

The Education Trust COMMUNITY MOBILIZATION GUIDE

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About Measure

Measure is a community-based research and public education organization rooted in data-driven activism for powerful Black, Brown, and Indigenous communities. We encourage people to use data to eliminate social disparities. We do this by elevating data in a usable format for the community that initiates community mobilization.

Community mobilization drives large-scale system changes that lead to the development of equitable policies and practices, which expand opportunity and open paths to upward mobility.

The CARE Model

The C.A.R.E. (Community, Advocacy, Resilience, Evidence) Model is a process for working in active partnership with communities to develop solutions to complex social problems. Each letter represents a component of the community mobilization process that organizations and institutions will go through as they partner with communities to address problems. It provides a means for increasing meaningful engagement and minimizing all potential trauma to the community.

The CARE model is deployed when an organization or group comes together to address known disparities.

The CARE Model is based on the four guiding principles below:

- C- Community is involved from the beginning.**
- A- Advocate with the community to address disparities.**
- R- Generate solutions that strengthen community Resilience.**
- E- Use data and Evidence for data-informed decisions.**

Letter of Acknowledgment

Dear The Education Trust (Ed Trust), CARE Team, and Community,

As we work to eliminate social justice disparities, Measure calls for strengthening communities to self-advocate through our CARE Model.

Community mobilization involves training communities to plan, implement, and assess activities collaboratively and consistently to enhance their health. The goal of community mobilization is to promote constructive and lasting changes in social norms, attitudes, and personal, household, and community behaviors.

The CARE Model improves the community mobilization process by centering anti-racism and community voice. With an equitable framework like the CARE Model built into the community mobilization process, we can avoid the continual perpetuation of oppression. We might even harm rather than good in our neighborhoods.

The CARE Model Community Mobilization Guide offers guidance on collaborating with your community to bring about positive change. It outlines both the issue at hand and potential solutions to address it. Additionally, it includes a thorough theory of change and a set of metrics to track progress and outcomes.

To ensure the sustainability of this plan, the strategy suggests using a transparent system for tracking and measuring progress when implementing it.

Measure hopes this community mobilization guide will encourage your organization to move forward in eliminating social disparities, innovate for justice, and measure world-changing solutions.

Lastly, acknowledgment and thanks to The Addy Foundation for their support and the Ed Trust CARE Team members listed below who dedicated their time to going through the CARE Model process. A CARE Team is a group of community members and/or Measure volunteers who use a Measure tool (like the CARE Model) to create a community-led project to create social change.

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Cheers To The Greater Good,

Meme Styles

Measure Founder + President



Summary + Metrics

OBJECTIVE

The Education Trust (Ed Trust) reached out to Measure for guidance on how to implement a community-led approach to evaluating and addressing challenges with Dallas Independent School District's (Dallas ISD) disciplinary practices.

The CARE Team identified the following problem: The community-led vision of the Reset Center is to provide restorative support to students as an alternative to punitive discipline, but the lack of resources and trained staff have prevented the safe and supportive learning environment promised to all students and educators and has, in turn, reinforced systemic racism that perpetuates racialized harm disproportionately towards Black students.

Ed Trust's mission is "advancing policies and practices to dismantle the racial and economic barriers embedded in the American education system."



"We will continue to fight the good fight to ensure that all students and families are seen, valued, and heard in Dallas ISD."

Jazmyn Ferguson, LMSW

Director of Organizing Strategy,
Leadership for Educational Equity

SOLUTIONS

The CARE Team, which included parents, teachers, administrators, and students, met weekly to develop solutions together. Through the use of the CARE Model, the Ed Trust CARE Team narrowed down its goals and focused on building and strengthening the network necessary to advocate for real change throughout Dallas ISD's student support and disciplinary ecosystem.

As a result, the team came up with two primary areas of focus:

- A coalition with community-based organizations to reinforce the original intent of the community-led vision for Reset Centers
- Use research and evidence to advocate for increased funding, transparency in operations, and equitable outcomes for students impacted by the district's discipline policies

SPARKS

Sparks are humanitarian causes that support the community.

Coalition Building



Research-Based
Advocacy



Community Power
and Representation



COMMUNITY IMPACT METRICS

Community Impact Metric One

Reduced Reset Center referrals and recidivism for all student groups, including reduced disparities experienced by Black students

Community Impact Metric Two

Policy and resource allocation decisions that continuously improve the effective and equitable implementation of Reset Centers

Community Impact Metric Three

Reduce disciplinary referrals and disparities across settings, including the Disciplinary Alternative Education Program (DAEP), through improved learning environments as experienced by students, staff, and families

Community Impact Metric Four

Policy and resource allocation decisions that continuously improve access to appropriate social-emotional, health, and family support for students with greater needs

Problem (Opportunity)



Problem Statement:

After many years of persistent and collective advocacy, Dallas ISD leadership, including administrators and elected board members, has signaled a desire to reduce long-standing racial disparities and rethink its over-reliance on punitive and exclusionary discipline practices. In the spring of 2021, citing the disproportionate impact of current policy on Black students, the Board passed sweeping changes to its Student Code of Conduct and announced the implementation of campus Reset Centers on every middle and high school campus. Despite the incredibly urgent work of ensuring every student experiences a positive and inviting school climate with access to needed social, emotional, and academic supports, these recent policy and practice changes remain fragile and must be continuously improved with the involvement of directly impacted students, families, and educators.

Problem Statement From The Community's Perspective:

The community-led vision of the Reset Center is to provide restorative support to students as an alternative to punitive discipline, but the lack of resources and trained staff has prevented the safe and supportive learning environment promised to all students and educators and has, in turn, reinforced systemic racism that perpetuates racialized harm disproportionately towards Black students.

Additional Context:

Additionally, the history of discipline in Dallas ISD is linked to a long history of systemic racism. As a result, impacted community members lack trust that real change is possible. Despite significant participation by the community in the development of the Reset Centers, their implementation has not been a match for their intended purpose. Untrained staff, along with unclear expectations and policies, has led to inconsistent implementation of the Reset Centers. Without trained personnel, student-centered policies, and much-needed resources, the Reset Centers are not serving their designated purpose as a compassionate, student-centered alternative to more punitive measures.

Population Served

Located in the heart of DFW (and surrounding a predominantly White and wealthy district, Highland Park ISD), Dallas ISD has a very diverse student population. 70% of Dallas ISD students are Hispanic or Latino, and 21% are Black. Dallas ISD is considered a Major Urban District.

Historical Timeline

The historical timeline is a visual method of chronologically highlighting important historical dates, terms, figures, and events. It may be used to understand how injustice has contributed to the current problem. This timeline was co-created with the Ed Trust CARE Team.

Additionally, watch the “Suspended” video from The Commit Partnership to learn more about Dallas ISD’s decision to eliminate discretionary out-of-school and in-school suspensions as disciplinary tactics.

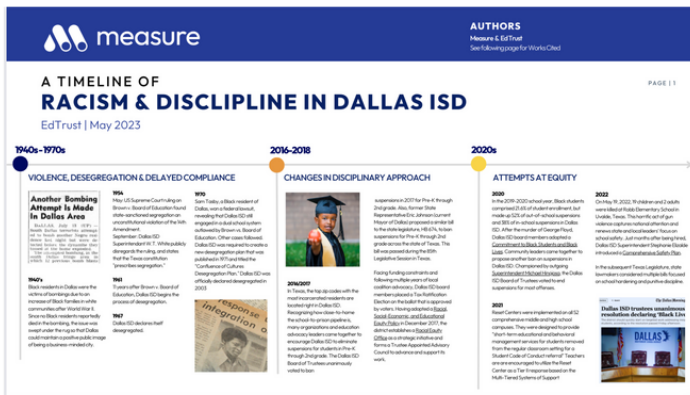


Figure 1. “A Timeline of Racism and Discipline in Dallas ISD”



Figure 2. “Suspended” video from The Commit Partnership

Sources

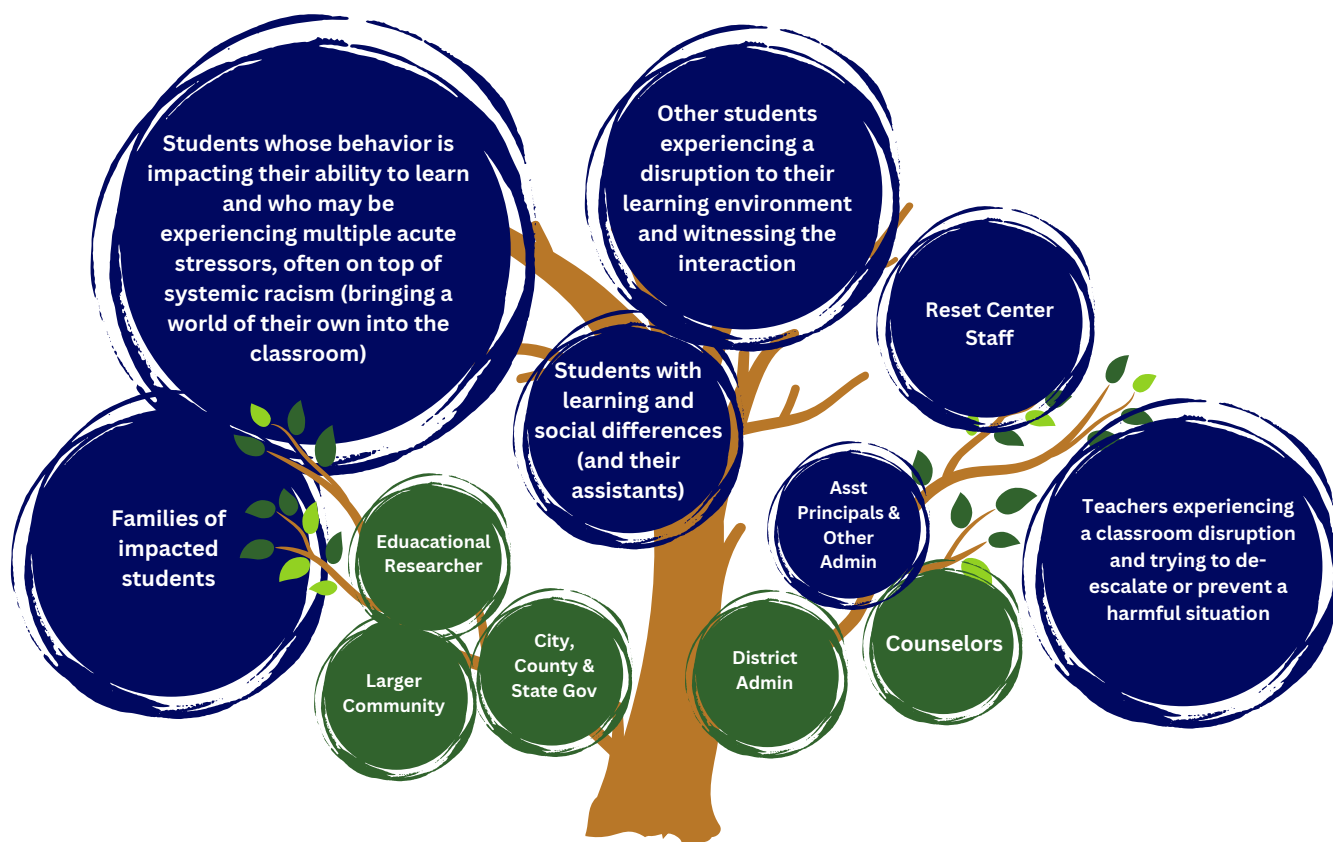
Historical timeline link: https://www.canva.com/design/DAFp2iRXhUU/DNiuZragL2dbn1i-24S5Q/view?utm_content=DAFp2iRXhUU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

“Suspended”. (2021). The Commit Partnership. Retrieved October 24, 2023, from <https://vimeo.com/652508868>.

Community Impact Tree

The populations that the Ed Trust CARE Team desires to target are the students and families most negatively impacted by the Dallas Independent School District's disciplinary system.

The team has also identified other directly and indirectly impacted parties whose voices shape Dallas ISD's student support and disciplinary ecosystem.



Stakeholder Analysis

ENGAGEMENT AND STRATEGY

"Stakeholder" refers to people, individuals, organizations, and groups that are interested in supporting your nonprofit.

Stakeholders might include people directly involved like board members, or local businesses that might benefit from your service to the community. The Stakeholder wants to see you succeed.

NOTE: Listed below are the stakeholders you've identified. Use this list to strategize on how to engage with the stakeholders. How often will you engage them? Who is the best person to engage them? What will you ask them to do for the organization?

Community Stakeholders

Engagement Strategies

Students whose behavior is impacting their ability to learn and who may be experiencing multiple acute stressors, often on top of systemic racism

Engage students directly and or through parents.

Families of impacted students

Meet with impacted families to hear their experiences

Students with learning and social differences (and their assistants)

Speak to the student or their family
Facilitate conversations for parents/guardians and assistants.

Reset Center Staff

Emphasize the importance/value of Reset Centers. Provide resources.

Teachers experiencing a classroom disruption and trying to de-escalate or prevent a harmful situation

Talk one-on-one and through surveys to identify how and why Reset Centers are utilized.

Assistant Principals & Other Administrators

Share the history and data and what it looks like on their campus and across the district

Share data and narratives to emphasize impact

Trustees

Constant communication to illuminate issues and solicit additional information from admin.

The larger school community

Engage in community meetings to build trust and share information.

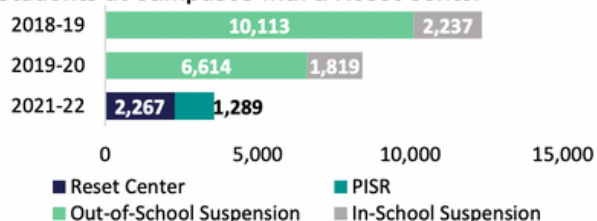
Baseline Data Collected

DATA COLLECTION

The Ed Trust CARE Team reviewed existing data to help identify trends in disciplinary outcomes in Dallas ISD. An evaluation of the Reset Centers was conducted by the district to review 2021-2022 outcomes and provides valuable baseline data.

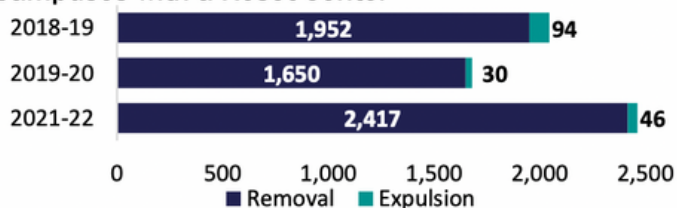
Data from “2021-2022 Evaluation of Reset Centers” Report

Figure 1: 2018-19, 2019-20, and 2021-22 Frequency of Suspensions, Reset Center Referrals, and PISRs for Students at Campuses with a Reset Center



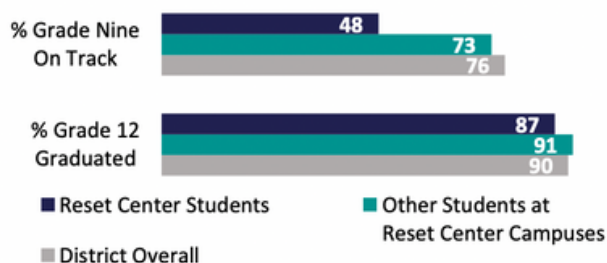
Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

Figure 2: 2018-19, 2019-20, and 2021-22 Overall Frequency of Removals and Expulsions for Students at Campuses with a Reset Center



Source: 2018-19 discipline file dated 08/13/2020, 2019-20 discipline file dated 08/19/2020, and 2021-22 discipline referral data received from SEAS on 08/30/2022.

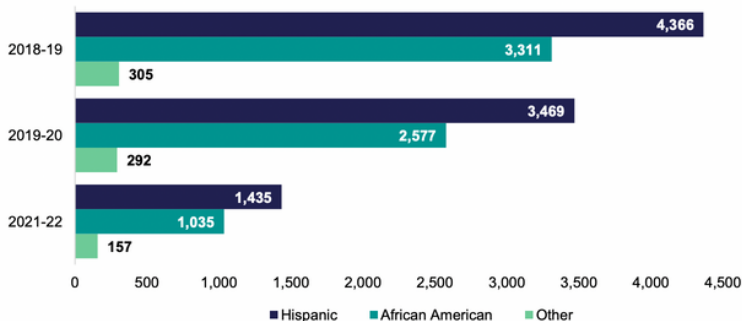
Figure 3: 2021-22 Grade Nine On Track and Grade 12 Graduation Rates for Reset Center Students, Students at Reset Center Campuses, and All District Students



Source: District overall, PEIMS demographic file dated 11/01/21. On Track indicator file dated 07/01/22. Graduation data received 07/18/22.

Note: Ns are available in Appendix B of the full report.

Figure 4: 2018-19, 2019-20, and 2021-22 Frequency of Disciplinary Actions at Campuses with a Reset Center by Race



Source: 2018-19, discipline file dated 08/13/2020 and demographic file dated 05/28/2019; 2019-20, discipline file dated 08/19/2020 and demographic file dated 05/29/2020; 2021-22, discipline referral data received from SEAS on 08/30/2022 and demographic file dated 05/31/2022.

Note: Other includes Asian, white, Native American, Hawaiian/Pacific Islander, and two or more races.

Community Asset Map

CREATING SOLUTIONS

Use the Community Asset Map to help define preparedness and create your organizational solutions. The community asset mapping focuses on three main categories: people, places, and equitable opportunity. With this data, the CARE Team can create high-level solutions to make positive and sustainable changes in their communities.



- 5 - Outstanding Strength
- 4 - Strength
- 3 - Competent
- 2 - Needs Improvement
- 1 - Needs Significant Improvement
- 0 - Not There At All

Core Components to Community Resilience	Baseline Score (0-5)	Prioritize High, Med, Low	Ways to Partner with Group or Person(s)
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People - Social & Cultural Environment

• Big Thought	5	High	Build capacity and network of informed and aligned advocates
• Dallas CORE	5	High	
• Faith in Texas	5	High	Learn from and mobilize with community members
• For Oak Cliff	5	High	
• Leadership ISD	5	High	Understand policy and practice gaps and elevate teacher, student, and family voices to identify student-centered solutions
• Lone Star Justice Alliance	5	High	
• South Dallas Parent Coalition	5	High	
• Stand for Children	5	High	
• Teach Plus Texas	5	High	
• Texas Appleseed	5	High	
• West Dallas 1	5	High	
• Youth Guidance Dallas	5	High	

Place - Physical / Built Environment

• CitySquare Opportunity Center	5	High	Access to trusted community spaces in highest need areas
• Cornerstone Baptist Church	5	High	
• Martin Luther King Jr. Recreation Center	5	High	
• For Oak Cliff Community Campus	5	High	
• Bachman Lake Together Family Center	5	High	
• Jubilee Park & Community Center	5	High	
• Wesley-Rankin Community Center	5	High	

Equitable Opportunity - Economic & Educational Environment

• Child Poverty Action Lab	5	High	Build strong relationships to inform and align coalition advocacy with district and community goals
• Commit Partnership	5	High	
• Dallas ISD Board of Trustees	5	High	

Solutions Alignment

COMMUNITY FIRST SOLUTIONS

Solutions alignment ensures that your organization’s high-level solutions (or strategies) will be in a position of agreement or alliance with what your community needs. The solutions alignment process helps to ensure the CARE Team has solutions that are equitable, feasible, desirable, and viable to the community and target population. Each component (desirability, equitable, feasibility, and sustainability) are rated on a scale of low to high.

Solution	Desirability	Equitable	Feasibility	Sustainability
What is the solution?	Is it valuable to the community?	Is it just in how it addresses institutional racism and bias?	Is it actionable?	Will this solution be helpful to the community for a long time?
A coalition with community-based organizations to reinforce the original intent of the community-led vision for Reset Centers	High	High	High	High
Use research and evidence to advocate for increased funding, transparency in operations, and equitable outcomes for students impacted by the district’s discipline policies	High	High	High	High

Solutions Discussion

Solution #1: A coalition with community-based organizations to reinforce the original intent of the community-led vision for Reset Centers

This solution focuses on developing and maintaining a powerful network of community members and organizations who are actively engaged in advocating for positive changes within the school district in the form of a coalition. The coalition needs to have a seat at the table at meetings and governing bodies within Dallas ISD that affect school discipline policies. The coalition is to advocate for the allocation of funds towards the much-needed training and resources necessary to make the Reset Centers operate as initially intended. The coalition will also make recommendations for the school district on processes and communication with students, families, and staff around disciplinary policies and practices, including Reset Center and Disciplinary Alternative Education Program (DAEP) referrals.

Solution #2: Use research and evidence to advocate for increased funding, transparency in operations, and equitable outcomes for students impacted by the district's discipline policies.

This solution seeks to improve access to school discipline data. This solution involves partnering with community-based organizations to gain awareness and access to data on school discipline and provide more resources to families and students. This solution was highly valued by the whole team, as it gives the district community the knowledge and tools they need to advocate for themselves and for students. Teachers and staff will be equipped to advocate for the training and resources they need.



Theory Of Change

If we raise the consciousness of the community and educate and inform community stakeholders regarding discipline, then we will influence the community to hold the decision-makers in Dallas ISD accountable for aligning policy and resources to support the social, emotional, and academic development of students.



THEORY OF CHANGE

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LONG TERM GOAL: Dallas ISD allocates resources appropriately that align with policy shifts to better care for the social, emotional, and academic development of both students and educators.

INTERMEDIATE GOALS

- The coalition is the leading organized group for community insights and recommendations
- The coalition is a powerful network that furthers the existing work of individuals and organizations on school discipline
- Money and time are dedicated to sustain the work of the coalition and strategic planning
- More involvement from parents and students on disciplinary policies (i.e., attendance at school board meetings)
- Strategic relationships and partnerships with influencers

- Quarterly report to the Board of Trustees with Reset Center and DAEP data.
- Identified schools that are in high need of resource allocation
- Stronger school board goals that tie into equitable outcomes in school discipline

SHORT TERM GOALS

- A formalized group of members with a formal governance structure
- A clear line of communication between the community and Dallas ISD around discipline for accountability
- School discipline policy and Reset Center are a priority for the district
- Funding sources are secured for Reset Center and other initiatives that address disciplinary outcomes

- Reset Center funding for the 2024-2025 school year and a clear strategy for continued funding for restorative practices and mental health support for both students and staff
- Recommendations to the district on communication to students, families, and staff around disciplinary policies and practices, including Reset Center and DAEP referrals (i.e., develop guidance to engage with local campuses, improve getting information to the community, etc.)

ACTIVITIES

- Identify a lead organization for managing the coalition and co-facilitate/support the development of the governance structure
- Create and or obtain seat(s) of power at relevant institutions
- Execute a public awareness campaign about the original intent of Reset Centers (i.e., news media coverage) (to be done after validating the vision with the community)

- Provide easy access to district data to foster greater community involvement
- Ensure transparency in district data and advocate that comprehensive evaluation be available and accessible to the community
- Direct advocacy work with the school board (i.e., attending school board meetings, etc.)

SOLUTION #1

A coalition with community-based organizations to reinforce the original intent of the community-led vision for the Reset Center

SOLUTION #2

Use research and evidence to advocate for increased funding, transparency in operations, and equitable outcomes for students impacted by the district's discipline policies

OUR TARGET POPULATION

Students whose behavior is impacting their ability to learn and who may be experiencing multiple acute stressors, often on top of systemic racism

ASSUMPTIONS

Resource Allocation Alignment: The assumption here is that Dallas ISD has the capacity and willingness to align its resource allocation with policy shifts.

Policy Implementation Commitment: It is assumed that Dallas ISD is committed to implementing the policy shifts effectively and consistently across all schools within the district.

Stakeholder Collaboration: This assumption suggests that Dallas ISD is willing to collaborate with various stakeholders, including educators, parents, and community organizations, to implement and sustain the policy shifts successfully.

Community Impact Metrics Tool

MEASURE SPARKS

LONG-TERM GOAL

Dallas ISD allocates resources appropriately that align with policy shifts to better care for the social, emotional, and academic development of both students and educators.

Coalition Building



Research-Based Advocacy



Community Power & Representation



Inputs (Activities)	Outputs (Activity Metrics)	Outcomes (Short-Term Goals)	Intermediate Goals	Community Impact Metrics
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SOLUTION #1: A coalition with community-based organizations to reinforce the original intent of the community-led vision for the Reset Centers

- | | | | | |
|---|---|--|--|---|
| <ul style="list-style-type: none"> • Identify a lead organization for managing the coalition and co-facilitate/support the development of the governance structure • Create and or obtain seat(s) of power at relevant institutions • Execute a public awareness campaign about the original intent of Reset Centers (i.e., news media coverage) (to be done after validating the vision with the community) | <ul style="list-style-type: none"> • Number of organizations identified and engaged • The reach and engagement metrics of the public awareness campaign (e.g., shares, comments, impressions) • Reduce Reset Center placements overall and racialized disparity in referrals/recidivism • Improve Reset Center student experience (exit survey) and teacher experience (re-entry survey) • Improve parent/family notification and communication (e.g., referrals for specialized services) | <ul style="list-style-type: none"> • A formalized group of members with a formal governance structure • A clear line of communication between the community and Dallas ISD around discipline for accountability • School discipline policy and Reset Center are a priority for the district • Funding sources are secured for Reset Center and other initiatives that address disciplinary outcomes • The coalition is involved in strategic planning with Dallas ISD | <ul style="list-style-type: none"> • The coalition is the leading organized group for community insights and recommendations • The coalition is a powerful network that furthers the existing work of individuals and organizations on school discipline • Money and time are dedicated to sustain the work of the coalition and strategic planning • More involvement from parents and students on disciplinary policies (i.e., attendance at school board meetings) • Strategic relationships and partnerships with influencers | <ul style="list-style-type: none"> • Reduced Reset Center referrals and recidivism for all student groups, including reduced disparities experienced by Black students • Policy and resource allocation decisions that continuously improve effective and equitable implementation of Reset Centers |
|---|---|--|--|---|

Community Impact Metrics Tool

MEASURE SPARKS

LONG-TERM GOAL

Dallas ISD allocates resources appropriately that align with policy shifts to better care for the social, emotional, and academic development of both students and educators.

Coalition Building



Research-Based Advocacy



Community Power & Representation



Inputs (Activities)	Outputs (Activity Metrics)	Outcomes (Short-Term Goals)	Intermediate Goals	Community Impact Metrics
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SOLUTION #2: Use research and evidence to advocate for increased funding, transparency in operations, and equitable outcomes for students impacted by the district’s discipline policies

- | | | | | |
|--|---|---|--|--|
| <ul style="list-style-type: none"> • Provide easy access to district data to foster greater community involvement • Ensure transparency in district data and advocate that comprehensive evaluation be available and accessible to the community • Direct advocacy work with the school board (i.e., attending school board meetings, etc.) | <ul style="list-style-type: none"> • Number of community members who have accessed district data and evaluation reports through the designated online portal or information-sharing platform. • Percentage of data points or reports that have been updated within the past quarter or year • Number of community members, including parents, guardians, educators, and stakeholders, attending school board meetings or advocacy events organized by the coalition. | <ul style="list-style-type: none"> • Reset Center funding for the 2024-2025 school year and a clear strategy for continued funding for restorative practices and mental health support for both students and staff • Recommendations to the district on communication to students, families, and staff around disciplinary policies and practices, including Reset Center and DAEP referrals (i.e., develop guidance to engage with local campuses, improve getting information to the community, etc.) | <ul style="list-style-type: none"> • Quarterly report to the Board of Trustees with Reset Center and DAEP data. • Identified schools that are in high need of resource allocation • Stronger school board goals that tie into equitable outcomes in school discipline | <ul style="list-style-type: none"> • Reduce disciplinary referrals and disparities across settings, including DAEP, through improved campus climate as experienced by student, staff, and families • Policy and resource allocation decisions that continuously improve access to appropriate social-emotional, health, and family supports for students with higher needs |
|--|---|---|--|--|

Community Impact Metrics Data Collection Plan

MEASURING SUCCESS

This plan can chart the path towards collecting the data needed to measure your impact and also illustrate who is accountable.

COMMUNITY IMPACT METRIC

Community Impact Metric (CIM) is a standard of measurement to track the progress of change, prioritizing the effect a program is having on communities served.

Note: Many of the proposed data sources currently do not exist and are denoted with an asterisk.

**Community Impact Metric #1:
Reduced Reset Center referrals and
recidivism for all student groups,
including reduced disparities
experienced by Black students**

**Community Impact Metric #2:
Policy and resource allocation decisions
that continuously improve effective and
equitable implementation of Reset
Centers**

Methodology

- What types of data will we collect?
- How will we collect this data?
- What will be the source of the data?
- Is this data meaningful to our community?

- Reset Center placement and recidivism data, disaggregated by student subgroup and campus
- Reset Center student exit survey and teacher re-entry survey data, disaggregated by student subgroup and campus
- Parent / family notification and communication (e.g., referrals for specialized services)*

- Student Code of Conduct policy
- School Discipline policy
- District-level budget for Reset Center facilities, staff, and related training
- Campus-level budget for Reset Center facility, staff, and related training*

Timeline

- When will this data be collected?
- What else will need to happen to enable us to collect this data?
- When will we analyse the data?

- Twice a year - or quarterly
- Data will be analyzed after presentation to Board of Trustees

Yearly

Analysis and Reporting

- What type of analyses do we want to perform?
- Who will analyze the data?
- How will we share the results?
- How will we use this data?

- Trend analysis to influence reform, if necessary, and/or sustainability
- Monthly coalition calls
- We will use data to inform advocacy strategies

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Community Impact Metrics Data Collection Plan

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Note: Many of the proposed data sources currently do not exist and are denoted with an asterisk.

**Community Impact Metric #3:
Reduce disciplinary referrals and disparities across settings, including DAEP, through improved campus climate as experienced by students, staff, and families**

**Community Impact Metric #4:
Policy and resource allocation decisions that continuously improve access to appropriate social-emotional, health, and family supports for students with higher needs**

Methodology

- What types of data will we collect?
 - How will we collect this data?
 - What will be the source of the data?
 - Is this data meaningful to our community?
- Disciplinary placements (Positive Intervention, Reset Center, DAEP, JJAEP) data, disaggregated by disciplinary action, student subgroup, and campus
 - Student survey data (campus climate, campus safety, campus sense of belonging), disaggregated by student subgroup and campus
 - Staff survey data (positive culture and environment), disaggregated by teacher subgroup and campus
 - Chronic absenteeism data, disaggregated by student subgroup and campus
 - Family survey data (feel informed and consulted about the academic and non-academic lives of their children/actively and meaningfully engaged in their student's goals)*
- Student-to-staff ratios for school psychologists, social workers, and health support staff (nurses, occupational therapists), disaggregated by campus
 - Staff survey data related to social-emotional training and/or relationships with students (e.g., CLASS)
 - Assessments of student social-emotional skills and competencies*
 - Student-to-staff ratio for family coordinators, social workers, and other family support staff
 - Parenting classes, job skill trainings, social support groups, or referrals to social and health services in the local community*
 - Ongoing related Board policy

Timeline

- When will this data be collected? Twice a year
- What else will need to happen to enable us to collect this data? Yearly
- When will we analyse the data?

Analysis and Reporting

- What type of analyses do we want to perform?
 - Who will analyze the data?
 - How will we share the results?
 - How will we use this data?
- Trend analysis to influence reform, if necessary, and/or sustainability
 - Monthly coalition calls
 - We will use data to inform advocacy strategies
- Trend analysis to influence reform, if necessary, and/or sustainability
 - Monthly coalition calls
 - We will use data to inform advocacy strategies

Conclusion

The Ed Trust CARE team is creating a pathway to transform the disciplinary system in the Dallas Independent School District. Through data collection, storytelling, and coalition building, Ed Trust and the CARE Team build the foundation for powerful advocacy.

The unique spectrum of perspectives provided by the CARE team is an organizing strength, allowing the team to develop the viability of solutions from multiple angles.

Through engagement events and outreach, the team will increase awareness, equipping parents with the tools and resources to support their children and help change policy.

Ultimately, the activities of the team and the coalition they build will lead to a shift in the power dynamics between the community and the district, with administrators, trustees, teachers, and staff aligning on best practices for a healthier behavior management ecosystem.

