



Dallas City of Learning

Partnering to build an ecosystem closing the opportunity gap

Big Thought

February 10, 2020

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Presentation Overview

- Background/History
- Purpose
- Issues/ Community Impact (Key Learnings)
- Importance/Significance
- Future Opportunities for DCoL
- Proposed Action



Background/History

- Big Thought (BT) North Star
 - All youth in marginalized communities are equipped to imagine and create their best lives and world
- BT has 3 strands of work
 - Direct-to-youth Programs
 - Learning Systems
 - Big Thought Institute



Background/History

- Dallas City of Learning (DCoL) launched in summer 2014 to create city-wide system of summer learning and combat the summer learning “slide”
- Sustainability strategy for Wallace Foundation’s national summer learning initiative
- Championed by Superintendent of Dallas ISD and Mayor of Dallas in large, unique systemic collaboration. Participation from multiple City agencies.



Background/History

Dallas City of Learning is a public-private citywide partnership between the City of Dallas and Dallas ISD, managed by Big Thought, to ensure all students have access to high quality out of school time learning experiences that build social and emotional skills and increase academic achievement. Dallas City of Learning builds a powerful network of neighborhood, community, and city partners to connect students to valuable local and digital resources.



Purpose

- Share with Council the history and learnings related to DCoL
- Review the 3-year scope of services provided through DCoL
- Evaluate the emerging impact data for DCoL
- Explore the future opportunities and next phases of DCoL



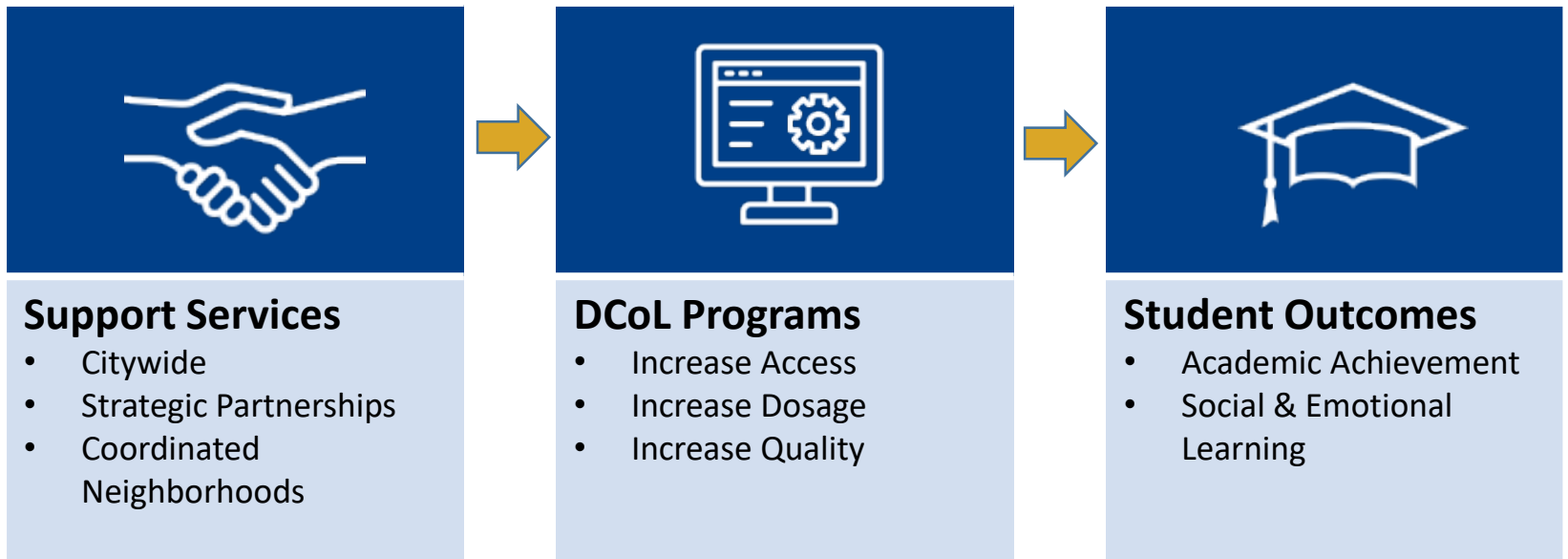
DCoL History & Learning

- 2014-2016 were pilot years
- Summer 2017 we determined that ecosystem is feasible; established new baseline for measuring system performance
- Summer 2018 we found the ecosystem was replicable
- Summer 2019 proved the ecosystem is sustainable



DCoL History & Learning

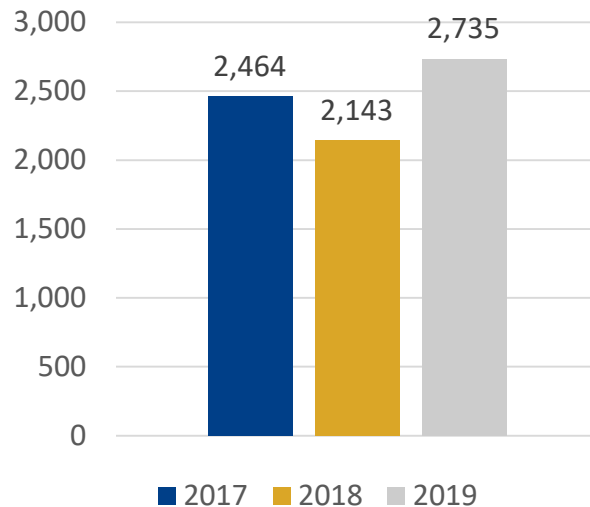
- DCoL Theory of Change focuses on Access, Dosage & Quality
- Evaluation partnership with SMU CORE



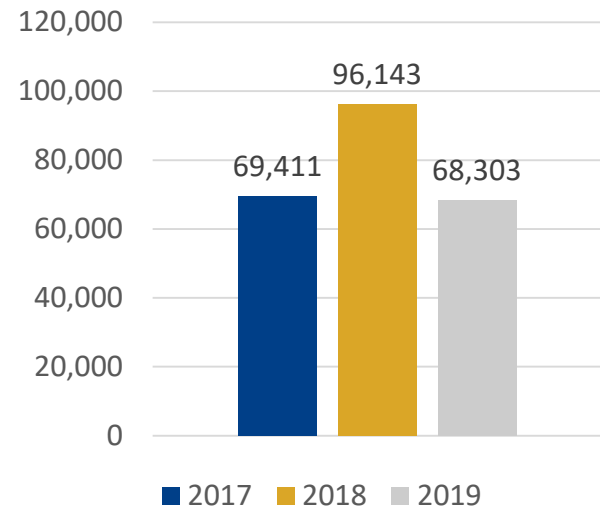
Access - DCoL 3 Year Trends

- 95% of programs are free
- Over 7,000 programs offered
- 233,857 total participants (not unique)
- 92,162 unique youth from 2017-2019

Total Programs Offered

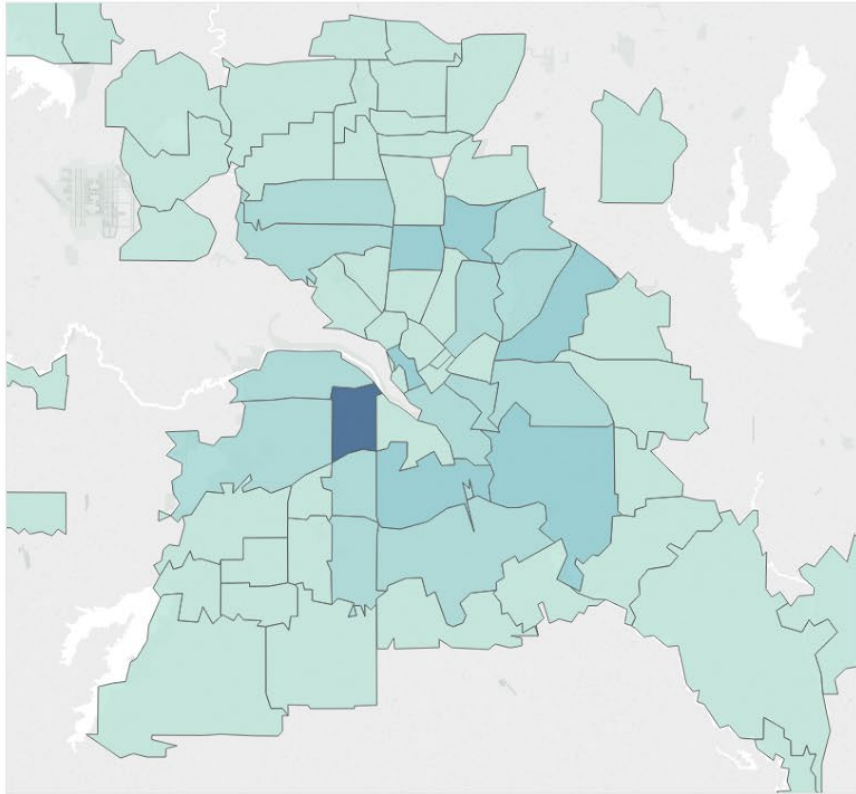


Total Participants



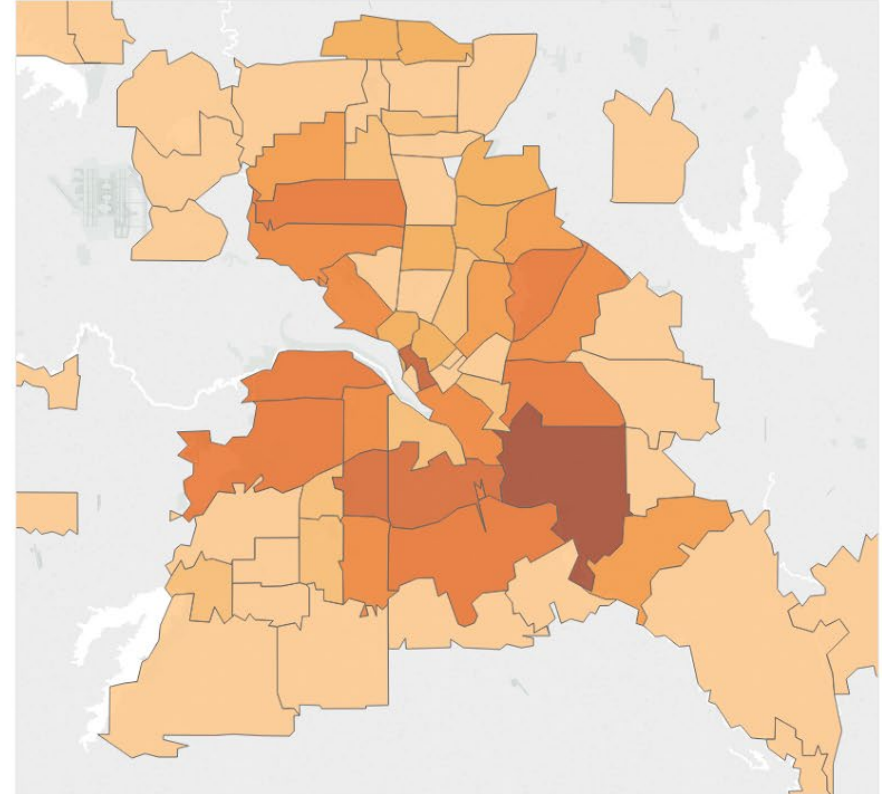
Access - DCoL 3 Year Trends

Total Participants, 2017-2019



Total Participants (17-19)
0 38,587

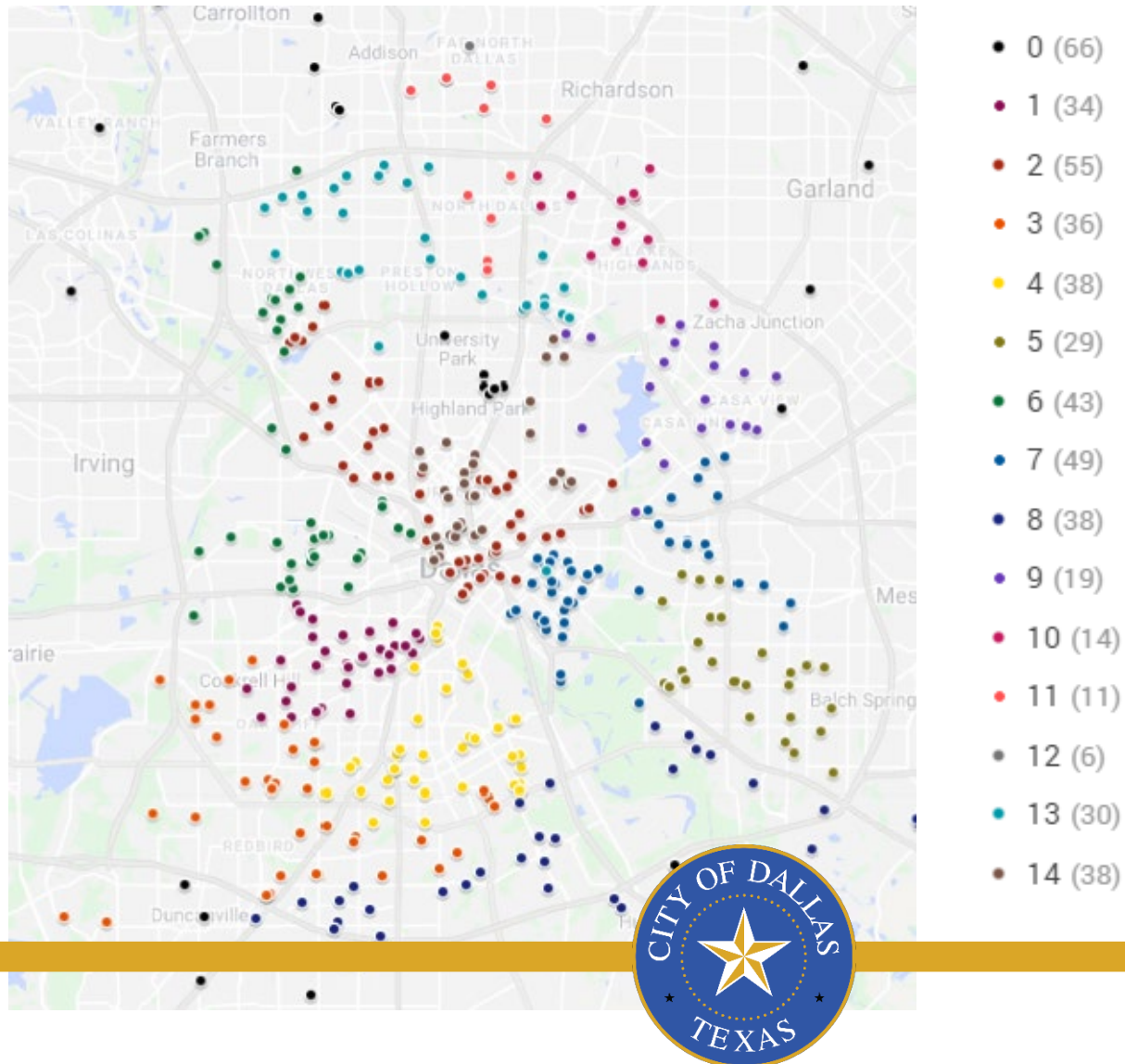
Total Programs, 2017-2019



Total Programs (17-19)
1 493



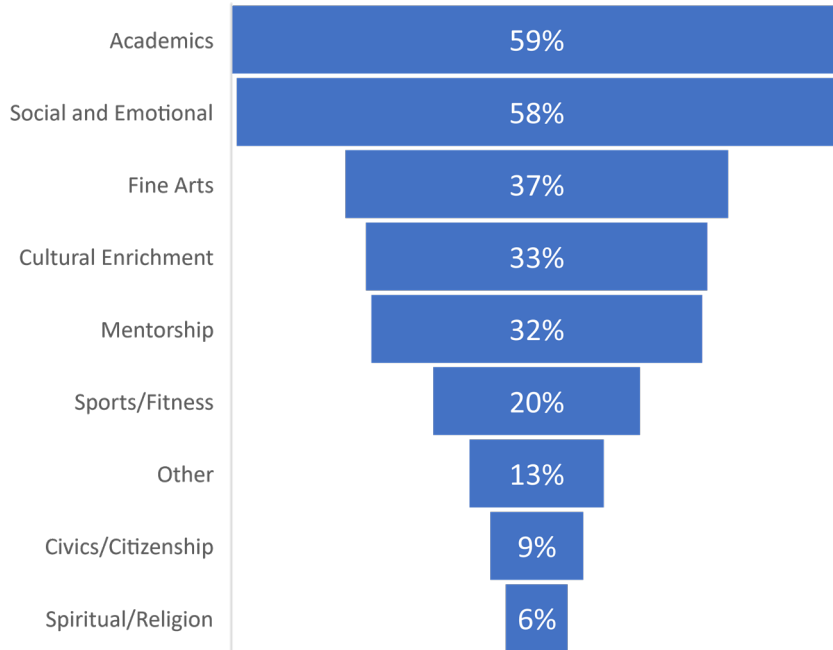
Access - DCoL 3 Year Trends



Access – 2019 Focus & Benefits

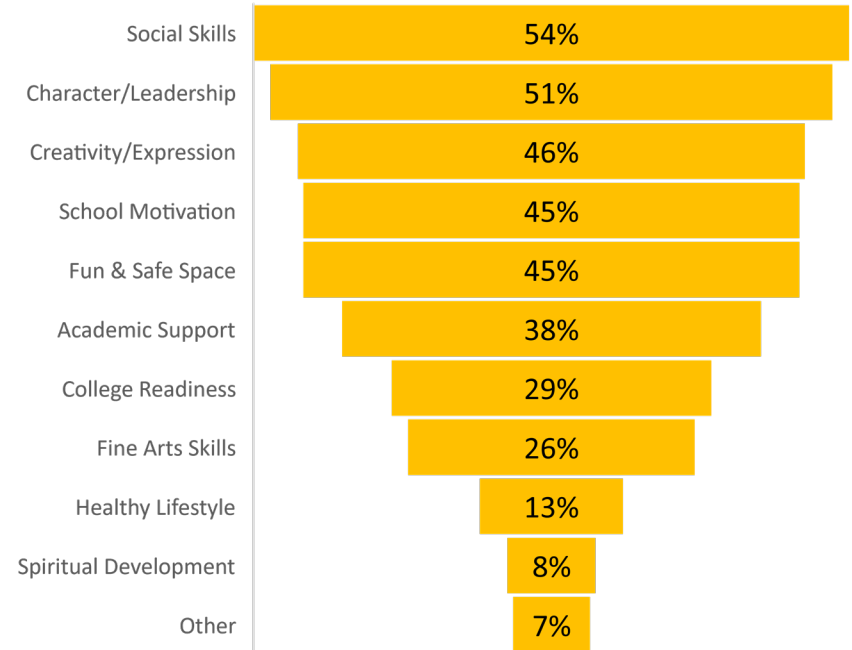
Program Focus Areas

According to Front-Life Staff, Summer 2019



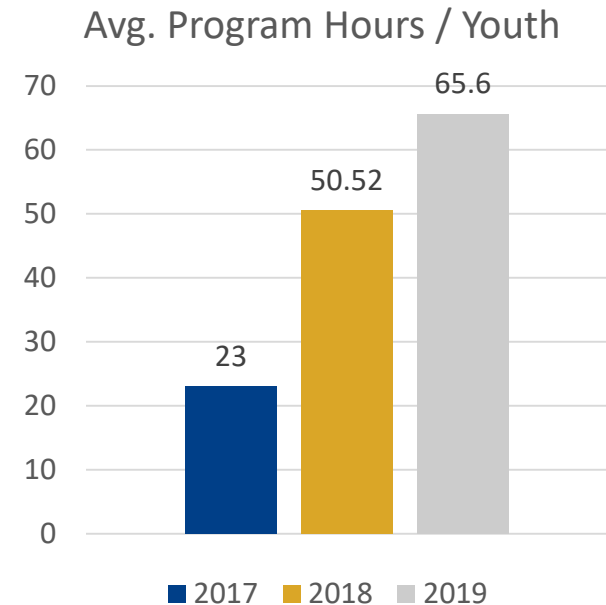
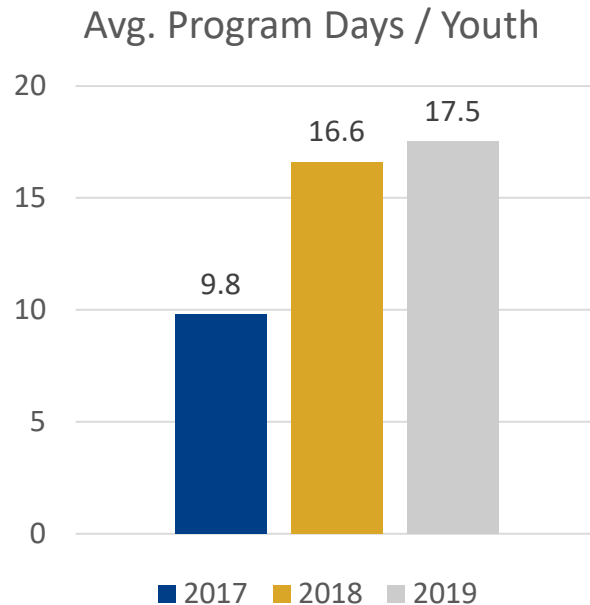
Program Benefits

According to Front-Life Staff, Summer 2019



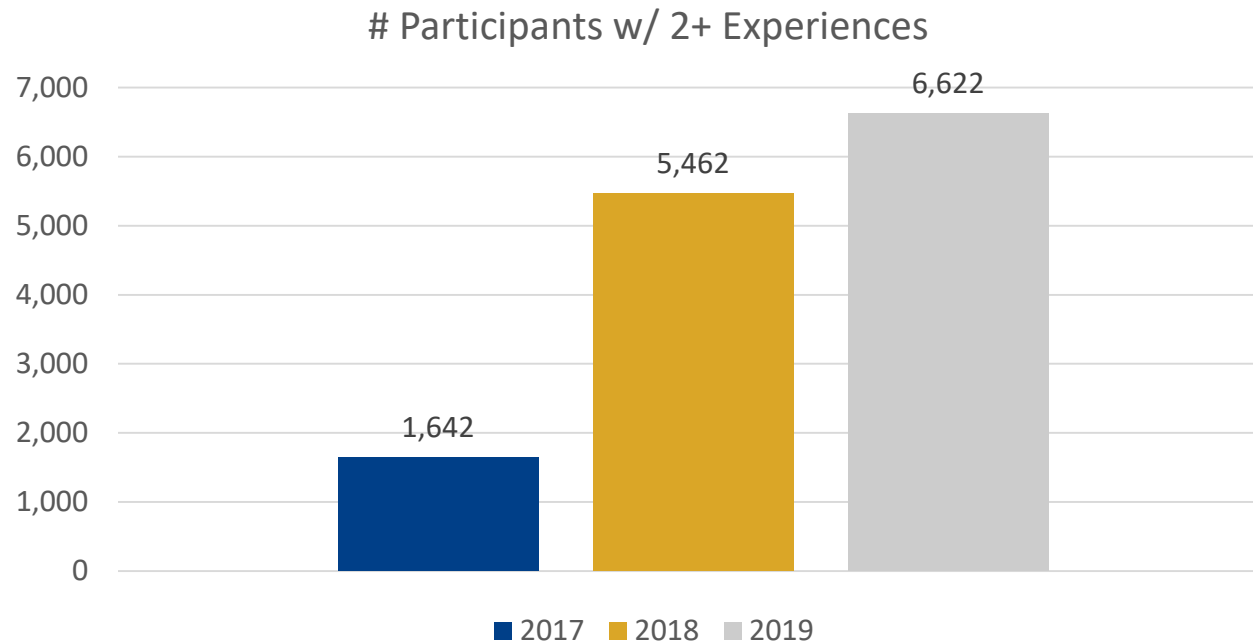
Dosage - DCoL 3 Year Trends

- 79% increase in average program days per youth reported
- 185% increase in average program hours received per youth
- 30 days over 2 summers correlated with significant impact



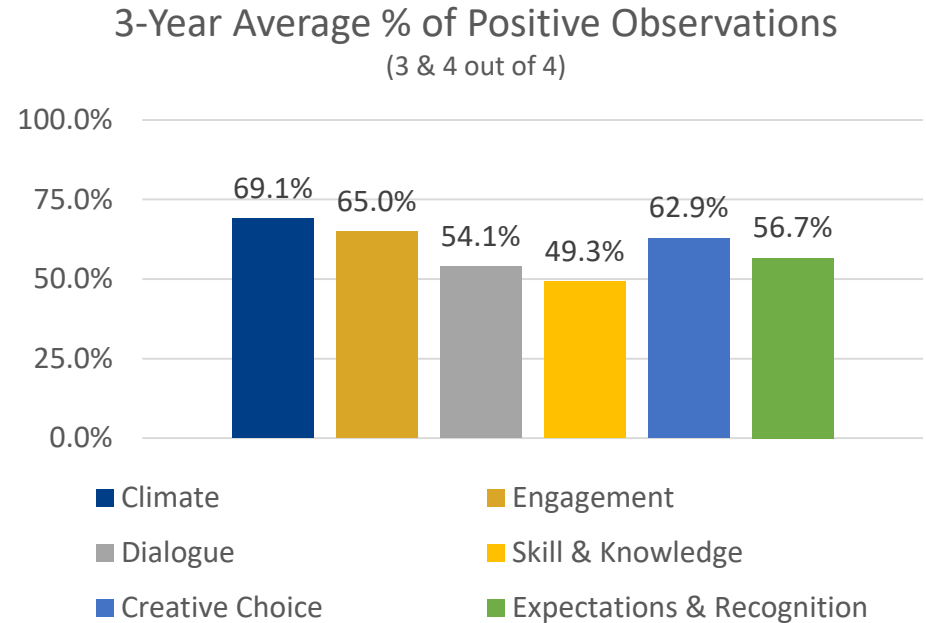
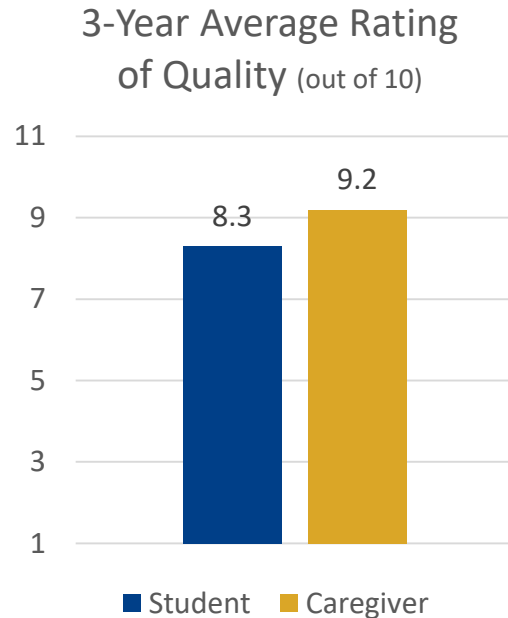
Dosage - DCoL 3 Year Trends

- 303% increase in participants with 2 or more experiences in a summer



Quality - DCoL 3 Year Trends

- Stakeholder Satisfaction (n=5,671 Student; n=2,841 Caregiver)
- Instructional Observations (n=765)



Key Learnings

- SMU CORE evaluation of summer 2017 & summer 2018
 - Attending summer programs positively impacts students' attendance and academic achievement.
 - Impacts really show up after 30 days of programming.
 - One summer is good; two summers is better.
 - Summer programming matters most for kids who need it most.



Attending summer programs positively impacts students' attendance & academic achievement.

- As dosage increases, so does
 - School attendance (M, H)
 - Beginning of year GPA (E, M, H)
 - Reading & Math STAAR (E, M)
 - English & Algebra STAAR (H)
- Impacts show up after about 30 days of programming (one summer or cumulative over 2 summers)



1 Summer is Good; 2 Summers is Better

- With every 1 day of DCoL Programming Elementary School Students are:
 - 2.5% More likely to pass STAAR Math
 - 3.4% More likely to pass STAAR Reading
- With every 1 days of DCoL Programming High School Students are:
 - 4% More likely to pass EOC English 1



Ecosystem of Equity

Summer programming matters most for kids who need it most.

- Students accessing DCoL programs were much more likely to be at risk of failing (not “approaching” STAAR) and had worse school attendance.
- Positive outcomes are more pronounced for Black and Hispanic students participating in DCoL



Importance/Significance

- Alignment and Response to City Equity Indicators
 - Through even more strategic alignment and City department collaboration DCoL can be a planning and coordinating initiative positively affecting:
 - Education - Elementary and Middle School Education
 - Justice and Government – Incarceration
 - Economic Opportunity indicators (long term)



Importance/Significance

- Alignment and Response to City Cultural Plan
 - Equity
 - Diversity Space Support for Artists
 - Sustainable Arts Ecosystem
 - Communication



Future Opportunities for DCoL

- DCoL Advisory Council (Jennifer Scripps, Director of OAC is City representative)
- Expanded Learning Information System (ELIS)
 - Partnership with Dallas Afterschool and SMU Center on Research & Evaluation to share OST program and outcome data back to provider/partners for continual improvement through a dynamic dashboard
- Learning Pathways
 - 21st Century skill development and use of micro-credentials (digital badges) to acknowledge and provide youth with visibility of the skills that they learn



Proposed Action

- We Need You!
 - Grow the Ecosystem – connect Big Thought with constituents and City departments that may want to engage
 - Share the Story
 - Long term: Opportunities to connect City and District youth service via common or aligned youth ID (ex. Student ID and Library Card #)





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