

# Budgeting for Outcomes Strategies for Culture, Recreation, & Education

Dallas City Council Presentation  
January 12, 2007



# Team Members

---

- David Fisher Office of Cultural Affairs
- Estela Hernández Public Information Office
- Mark Jarrell Park & Recreation, Fair Park
- Bree Meadows City Manager's Office
- Alicia Moore Office of Financial Services
- Lynetta Moore Development Services
- David Rathvon Library
- Joey Zapata Environmental & Health Svc

# Desired Outcome

---

Residents and visitors enjoy high quality recreational, cultural, and educational opportunities



# Outcome Indicators

INDICATOR	SAMPLE STATISTIC	2011 TARGET
Number of users/visitors to City's recreational, cultural activities (libraries, museums, theaters, recreation centers)	<b>FY05-06 Attendance:</b>	
	All Recreation Centers – <b>2,632,106</b>	2,697,909
	Cultural Programs – <b>3,931,256</b>	4,557,287
	Central Library – <b>1,705,938</b>	1,883,493
	Branch Libraries – <b>2,813,177</b>	3,105,974
Referral Rate Per 10,000 Juvenile Population in Dallas Co.	<b>414</b> (2005 DCJD Annual Report)	311 (-25%)
Average ratings of Citizen Survey respondents who think Dallas has great cultural, recreational, educational opportunities where 100=Excellent and 0=Poor	<b>2006 Citizen Survey:</b>	
	Recreation Programs – <b>49</b> (47 in 2005)	60
	Cultural Opportunities – <b>53</b> (54 in 2005)	63
	Public Library Services – <b>62</b> (61 in 2005)	70
High School Graduates or GED, persons age 25+	<b>70.4%</b> (2000 Census)	71.9%
	<b>71.1%</b> (2005 Census Survey)	
DISD Completion Rate – students who graduated, continued high school, or received GEDs (Longitudinal Grade 9 Cohort)	<b>92.1%</b> , 2004-05 (Texas Education Agency)	95.0%
	➤ 93.7%, 2003-04	
	➤ 93.7%, 2002-03 ➤ 93.8%, 2001-02	

# Trends and Gaps

---

**DallasNews.com**  
The Dallas Morning News

**NEWS**

**Nation**

## **Average American home has more TVs than people**

06:19 PM CDT on Thursday, September 21, 2006

Associated Press

**NEW YORK** – The average American home now has more television sets than people.

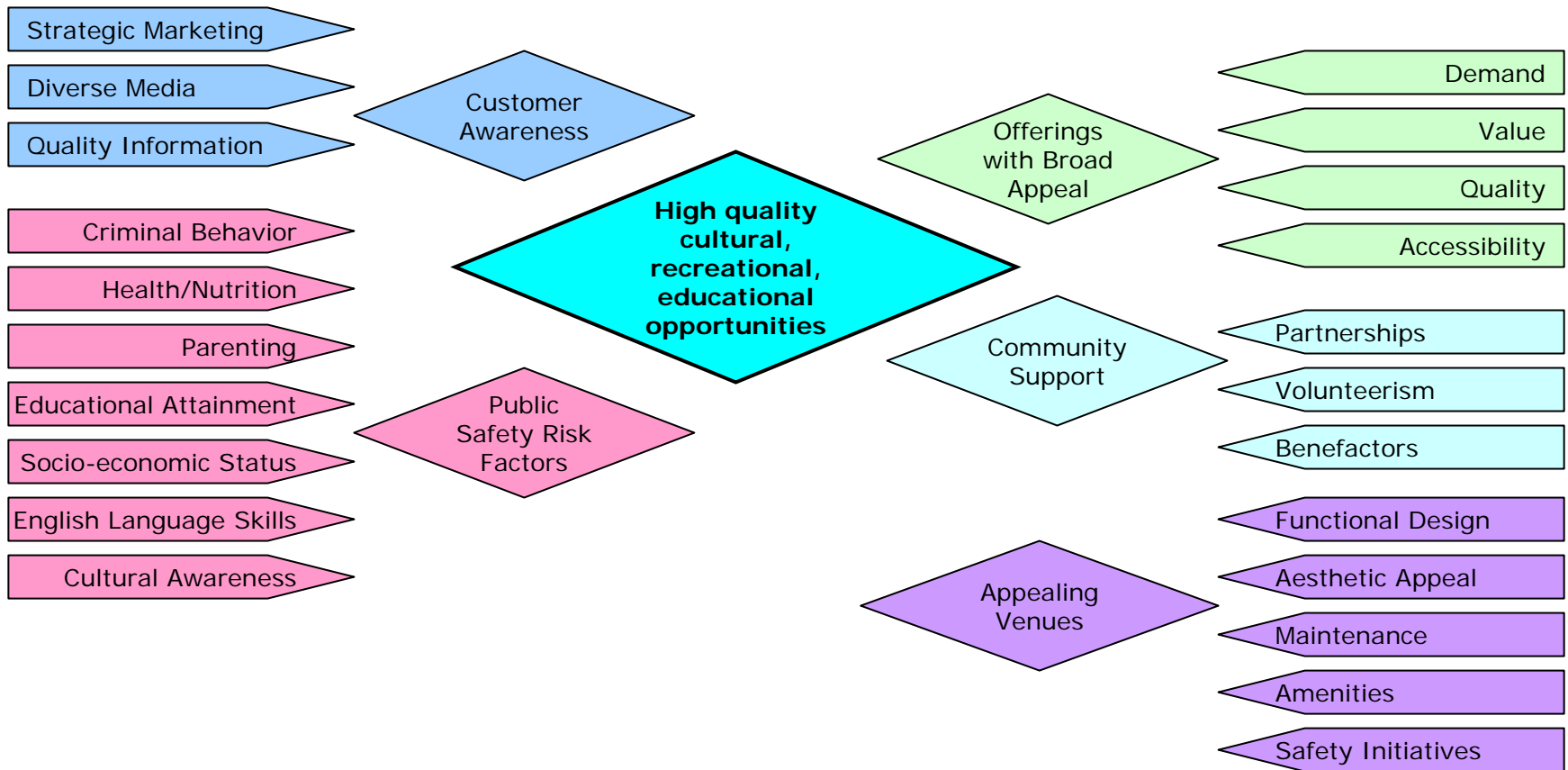
That threshold was crossed within the past two years, according to Nielsen Media Research. There are 2.73 TV sets in the typical home and 2.55 people, the researchers said.

# Trends and Gaps

---

- American leisure time is increasingly limited
  - Watching TV occupies about half of Americans' leisure time, 2.6 hours per day
  - 4 in 10 adults surveyed engage in no leisure time physical activity
- Dallas' growing, diverse needs
  - Increasingly ethnic
    - 36% Hispanic, 35% White, 26% African American, 3% Asian
    - 37.1% in Dallas speak a language other than English at home
  - Increasingly older
    - Nationwide, 65+ age population will double in next 25 years
    - Oldest baby boomers (born 1946) are turning 60 in 2006
- Challenges to a vibrant Dallas
  - Attrition Rate (Appendix B)
    - Average 41% of Dallas County youth in school in 9th grade left prior to graduating in the 2005-06 academic year
      - 58% of Hispanics
      - 45% of African Americans
      - 13% of Whites
  - Unacceptable schools
    - 12.5% state-wide increase in TEA-rated "Unacceptable" schools from 2005 to 2006
    - DISD schools, with 81.6% of elementary/secondary school population in Dallas, increased from 77 unacceptable schools in 2005 to 78 in 2006

# FY07-08 CRE Factor Map



# Strategies

---

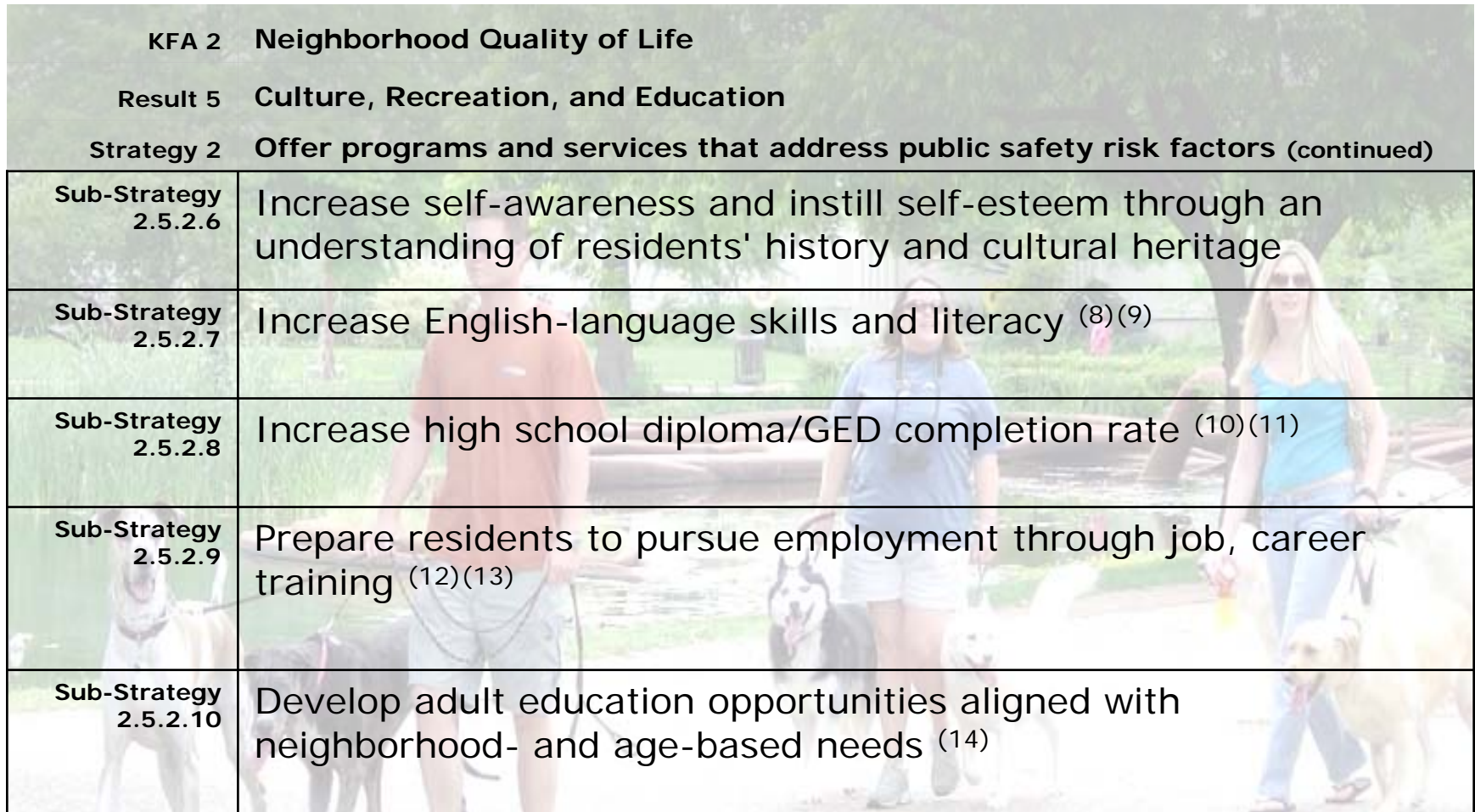
<b>KFA 2</b>	<b>Neighborhood Quality of Life</b>
<b>Result 5</b>	<b>Culture, Recreation, and Education</b>
<b>Strategy 1</b>	<b>Increase customer awareness through comprehensive marketing plans</b>
<b>Sub-Strategy 2.5.1.1</b>	Increase real-time, accurate information to residents/visitors
<b>Sub-Strategy 2.5.1.2</b>	Maximize marketing for CRE offerings using appropriate mediums, technologies, and methods that reach customers and neighborhoods being targeted
<b>Sub-Strategy 2.5.1.3</b>	Seek a greater number of partnerships to support marketing



# Strategies

<b>KFA 2</b>	<b>Neighborhood Quality of Life</b>
<b>Result 5</b>	<b>Culture, Recreation, and Education</b>
<b>Strategy 2</b>	<b>Offer programs and services that address public safety risk factors</b>
<b>Sub-Strategy 2.5.2.1</b>	Prepare at-risk children under age 6 to succeed in school through more targeted programs <sup>(1)(2)</sup>
<b>Sub-Strategy 2.5.2.2</b>	Promote wellness of children and youth in order to foster school success <sup>(3)(4)</sup>
<b>Sub-Strategy 2.5.2.3</b>	Promote strategies for successful parenting <sup>(5)(6)</sup>
<b>Sub-Strategy 2.5.2.4</b>	Create or increase participation in out-of-school programs
<b>Sub-Strategy 2.5.2.5</b>	Reduce incidence of youth criminal activity through programs for juvenile offenders <sup>(7)</sup>

# Strategies



<b>KFA 2</b>	<b>Neighborhood Quality of Life</b>
<b>Result 5</b>	<b>Culture, Recreation, and Education</b>
<b>Strategy 2</b>	<b>Offer programs and services that address public safety risk factors (continued)</b>
<b>Sub-Strategy 2.5.2.6</b>	Increase self-awareness and instill self-esteem through an understanding of residents' history and cultural heritage
<b>Sub-Strategy 2.5.2.7</b>	Increase English-language skills and literacy <sup>(8)(9)</sup>
<b>Sub-Strategy 2.5.2.8</b>	Increase high school diploma/GED completion rate <sup>(10)(11)</sup>
<b>Sub-Strategy 2.5.2.9</b>	Prepare residents to pursue employment through job, career training <sup>(12)(13)</sup>
<b>Sub-Strategy 2.5.2.10</b>	Develop adult education opportunities aligned with neighborhood- and age-based needs <sup>(14)</sup>

# Strategies

<b>KFA 2</b>	<b>Neighborhood Quality of Life</b>
<b>Result 5</b>	<b>Culture, Recreation, and Education</b>
<b>Strategy 3</b>	<b>Provide programs and services with broad appeal</b>
<b>Sub-Strategy 2.5.3.1</b>	Create/sustain systems for measuring performance, implementing best practices, and technological solutions to improve customer service
<b>Sub-Strategy 2.5.3.2</b>	Increase cross-cultural programs across all neighborhoods, in order to foster understanding, showcase community history/traditions, and offer exposure to unfamiliar art forms <sup>(15)</sup>
<b>Sub-Strategy 2.5.3.3</b>	Increase cultural offerings in Downtown Dallas with national and international appeal
<b>Sub-Strategy 2.5.3.4</b>	Attract and support diverse artistic talent and organizations <sup>(16)</sup>
<b>Sub-Strategy 2.5.3.5</b>	Increase resident/visitor participation in cultural offerings by broadening appeal and increasing accessibility

# Strategies

---

<b>KFA 2</b>	<b>Neighborhood Quality of Life</b>
<b>Result 5</b>	<b>Culture, Recreation, and Education</b>
<b>Strategy 4</b>	<b>Cultivate community support for culture, recreation, and education offerings</b>
<b>Sub-Strategy 2.5.4.1</b>	Cultivate local/regional partnerships and benefactors
<b>Sub-Strategy 2.5.4.2</b>	Increase the shared use of publicly-owned facilities
<b>Sub-Strategy 2.5.4.3</b>	Promote volunteer opportunities in city-sponsored programs
<b>Sub-Strategy 2.5.4.4</b>	Foster cooperation between the City of Dallas and school districts, community colleges, and educational institutions
<b>Sub-Strategy 2.5.4.5</b>	Form partnerships with public, private and non-profit organizations

# Strategies

---

<b>KFA 2</b>	<b>Neighborhood Quality of Life</b>
<b>Result 5</b>	<b>Culture, Recreation, and Education</b>
<b>Strategy 5</b>	<b>Offer appealing venues and facilities for culture, recreation, and education</b>
<b>Sub-Strategy 2.5.5.1</b>	Ensure that facilities, parks/fields, as well as resources, supplies, and technology, meet the needs of residents, visitors <sup>(17)(18)</sup>
<b>Sub-Strategy 2.5.5.2</b>	Update/improve facilities to reflect neighborhood multi-generational and cultural demographics <sup>(19)</sup>
<b>Sub-Strategy 2.5.5.3</b>	Provide effective grounds and facilities maintenance <sup>(20)</sup>
<b>Sub-Strategy 2.5.5.4</b>	Enhance safety and security at facilities and events, including deterrents such as the utilization of additional security personnel, lighting, cameras, restricted access, etc <sup>(21)(22)</sup>


# Conclusion

---

Culture, Recreation, Education



Educated Residents, Better Jobs,  
Rich Cultural Opportunities,  
Stronger and Safer Neighborhoods, Thriving  
Economy



Vibrant, Attractive Dallas

# Appendix A: References

---

1. "There is a gap in structural programming for children age 6 and under."  
**Source:** Dallas Renaissance Plan 2002
2. "From birth until about 5 years old a child undergoes tremendous growth and change. If this period of life includes support for growth in cognition, language, motor skills, adaptive skills and social-emotional functioning, the child is more likely to succeed in school and later contribute to society."  
**Source:** Martha Farrell Erickson & Karen Kurz-Riemer, *Infants, Toddlers and Families: A Framework for Support and Intervention* (New York: The Guildford Press, 1999), 19.
3. The poverty rate in Dallas County increased from 13.5% in 1990 to 16.4% in 2003  
**Source:** 2005 CNA, UWMD
4. 21.6% of children in Texas are uninsured. 1.4 million are lacking healthcare coverage.  
**Source:** Children's Defense Fund [www.cdf-texas.org/](http://www.cdf-texas.org/)
5. Of all household compositions in 2003, single head of household families showed the most growth and comprised 20.2% of all households in Dallas County.  
**Source:** 2005 CNA, UWMD
6. Improved parenting of infants and toddlers has been linked to improved cognitive, behavioral, and language skills in 3-year olds.  
**Source:** Early Head Start Research and Evaluation Project [www.acf.hhs.gov](http://www.acf.hhs.gov)
7. "The consequences of substance abuse among youth show direct and indirect costs in the form of high school dropouts, teenage pregnancy, increased criminal activity, death, property damage, and motor vehicle accidents."  
**Source:** 2005 CNA, UWMD
8. In 2003, almost one out of every five Dallas County residents was foreign born. The number of foreign born residents increased by 152% between 1990 and 2003. In 2003, one out of five students in Dallas County was bilingual and had limited English proficiency.  
**Source:** 2005 Community Needs Assessment (CNA), United Way of Metropolitan Dallas (UWMD)

# Appendix A: References

---

9. Although Hispanics born outside the country accounted for only 6.6% of all 16- through 24-year-olds, they accounted for more than a quarter of all dropouts in 2000  
**Source:** 2002 GAO "School Dropouts Education Could Play a Stronger Role in Identifying and Disseminating Promising Prevention Strategies"
10. In the 2003-2004 school year, an average of 43% of our Dallas County youth who were in school in the 9th grade left school prior to graduating. This average includes 58% of all Hispanics, 48% of all African Americans, and 19% of all Whites.  
**Source:** 2005 CNA, UWMD
11. 75% of America's state prison inmates are high school dropouts.  
**Source:** 2005 CNA, UWMD
12. Unemployment is still higher now than it was in 2000 and more families need assistance from the community and the government for basic needs such as food and housing.  
**Source:** 2005 CNA, UWMD
13. Dallas unemployment 5.3%.  
**Source:** Dallas Morning News
14. In 2003, the percent of the working-age population (ages 18-64) who spoke English less than well was 16.7%, the highest percent in the region. One out of four adults age 25 and up did not graduate from high school.  
**Source:** 2005 CNA, UWMD
15. A. The inventory of spaces provides for the mid-size and large organizations with some omissions that are expected to be remedied by the construction of the proposed Dallas Center for the Performing Arts District; however, the cultural infrastructure does not adequately support the individual artist, and small arts organizations.  
B. The current inventory of spaces that supports artists and organizations is clustered in the center of Dallas and does not adequately support the artists and organizations working in outlying neighborhoods.  
**Source:** City of Dallas, 2001 Community Cultural Master Plan



# Appendix A: References

---

16. The population in Dallas in 2000 was 1,200,000, an 18% increase from 1990. People of Hispanic descent comprised 36%, Whites were 35%, African Americans were 26%, and Asians were 3%. The most rapid growth between 1990 and 2000 was on the west and southwest edges of the City. Cultural facilities are heavily concentrated in the downtown area, not easily accessible to a large cross-section of the City.  
**Source:** City of Dallas, 2001 Community Cultural Master Plan
17. "In field observations of the various branch libraries it is readily apparent that there is great disparity in the condition, quality and aesthetic appearance of the various branches. Much of this is attributable to age and 'wear and tear,' but not in all cases." Physical Analysis of the Library Branches  
**Source:** Library Master Plan, Section IV, pg.185
18. "Programs and services requested by forum attendees tended to focus on the Library's educational role... [including]...English as a Second Language, GED, and literacy classes." 20. "Citizens are also frustrated over the lack of equity in both programs and facilities (p 5)."  
**Source:** Dallas Parks Renaissance Plan 2002
19. "Existing programs lack customization to meet changing demographics as well as the recreational needs of citizens (p 5)"  
**Source:** 2002 City of Dallas Parks Renaissance Plan
20. Under Opportunities "more signature parks"  
**Source:** 2002 City of Dallas Parks Renaissance Plan
21. Only 10% of Dallas residents felt safe at Dallas's parks after dark  
**Source:** City of Dallas, 2005 Citizen Survey
22. Only 16% of residents felt safe at Dallas's Downtown area after dark  
**Source:** City of Dallas, 2005 Citizen Survey

# Appendix B: Educational Statistics

---

## □ Definitions and Methodologies

### ■ Completion Rate

- According to the Texas Education Agency (TEA), the completion rate consists of students who either graduated or are continuing high school.
- The completion rate presented in this briefing is the Longitudinal Grade 9 cohort, which analyzes student progress through high school by tracking a cohort of students over a number of years, from the time students enter a specified grade until the fall following their anticipated graduation date. A cohort is identified by the starting grade and anticipated year of graduation. The statistic provided in this briefing consists of Texas public school students who attended Grade 9 for the first time in the 2001-02 school year and are expected to have graduated in spring 2005. The Grade 9 cohort includes both students who began ninth grade in a Texas public school in 2001-02 and all students who transferred into the group on grade level during the next four years.
- The class of 2005 is identified as students who attended Grade 9 for the first time in the 2001-02 school year, who are expected to have graduated in spring 2005, and whose final status in the Texas public schools could be determined. Students who transferred out of the Texas public school system or could not be tracked were removed from the count of students in the class of 2005.<sup>1</sup>

### ■ Attrition Rate

- On the other hand, the Intercultural Development Research Association (IDRA) uses the attrition rate to determine how many students have dropped out of high school. The attrition rate is an indicator of a school's holding power or ability to keep students enrolled in school and learning until they graduate. As such, the IDRA defines a dropout as a student enrolled in Texas public schools who does not receive a high school diploma and for whom the state has no proof of re-enrollment in a school within or outside of, Texas that has the authority to grant high school diplomas. Attrition occurs when a student in school in the ninth grade does not graduate with their class.<sup>2</sup>

#### SOURCES:

1. Secondary School Completion & Dropouts in Texas Public Schools 2004-05, Texas Education Agency, July 2006
2. United Way of Dallas, 2005 Community Needs Assessment

