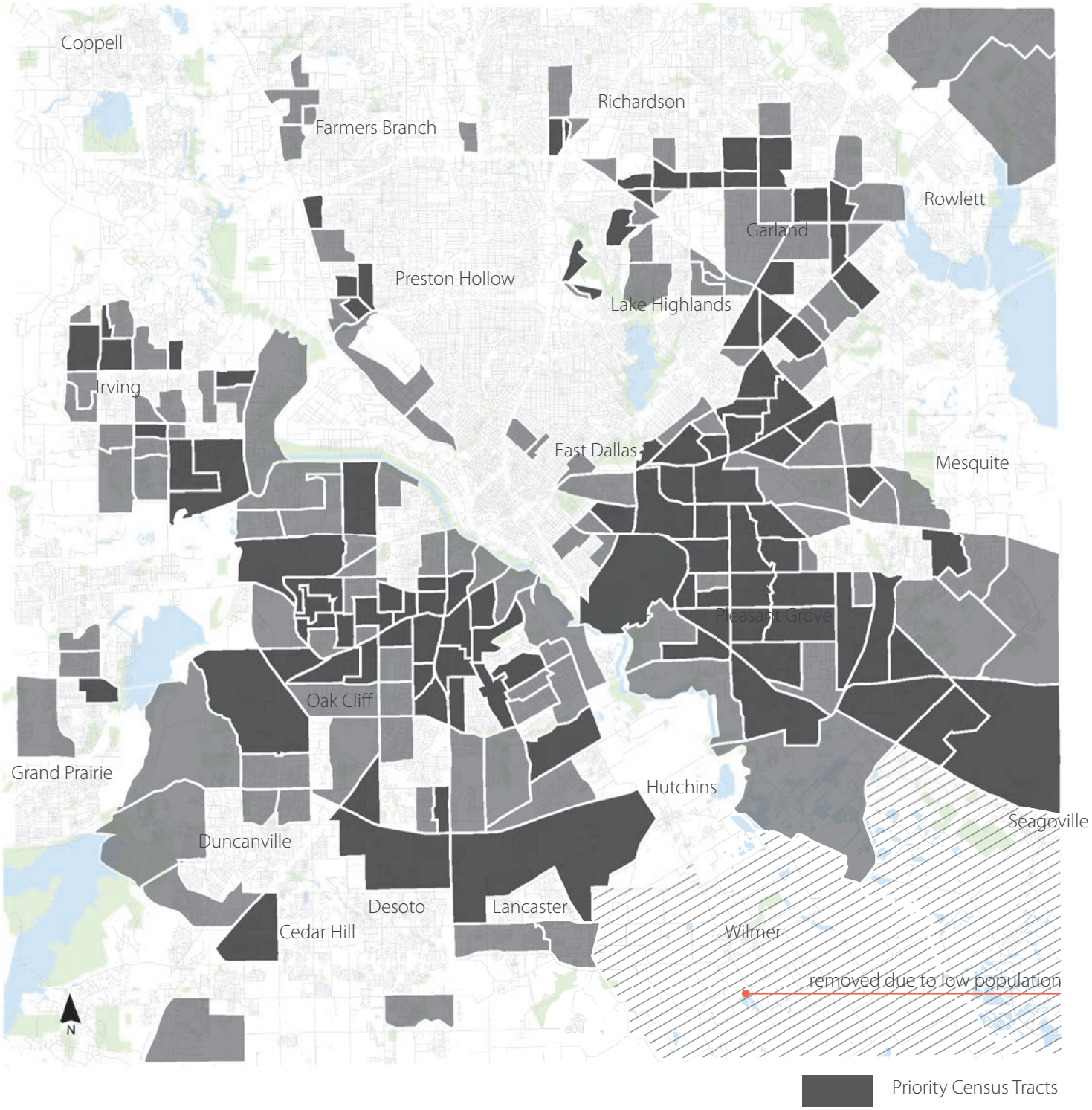
- Change between Total Population (2011 to 2015) [60]
- Change in Population Age 5 and Under (2011 to 2015) [61]
- Change in Population Age 5 to 9 (2011 to 2015) [62]
- Change in Population Age 10 to 14 (2011 to 2015) [63]
- Change in Median Family Income (2011 to 2015) [64]
- Neighborhood Transition Index (method from NALCAB) [65]
    - Change in Median Household Income (vs. City, 2011 to 2015) [66]
    - Change in Percent of Population with a Bachelor's Degree or Higher (vs. City, 2011 to 2015) [67]
    - Change in Median Housing Value (vs. City, 2011 to 2015) [68]
    - Change in Median Gross Rent (vs. City, 2011 to 2015) [69]
    - Change in Non-White Hispanic Population (vs. City, 2011 to 2015) [70]

combined components



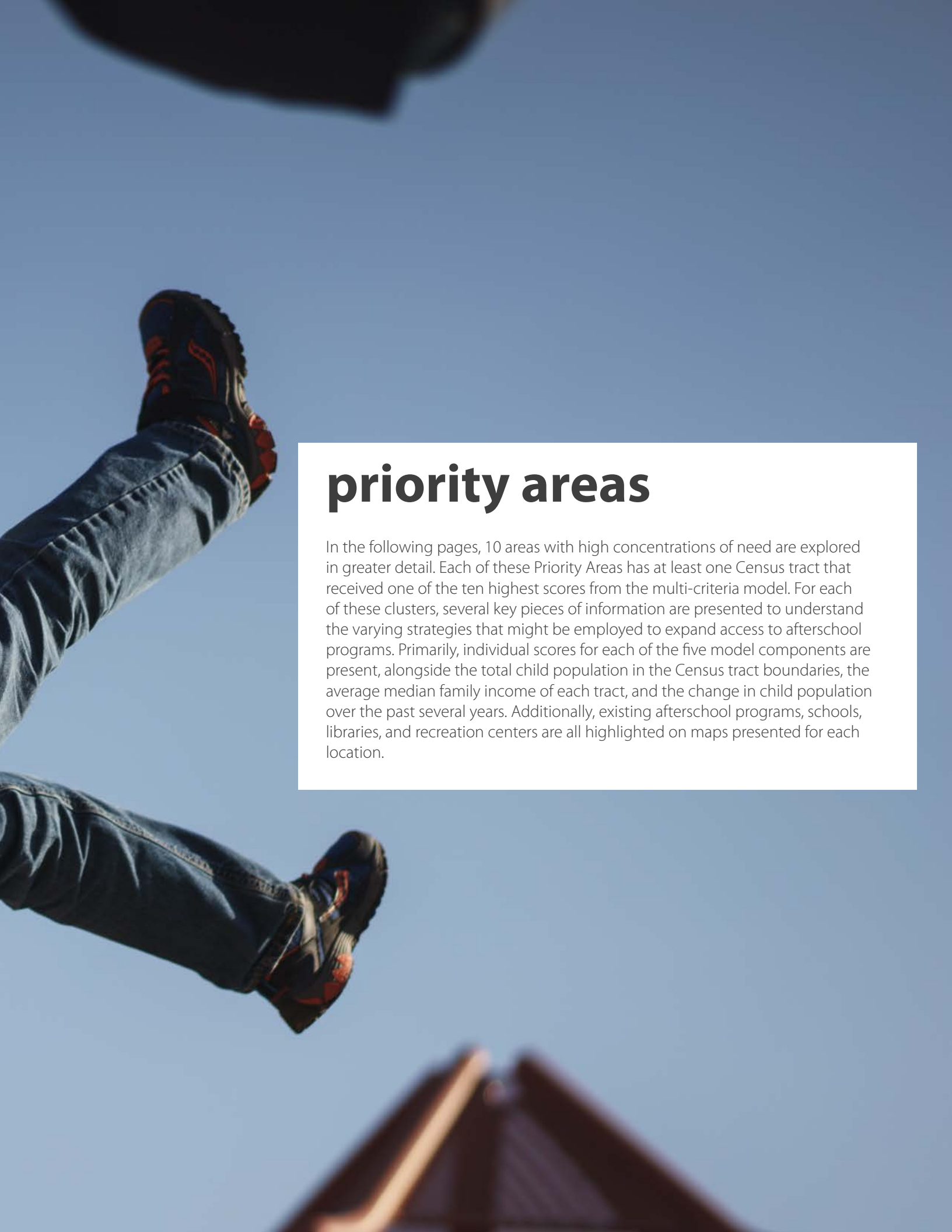
MAP 8: Each of the component maps discussed in the previous pages are used to identify the Census tracts with the most overlapping priority areas, as shown in the map above. Here, only the highest priority areas for each component (those receiving a 4 or 5) are shown stacked upon one another to visualize the varying geographies of need within each of the five model components.

priority areas



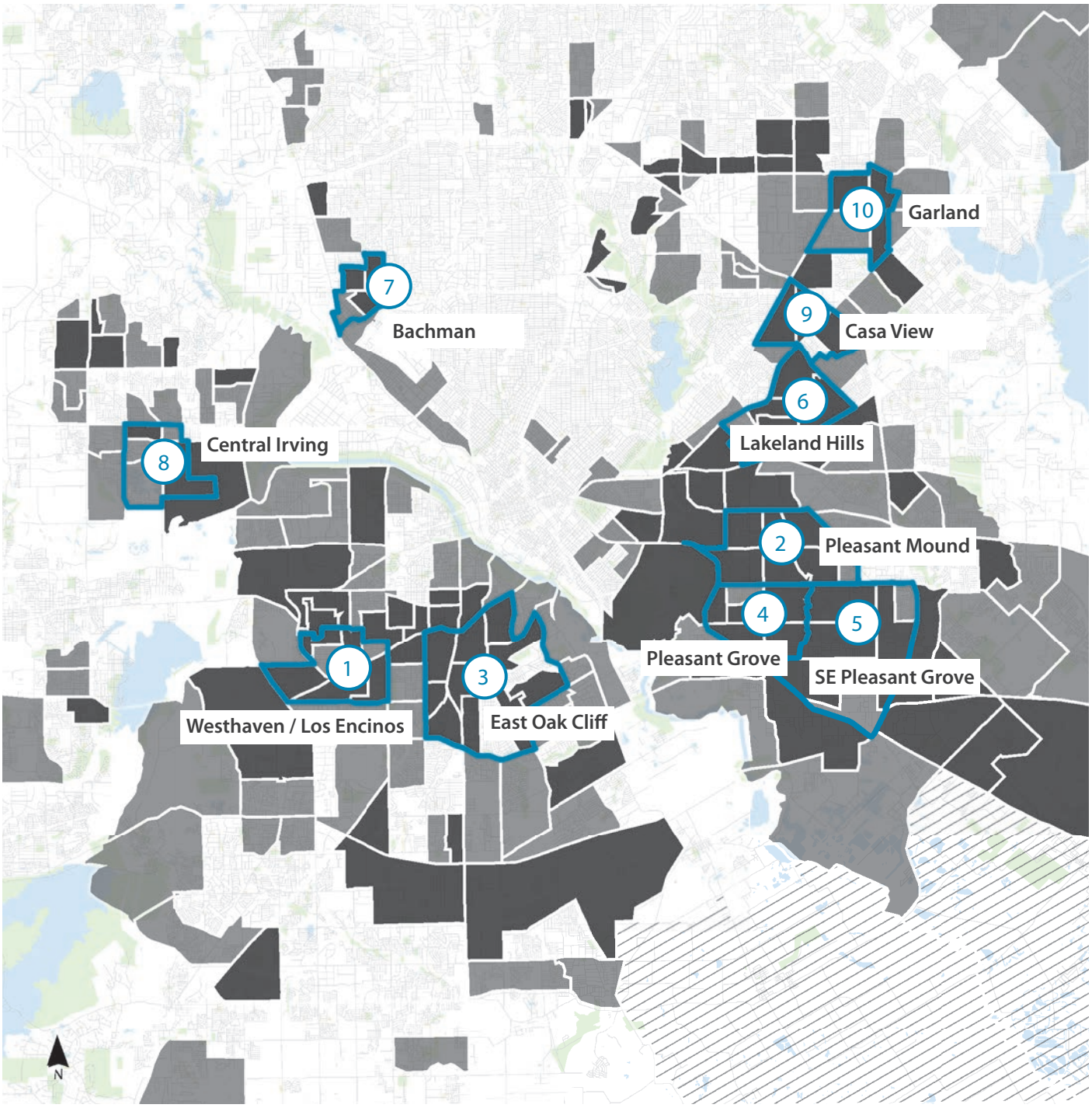
MAP 9: Once weighted and combined, Census tracts identified as High Priority represent many of the least affluent tracts in Dallas County. Tracts in suburban cities such as Irving, Garland, DeSoto, and Richardson are also identified as High Priority by the model. Overall, sites that received the highest scores from the model could greatly benefit from expanded access to affordable afterschool programming. High Priority tracts account for 30-33% of children in each of the three age groups tracked by the U.S. Census Bureau. Roughly 45% of families with children under 18 were below the federal poverty level in 2015, and the average median family income for these tracts is considerably less than the average for all tracts in the county ($37,100 vs. $65,400). For single mother households, which make up an average of 24% of the household populations in these tracts, an estimated 54% fall below the poverty level.


WARNING



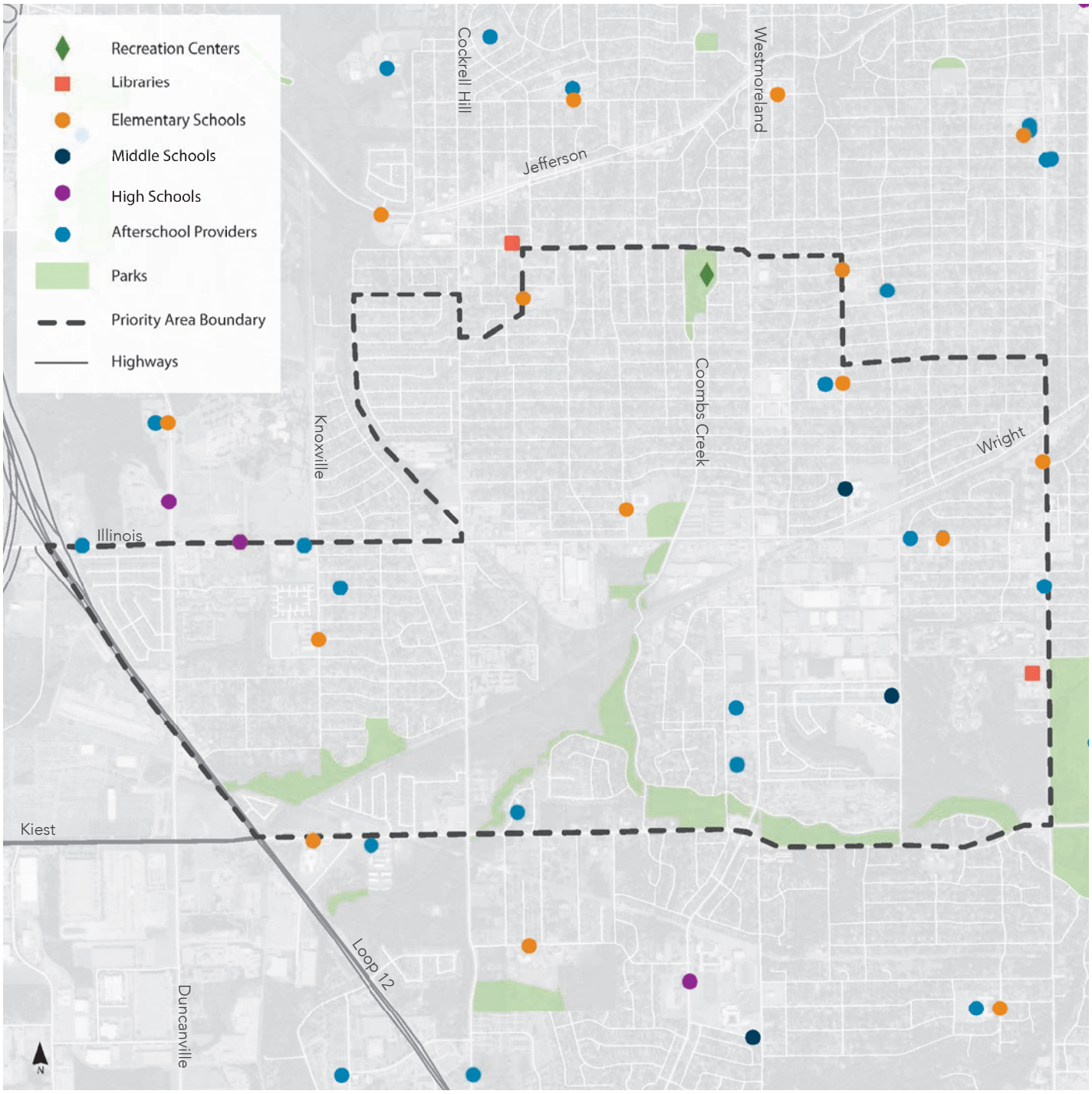
priority areas

In the following pages, 10 areas with high concentrations of need are explored in greater detail. Each of these Priority Areas has at least one Census tract that received one of the ten highest scores from the multi-criteria model. For each of these clusters, several key pieces of information are presented to understand the varying strategies that might be employed to expand access to afterschool programs. Primarily, individual scores for each of the five model components are present, alongside the total child population in the Census tract boundaries, the average median family income of each tract, and the change in child population over the past several years. Additionally, existing afterschool programs, schools, libraries, and recreation centers are all highlighted on maps presented for each location.



priority areas | a closer look

Map 10: The 10 areas discussed in this section are found across Dallas County, although all but two are primarily located in the City of Dallas. These high priority areas are found in Oak Cliff (1 and 3), Pleasant Grove (2, 4, and 5), East Dallas (6 and 9), near Bachman Lake (7), central Irving (8), and central Garland (10). Each area has a unique context in regards to the resources and conditions present, but lacks accessible and affordable afterschool seats to account for the thousands of children aged 14 or under living in each grouping of Census tracts. Based on the specific context of each Priority Area, Dallas Afterschool and program providers can focus on different avenues for expanding access to afterschool seats in these parts of Dallas County.



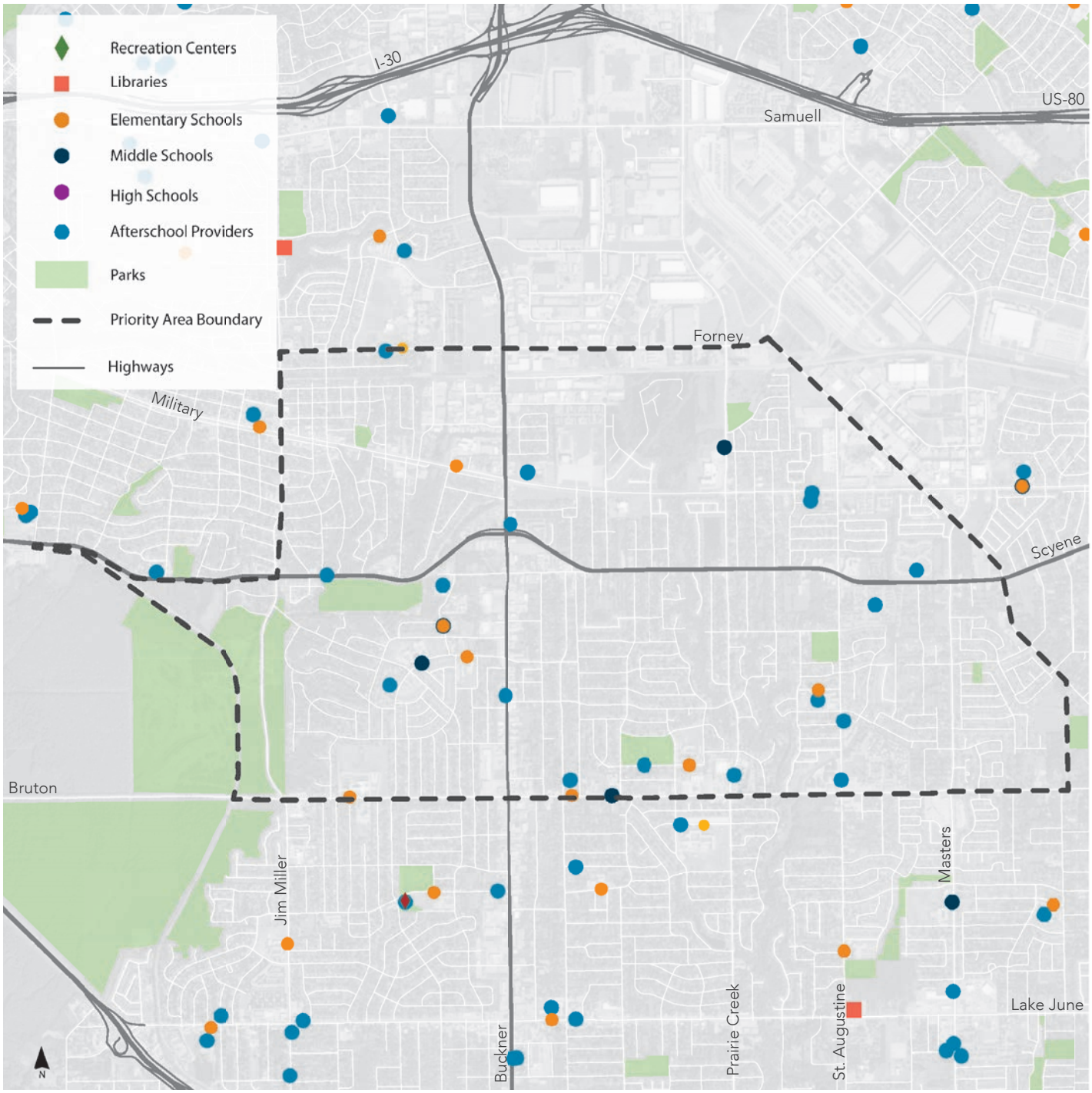
1 westhaven / los encinos

Weighted Analysis Ranking

Existing Afterschool Programs	4.3
Current Neighborhood Conditions	4.5
School Climate + Quality	3.5
Accessibility + Proximity	3.7
Future Neighborhood Conditions	3.5

Number of Features in Priority Area

Recreation Centers	1
Libraries	2
Elementary Schools	8
Middle Schools	2
High Schools	1
Est. Number of Seats	250
Population Aged 14 and Under	12,000



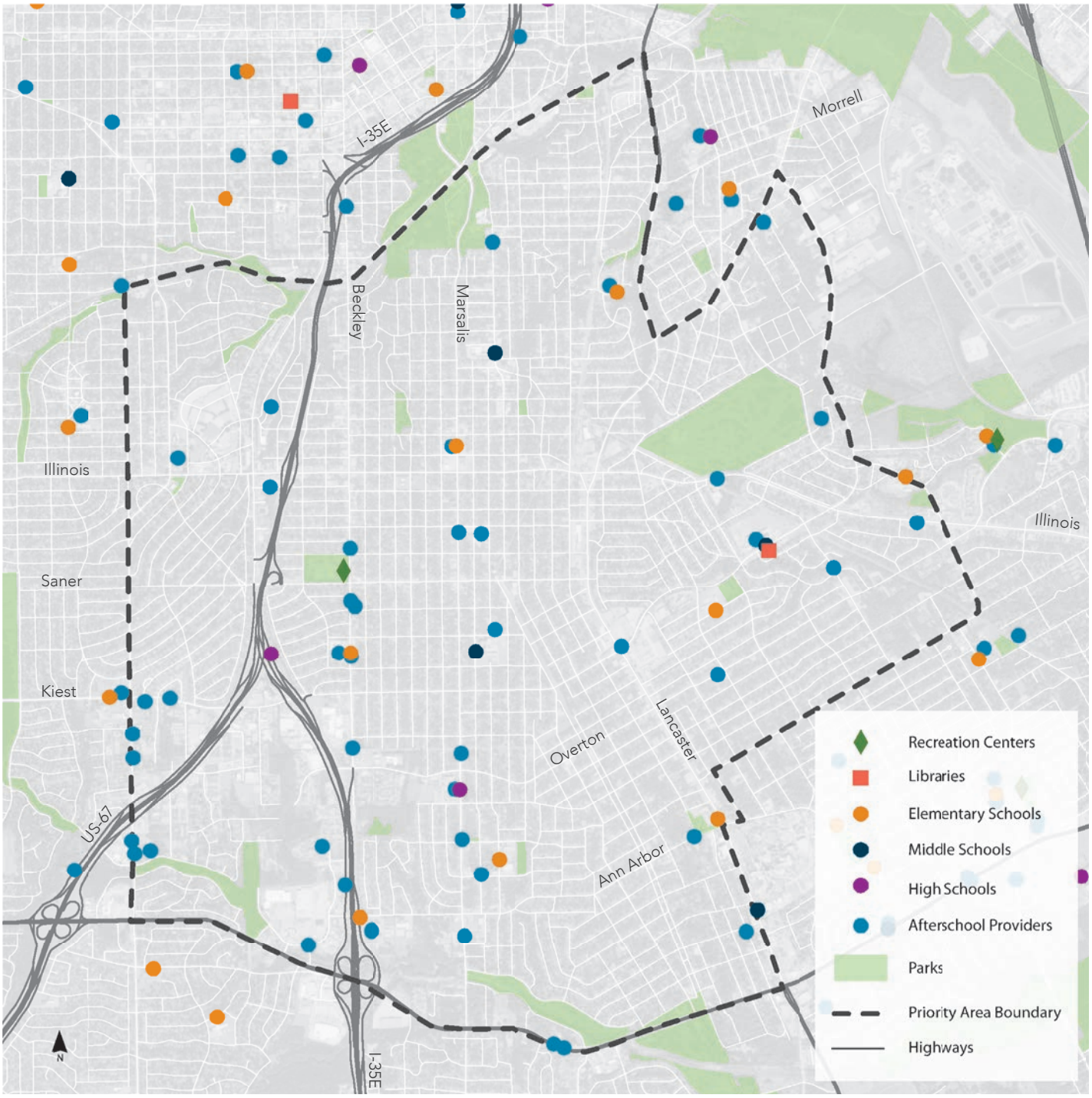
2 pleasant mound

Weighted Analysis Ranking

Existing Afterschool Programs	4.3
Current Neighborhood Conditions	4.6
School Climate + Quality	4.8
Accessibility + Proximity	3.6
Future Neighborhood Conditions	3.6

Number of Features in Priority Area

Recreation Centers	1
Libraries	0
Elementary Schools	8
Middle Schools	4
High Schools	0
Est. Number of Seats	850
Population Aged 14 and Under	11,400



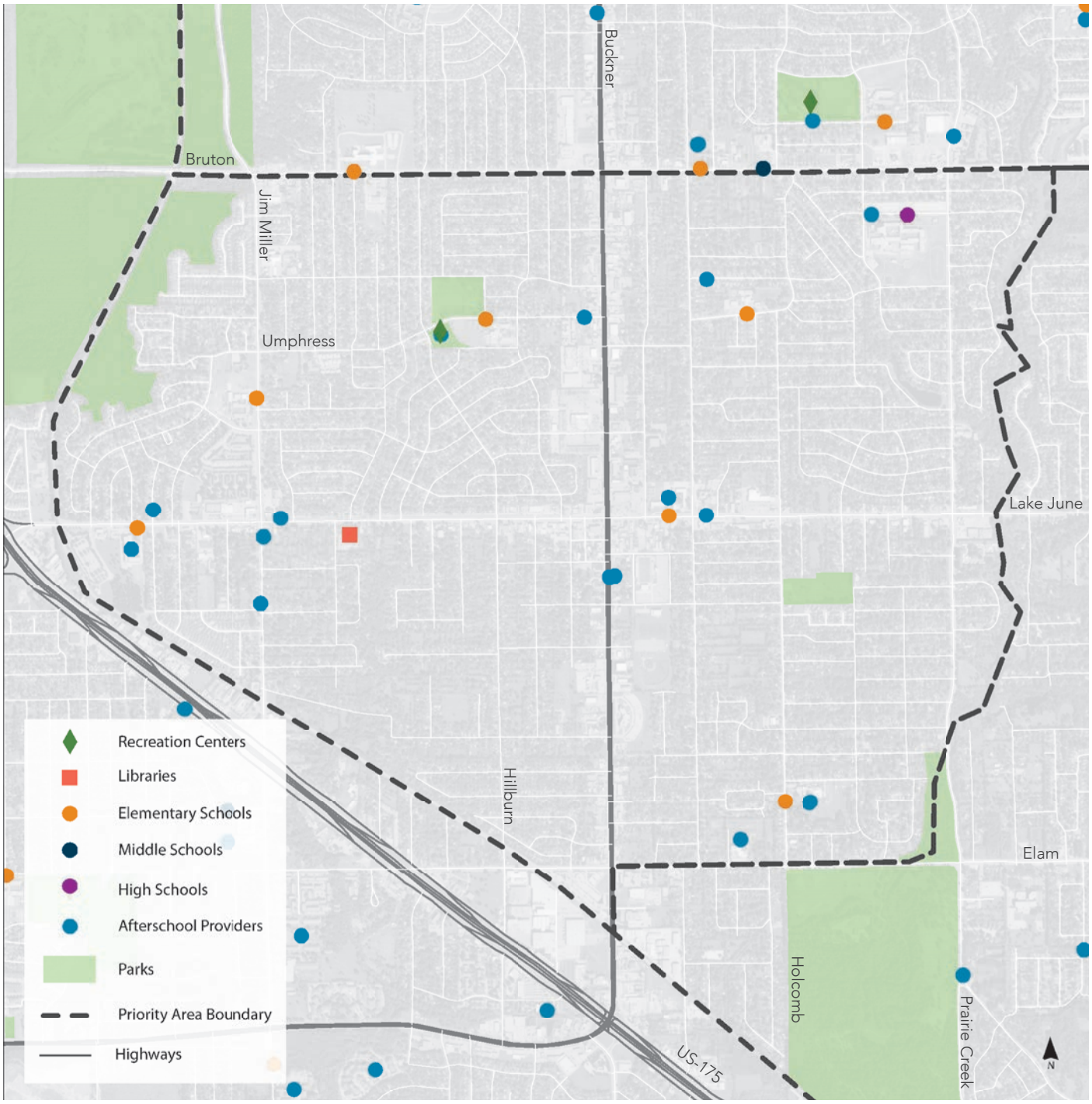
3 east oak cliff

Weighted Analysis Ranking

Existing Afterschool Programs	3.6
Current Neighborhood Conditions	4.2
School Climate + Quality	4.7
Accessibility + Proximity	4.1
Future Neighborhood Conditions	3.5

Number of Features in Priority Area

Recreation Centers	1
Libraries	1
Elementary Schools	7
Middle Schools	3
High Schools	2
Est. Number of Seats	1,000
Population Aged 14 and Under	16,100



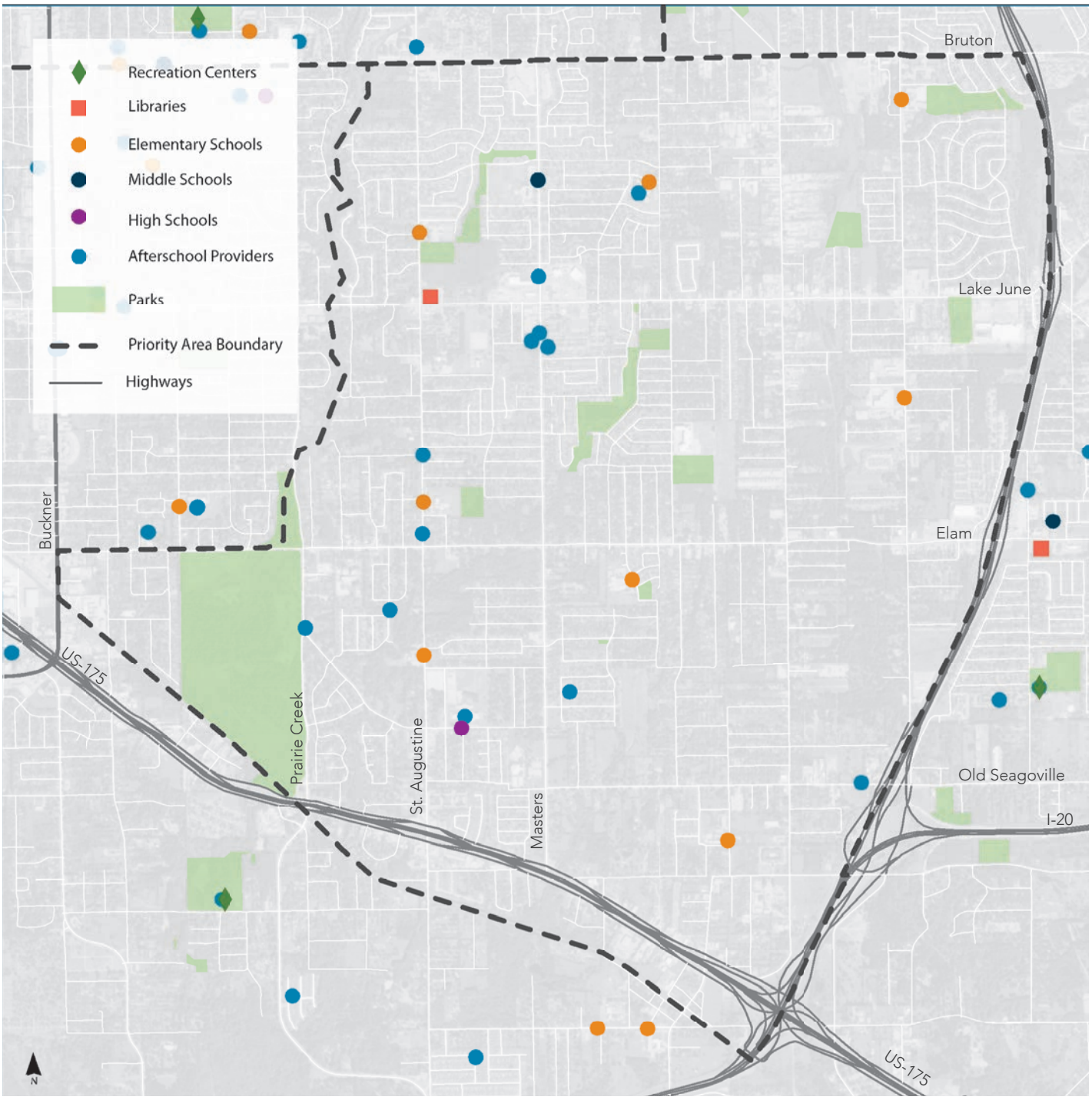
4 pleasant grove

Weighted Analysis Ranking

Existing Afterschool Programs	4.1
Current Neighborhood Conditions	4.1
School Climate + Quality	4.6
Accessibility + Proximity	4.1
Future Neighborhood Conditions	3.1

Number of Features in Priority Area

Recreation Centers	1
Libraries	1
Elementary Schools	8
Middle Schools	1
High Schools	1
Est. Number of Seats	380
Population Aged 14 and Under	8,591



5 south east pleasant grove

Weighted Analysis Ranking

Existing Afterschool Programs	4.3
Current Neighborhood Conditions	4.6
School Climate + Quality	4.6
Accessibility + Proximity	2.8
Future Neighborhood Conditions	2.8

Number of Features in Priority Area

Recreation Centers	0
Libraries	1
Elementary Schools	8
Middle Schools	1
High Schools	1
Est. Number of Seats	350
Population Aged 14 and Under	12,200

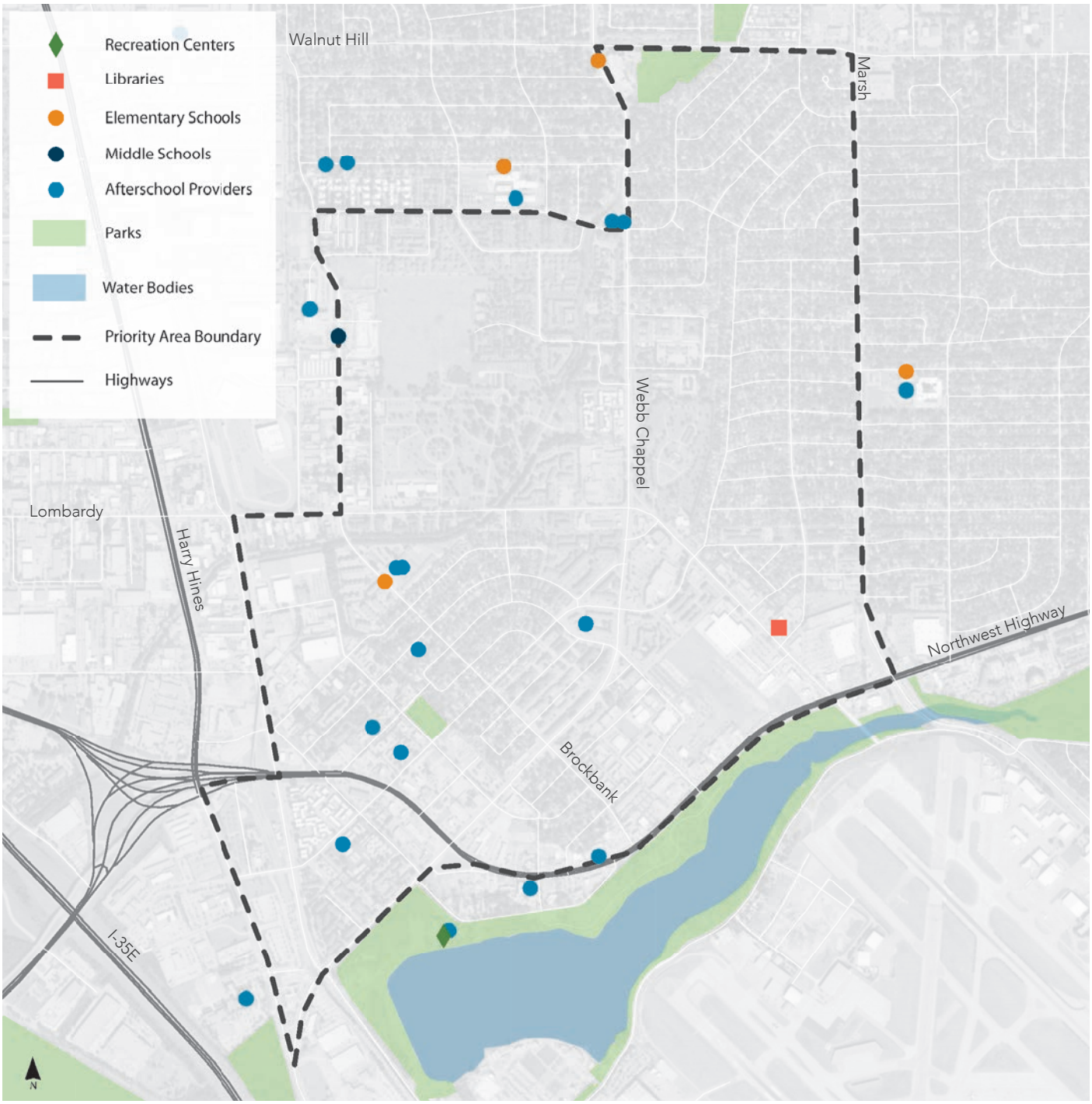
6 hillridge

Weighted Analysis Ranking

Existing Afterschool Programs	4.0
Current Neighborhood Conditions	4.5
School Climate + Quality	5.0
Accessibility + Proximity	3.3
Future Neighborhood Conditions	3.1

Number of Features in Priority Area

Recreation Centers	1
Libraries	2
Elementary Schools	8
Middle Schools	2
High Schools	1
Est. Number of Seats	250
Population Aged 14 and Under	9,000



7 bachman

Weighted Analysis Ranking

Existing Afterschool Programs	4.3
Current Neighborhood Conditions	4.5
School Climate + Quality	3.0
Accessibility + Proximity	3.8
Future Neighborhood Conditions	3.5

Number of Features in Priority Area

Recreation Centers	1
Libraries	2
Elementary Schools	8
Middle Schools	2
High Schools	1
Est. Number of Seats	150
Population Aged 14 and Under	8,500

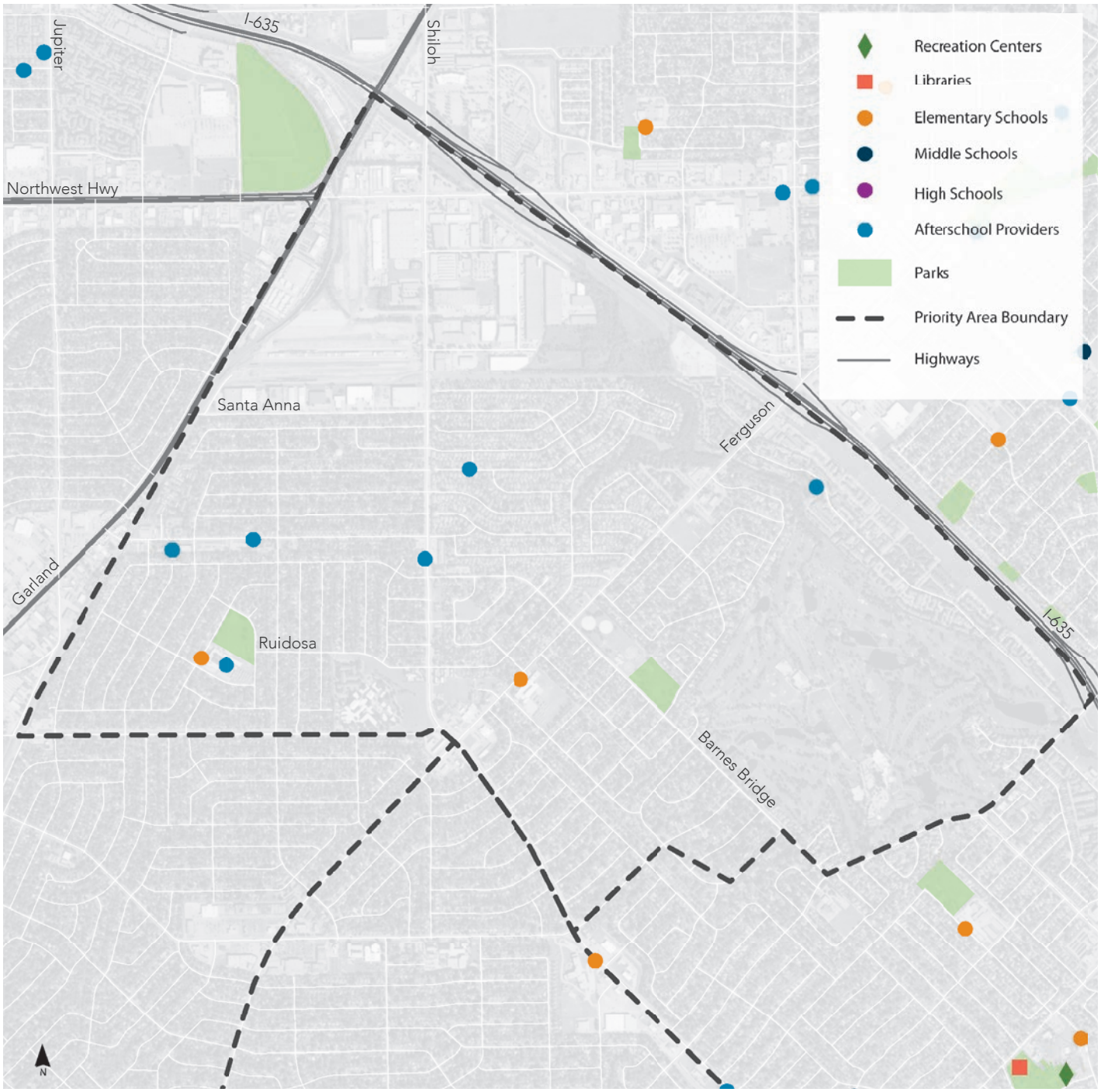
8 central irving

Weighted Analysis Ranking

Existing Afterschool Programs	3.6
Current Neighborhood Conditions	3.6
School Climate + Quality	4.2
Accessibility + Proximity	4.0
Future Neighborhood Conditions	3.6

Number of Features in Priority Area

Recreation Centers	1
Libraries	1
Elementary Schools	4
Middle Schools	0
High Schools	0
Est. Number of Seats	450
Population Aged 14 and Under	6,200



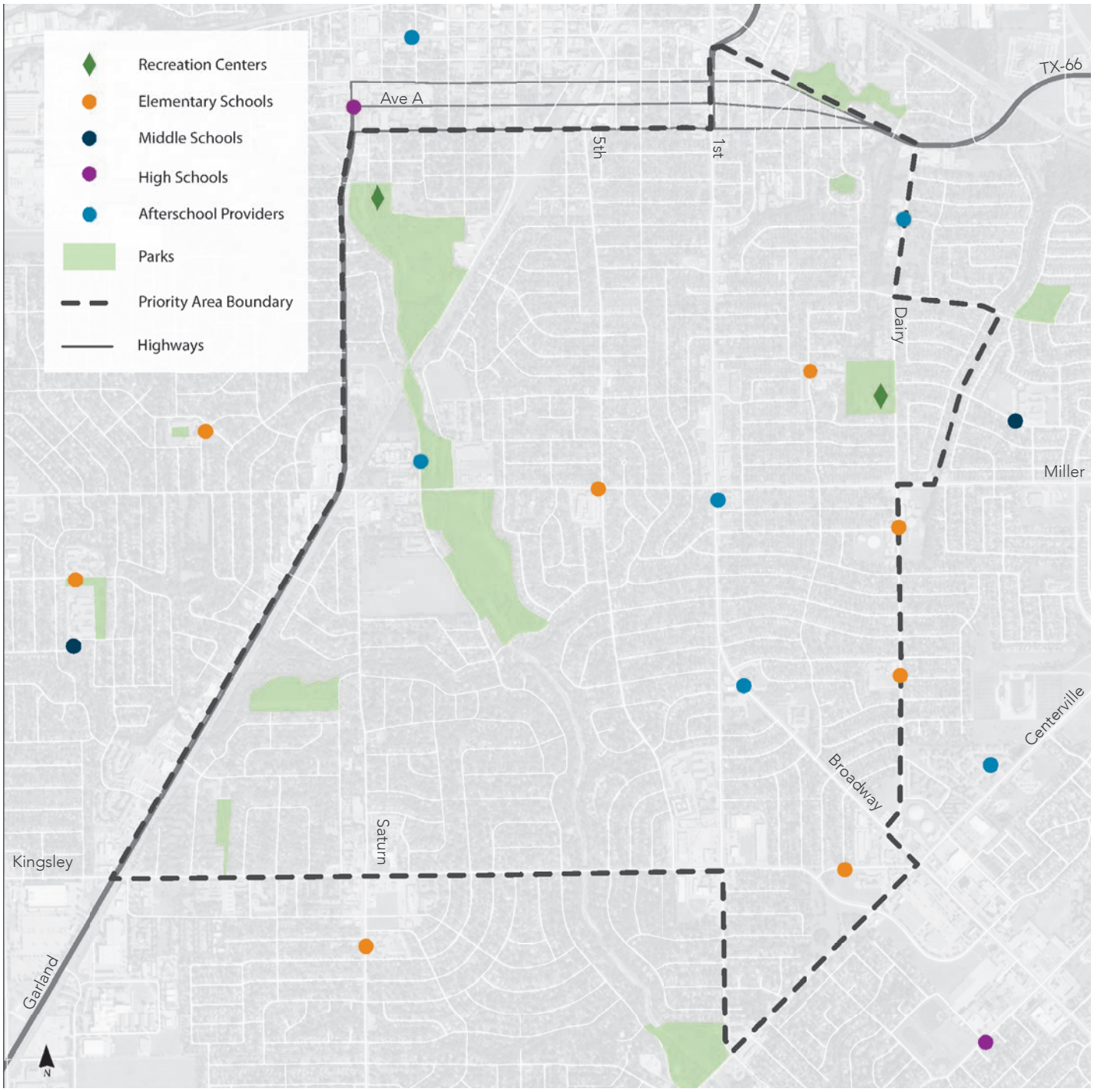
9 casa view

Weighted Analysis Ranking

Existing Afterschool Programs	4.3
Current Neighborhood Conditions	4.0
School Climate + Quality	4.0
Accessibility + Proximity	2.3
Future Neighborhood Conditions	4.0

Number of Features in Priority Area

Recreation Centers	0
Libraries	0
Elementary Schools	2
Middle Schools	0
High Schools	0
Est. Number of Seats	70
Population Aged 14 and Under	1,600



10 garland

Weighted Analysis Ranking

Existing Afterschool Programs	4.5
Current Neighborhood Conditions	4.3
School Climate + Quality	3.8
Accessibility + Proximity	3.0
Future Neighborhood Conditions	3.0

Number of Features in Priority Area

Recreation Centers	2
Libraries	0
Elementary Schools	5
Middle Schools	0
High Schools	0
Est. Number of Seats	30
Population Aged 14 and Under	6,400

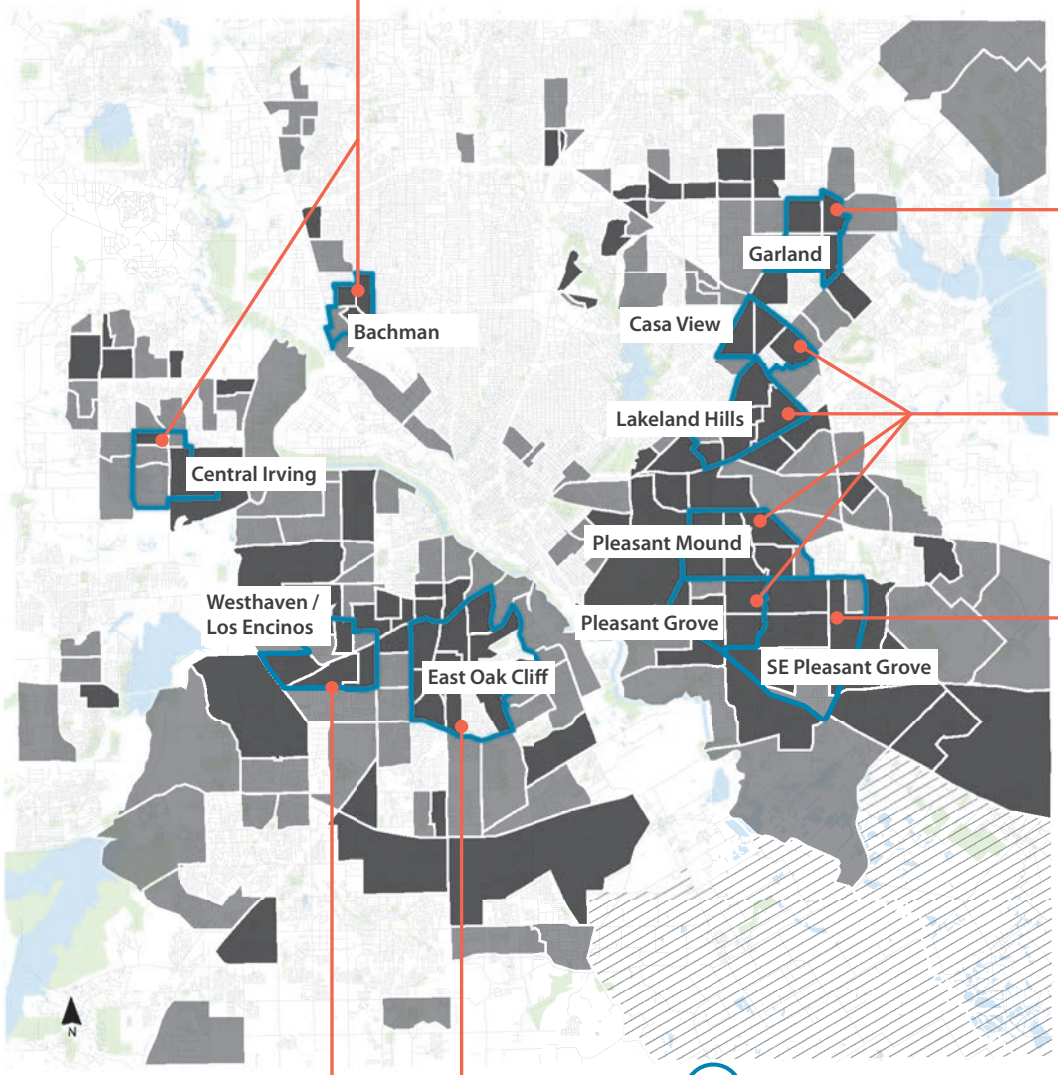
recommendations

The multi-criteria model employed in this analysis identified Census tracts in Dallas County with the most need for expanded access to afterschool programs, financially or physically. Each of the 10 Priority Areas identified in the previous section will require a unique approach to this problem: the local context of existing providers, school administration, and community support must be assessed in order to determine the best opportunities for establishing a new program or growing the capacity of an existing program, or some combination of the two.

New Programs
Priority Areas 5 and 7 (Southeast Pleasant Grove and Bachman, respectively) are key targets where new afterschool programs are needed in order to expand access to affordable seats. In Southeast Pleasant Grove, for example, several existing programs operate on Masters Dr. near the intersection with Lake June Rd., but programs are sparse in the eastern portion of this area. Similarly, in the Bachman neighborhood, programs are concentrated in the area near Saldivar Elementary and Overlake Park, but much of the tract is further removed from existing programs. In these two areas, new programs (or the relocation of existing programs) can help improve the physical access between student households and afterschool programs.

Increased Capacity
Most of the Priority Areas (Pleasant Mound (2), East Oak Cliff (3), Pleasant Grove (4), Hillridge (6), and Casa View (9)) have a large number of existing afterschool programs located at schools, recreation centers, and standalone sites. However, in each of these areas a very small percentage of children aged 14 and under are able to access the limited number of affordable and low-cost seats identified in the analysis. In these areas, programs should be approached and evaluated to understand where and how more students might be accommodated. Assessing these constraints will allow the After the Bell Alliance and other stakeholders to understand whether new programs are needed to increase seats in each area.

New Programs and Increased Capacity
In the Westhaven / Los Encinos (1) neighborhoods of Southwest Dallas and in Central Garland (10), it is very likely that new programs are needed and that capacity of existing organizations should be evaluated for potential growth. A variety of resources like recreation centers, libraries, and elementary schools exist in each area but do not currently house afterschool programs. As these areas are further explored, these community resources should be approached to understand what barriers must be overcome to establish new programs at these locations. Similarly, the existing program providers should be included in these conversations to mobilize their expertise and knowledge of these communities.



7 8
Priority area for new afterschool programs

10
Priority area for new afterschool programs and increased capacity

2 4 6 9
Increase access to existing programs through targeted program evaluation

5
Priority area for new programs

3
Increase access to existing programs through targeted program evaluation

1
Priority area for new afterschool programs and increased capacity

endnotes

1) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table B17001; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

2) Estimated number of programs identified by Dallas Afterschool and [bc] in Summer 2017, using data from the Afterschool Locator, Texas Department of Agriculture, and Child Care Group.

3) Afterschool Alliance and the MetLife Foundation. 2013. Afterschool and the Common Core Standards. Washington DC.

4) Afterschool Alliance. 2015. Kids on the move: Afterschool Programs Promoting Healthy Eating and Physical Activity. Washington DC.

5) Afterschool Alliance. 2004. *Issue Brief: Afterschool Programs Level the Playing Field for All Youth*. Washington DC.

6) Boston After School & Beyond is an advocate for the power of out-of-school time (OST) in youth development. They are rooted in the principles of learning what works, securing resources to test what works, and organizing and supporting the public and private stakeholders who can act on what works. (http://www.bostonbeyond.org/).

7) Prime Time Palm Beach County, Inc. is a non-profit, intermediary organization dedicated to quality school-age afterschool programs. Prime Time offers networking opportunities, training, technical assistance and professional development for the afterschool professional. It also provides a broad and diverse range of program enhancements, a set of quality standards and a system for reaching quality standards through assessment, program improvement plans and resource referrals for youth providers in the county. (http://www.primetimepbc.org/).

8) Sparc is a network of Fort Worth's many different after-school and summer programs. They collaborate with the City of Fort Worth, all 14 school districts within Fort Worth and various community organizations. They strive to improve all youth programs by encouraging and providing, advocacy, resources, and collaboration. (https://www.fortworthsparc.org).

9) The Harris County Department of Education formed the Center for Afterschool, Summer and Enrichment (CASE) for Kids, formerly the Cooperative for After-School Enrichment in 1999, to mobilize the community to work together to ensure that every child in Harris County has access to an after-school program. CASE for Kids has been endorsed by all 25 Houston/Harris County School Superintendents. After-school programs keep kids safe, help working families, and improve academic achievement. (https://beyondthebellsa.org/about-excel-beyond-the-bell/).

10) Excel Beyond the Bell San Antonio is a nonprofit initiative and operates under the legal umbrella of the San Antonio Area Foundation. They are guided and governed by San Antonio's non-profit youth development community, with support from corporate, philanthropic, and school district partners. Their network works through the Collective Impact model, which is based on a common agenda, shared measurements, continuous communication, mutually reinforcing activities, and a backbone agency. (https://beyondthebellsa.org/about-excel-beyond-the-bell/).

11) Based on conversations with afterschool providers and other stakeholders in late-Summer 2017.

12) Census tracts are the smallest geographic unit used by the U.S. Census Bureau in providing reliable demographic and economic statistics annually through the American Community Survey. While data for Blocks or Block Groups may exist for some metrics, many are limited to the Census tract.

13) Dallas Afterschool staff assessed the importance of each of the five model components to determine which were of higher or lower priority in their decision-making process.

14) A pairwise weighting process was utilized, following the analytical hierarchy process identified in Saatay, 1980 (Saatay, T. L. 1980. *The Analytic Hierarchy Process*. New York: McGraw Hill.)

15) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table B17001; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

16) Ibid.

17) Ibid.

18) Data provided by the Child Care Group in August 2017.

19) Data provided by the Texas Department of Agriculture in August 2017 from August 2011 through July 2017. A methodology developed by Dallas Afterschool, with support from [bc], was used to isolate sites that received meals that would indicate an on-site afterschool program. In this data, unique programs are not identified in all cases. For some school districts or campuses, the Contracting Entity must be the school district even if the food is distributed through a third-party afterschool provider.

20) Data provided by Dallas Afterschool from their Afterschool Locator database.

21) Estimates of the number of affordable or low-cost afterschool seats in each Census tract are derived from three specific datasets: 1) Dallas Afterschool's Afterschool Locator (Locator); 2) the Texas Department of Agriculture's record of meals provided through the Child and Adult Care Food Program (CACFP), and 3) the number of vouchers at programs in Dallas County shared with Dallas Afterschool and [bc] by the Child Care Group. The method for arriving at the Census tract estimate is found in Appendix B.

22) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table B01003; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

23) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table S1101; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

24) Ibid.

25) Ibid.

26) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table S1903; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

27) Ibid.

28) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table S2301; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

29) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table S1101; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

30) Center for Neighborhood Technology. 2015. *Housing + Transportation Index*. Downloaded by [bc] in July 2017.

31) Ibid.

32) Ibid.

33) Calculated by [bc] using data from the U.S. Census Bureau's American Community Survey and TIGERLINES program.

34) U.S. Census Bureau; American Community Survey, 2015 American Community Survey 5-Year Estimates, Table S1702; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

35) Ibid.

36) Ibid.

37) Ibid.

38) Ibid.

39) Ibid.

40) Calculated by [bc] using Feeding America's 2012 "*Map the Meal Gap*" report and 2013 data from the U.S. Census Bureau's American Community Survey 5-year estimates for Census tracts in Dallas County.

41) Calculated by [bc] using data from Children At Risk's 2015 School Rankings dataset. Downloaded by [bc] in Fall 2016 from: http://childrenatrisk.org/2016-children-at-risk-annual-school-rankings-top-schools-in-north-texas/.

42) Ibid.

43) Ibid.

44) Ibid.

45) Ibid.

46) Ibid.

47) Ibid.

48) Ibid.

49) Ibid.

50) Ibid.

51)Walkable areas were identified through the Network Analyst extension in ArcGIS, using a network system built with \roads identified by the Texas Department of Transportation as of 2016. To account for the slower pace of children, a walking speed of 2.5 miles per hour was used to identify areas accessible on foot at each interval (5, 10, and 15 minutes).

52) Data for library locations in Dallas County was acquired from the North Central Texas Council of Government's Regional Data Center, last updated in 2015.

53) Data for recreation center locations in Dallas County was compiled by [bc] using information from local government website and from GIS data provided by the City of Dallas.

54) Locations identified using addresses provided by Children At Risk's 2015 School Rankings dataset.

55) Ibid.

56) Ibid.

57) Locations identified from the Afterschool Locator, Texas Department of Agriculture, and Child Care Group.

58) Calculated for each Census tract in Dallas County using DART bus and light rail stop locations identified in DART's Google Transit Feed Specification file.

59) Average density of collisions reported through the Texas Department of Transportations C.R.A.S.H. database for each year from 2014 through June 2017. Calculated by [bc] in October 2017.

60) U.S. Census Bureau; American Community Survey, 2011, 2012, 2013, 2014, and 2015 American Community Survey 5-Year Estimates, Table B01003; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

61)U.S. Census Bureau; American Community Survey, 2011, 2012, 2013, 2014, and 2015 American Community Survey 5-Year Estimates, Table S1101; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

62) Ibid.

63) Ibid.

64) U.S. Census Bureau; American Community Survey, 2011, 2012, 2013, 2014, and 2015 American Community Survey 5-Year Estimates, Table S1903; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

65) This analysis looks at the rate of change in five areas to understand Census tracts that indicate a change in neighborhood composition is underway. No causal factors are explored, but lower income and minority residents in these communities may experience challenges as a result of this change, leading to displacement or increased financial obligations. This approach was adapted from the National Association for Latino Community Asset Builders by [bc].

66) U.S. Census Bureau; American Community Survey, 2011, 2012, 2013, 2014, and 2015 American Community Survey 5-Year Estimates, Table S1903; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

67) U.S. Census Bureau; American Community Survey, 2011, 2012, 2013, 2014, and 2015 American Community Survey 5-Year Estimates, Table B15003; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.

68) U.S. Census Bureau; American Community Survey, 2011, 2012, 2013, 2014, and 2015 American Community Survey 5-Year Estimates, Table B25077; generated at the Census Tract level by bcWORKSHOP using American FactFinder; http://factfinder2.census.gov.


Spelling
1 like
2 ride
3 smile
4 time
5 while
6 bike
7 dime
8 hide
9 ice
10 kite
get
use