

2020 Community Needs Assessment

presented by

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Director of Community Education



2020 Community Needs Assessment

- Every 5 years
- Led by the Community Education Advisory Council (CEAC)
- Purpose - to understand the needs and concerns of the community in order to be responsive to them
- Narrowed our audience (students, parents/guardians, professionals)
- Facilitated by CE Director and Project Manager

Method

8 Focus Groups

February - March 2020

6-10 participants

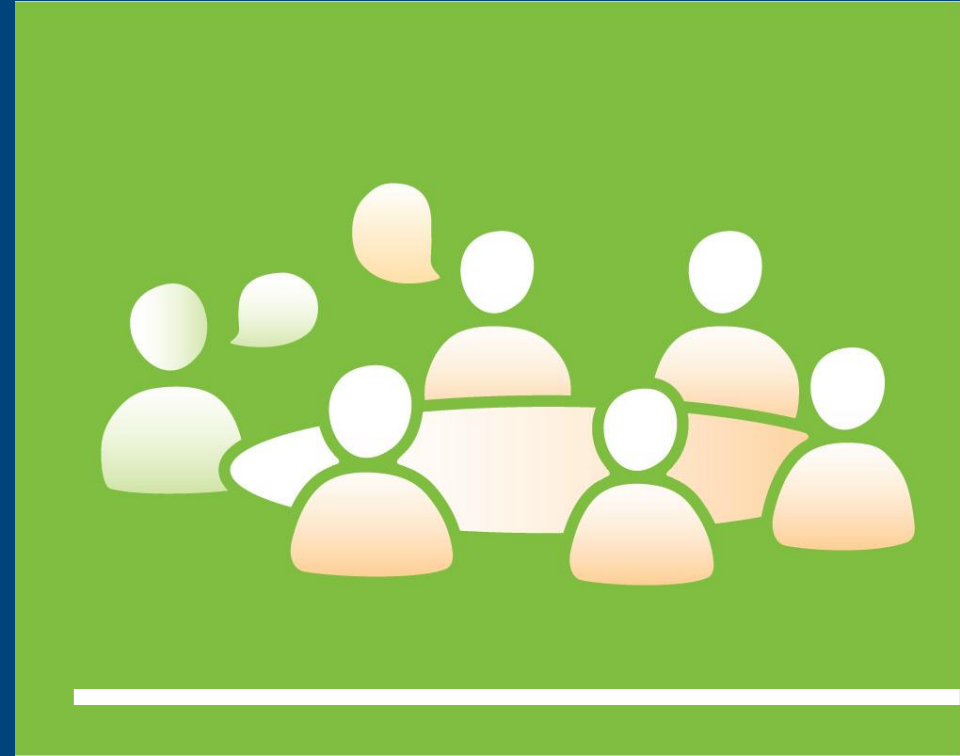
75-90 minutes

4 central questions



Focus Groups

- Community-Based Professionals
- School-Based Professionals
- Parents/Guardians
 - General
 - Burmese/Hakha Chin Speakers
 - Spanish Speakers
 - Low-Income
- High School Students
 - General population
 - English Speakers of Other Languages



4 Central Questions

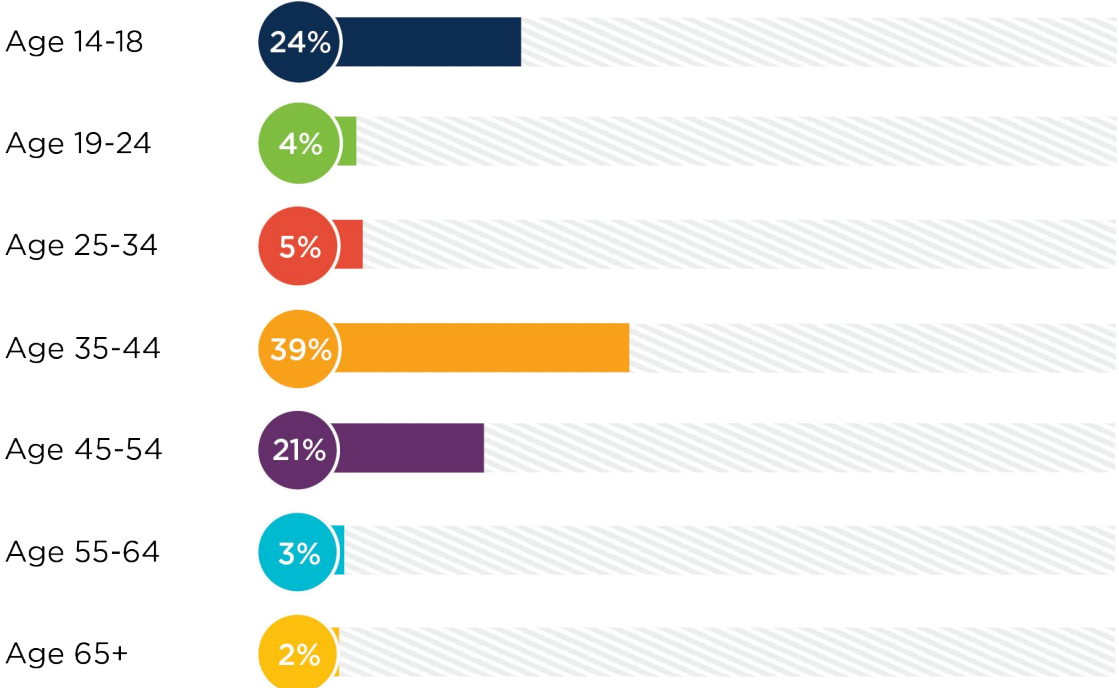
What makes our community a great place to live/go to school?

How welcoming and inclusive is our community?

What challenges or barriers do students/parents/people in our community experience?

What ideas/suggestions do you have to improve our community?

Participant Age



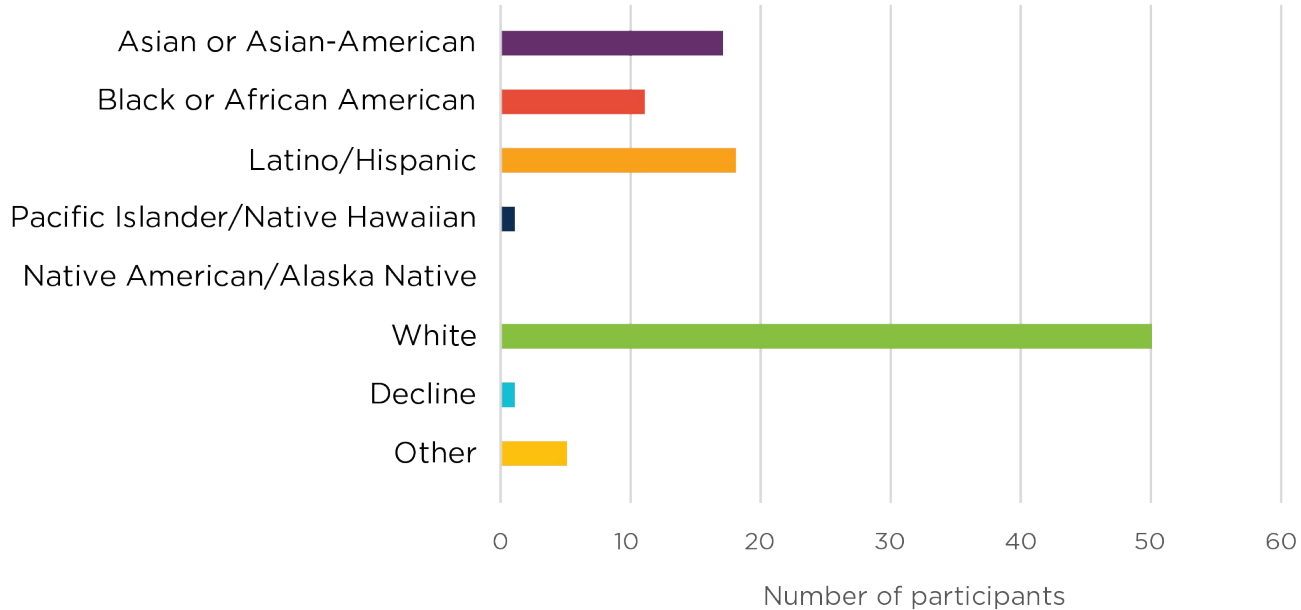
Gender



Participant Demographics

Participant Race/Ethnicity

(Participants selected all that applied)



Participant Demographics

Language(s) Spoken at Home

English



Spanish



Hahka Chin



Burmese



Arabic



Swahili



Hindi



Nepali



Falam Chin



Other languages (compiled)



 = 1 participant

Participant Demographics

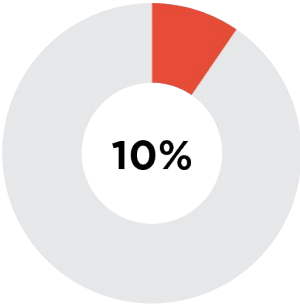


City of Residence

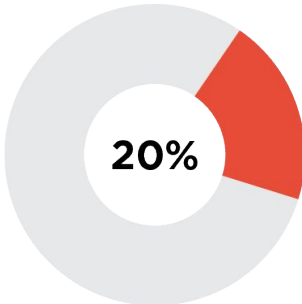
- West Des Moines (49%)
- Clive (23%)
- Urbandale (12%)
- Windsor Heights (1%)
- Other (15%)

Participant Demographics

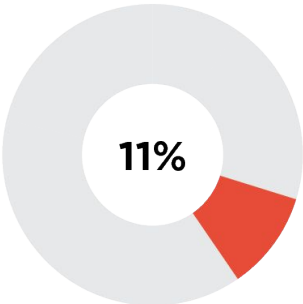
Length of Residence in West Des Moines Community School District



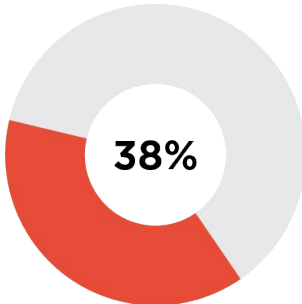
Less than 1 year



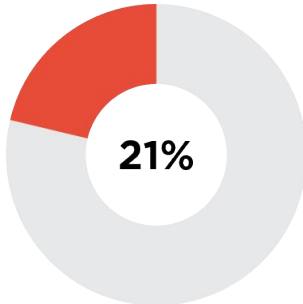
1-4 Years



5-9 Years



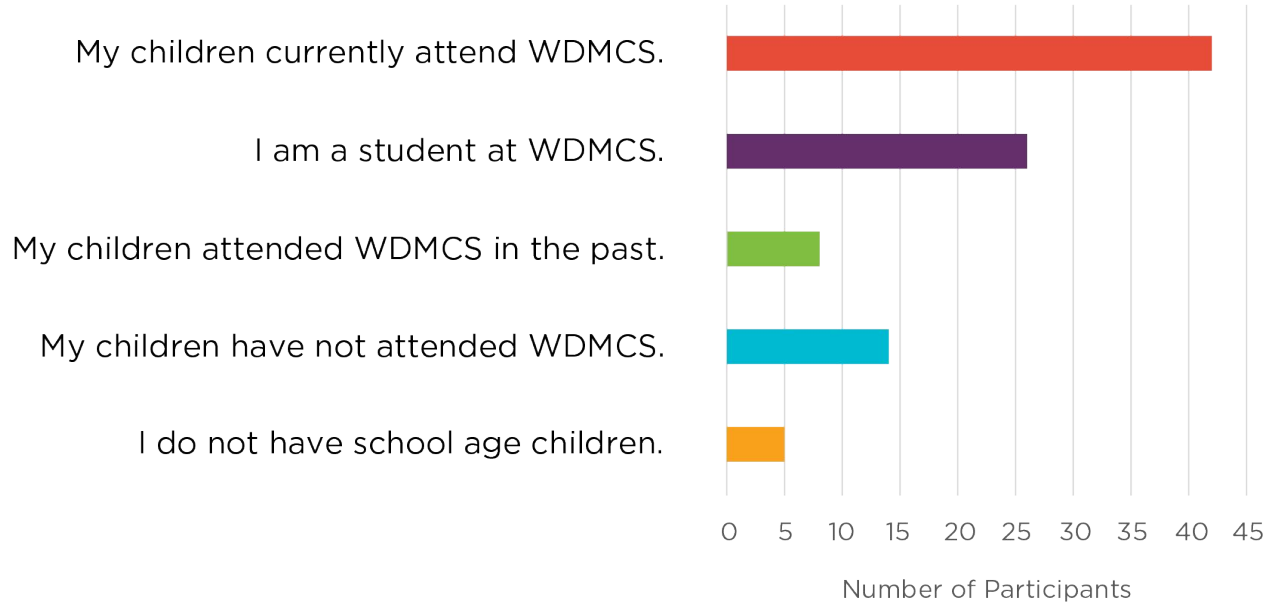
10 or more years



Not currently living in WDMCS

Participant Demographics

Participants' Relationship to WDMCS



Participant Demographics

Overview of Strengths

Quality Schools - 7/8

Opportunities - 6/8

Safety - 5/8

Small Town Atmosphere - 4/8

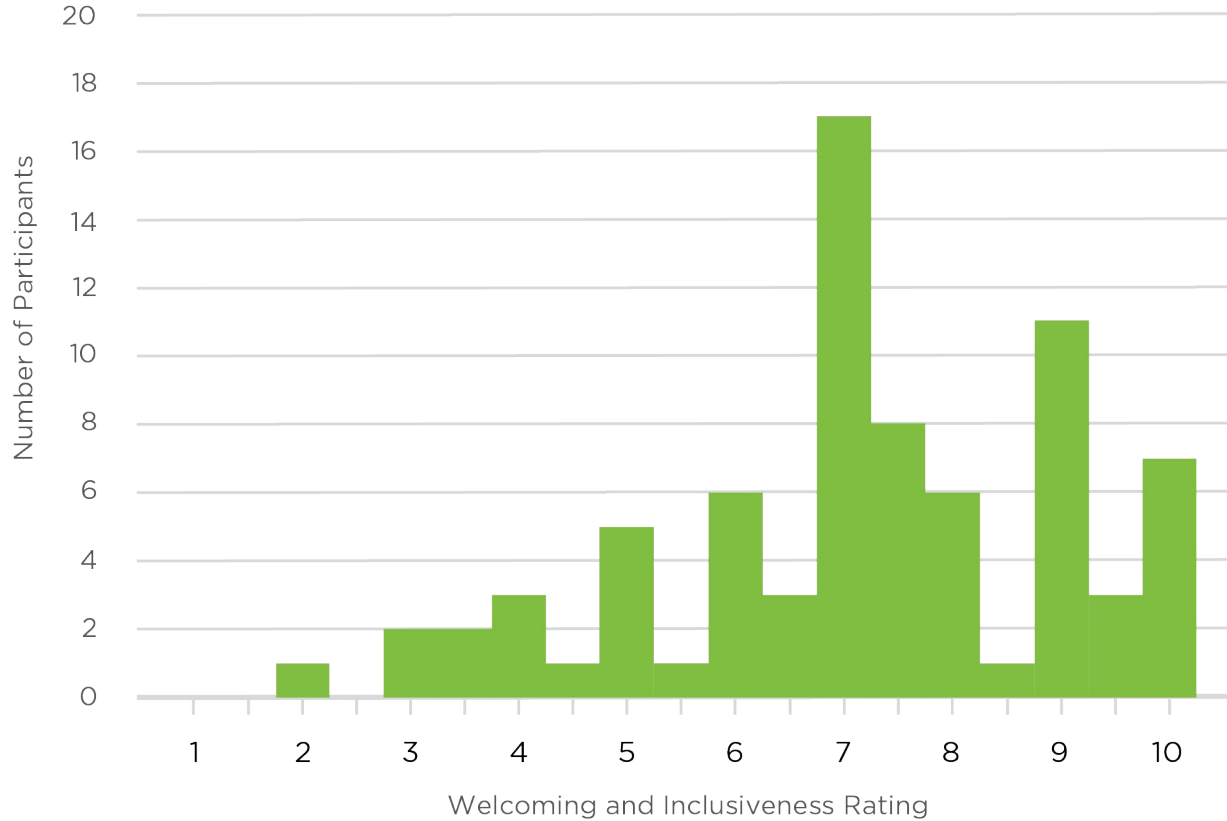
Amenities - 3/8

Collaboration - 3/8

Diversity - 3/8

Human Services - 3/8





Compiled Welcoming & Inclusiveness Ratings

Welcoming and Inclusion

Welcoming And Inclusion

- **Average parent rating (across groups) - 7.4-8.4**
- Average HS student rating - 7
- **Average ESOL student rating - 9.5**
- Positive experiences with neighbors and school = welcoming
- **Minimal/negative interactions with neighbors and/or difficult school experiences = unwelcoming**
- Many bright spots - individuals, schools, churches, human services, ethnic based community organizations
- **Lowest ratings by city and school staff**
- Systemic concerns

Overview of Challenges

Access to Resources - 6/8

Issues at School - 5/8

Navigating Schools - 4/8

Language/Cultural Barriers - 4/8

Racism/Inequity - 4/8

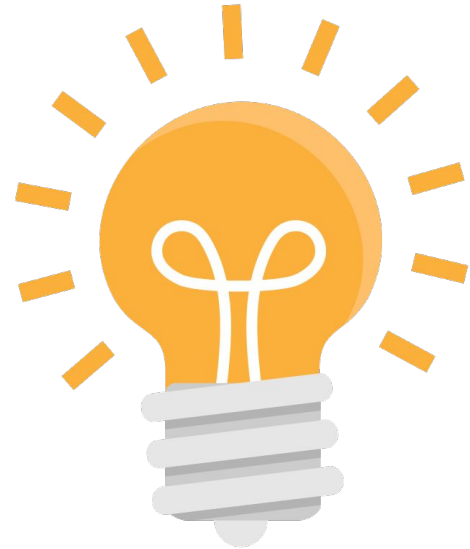
Financial Hardship - 3/8

Transportation - 3/8



Ideas and Suggestions

- Cultural and Community Events
- Support for Parents
- Systems and Infrastructure
- Building Connections
- Welcoming
- Inclusion/Representation
- Information Sharing
- Out-of-School Time
- Volunteerism
- Recreation
- Training
- Academic Support (Students)
- Social/Emotional Support (Students)



Conclusion

- Participants value living in the WDMCS communities and their quality of life.
- Diversity is seen as an asset.
- Positive feedback on welcoming/inclusion with room for growth systemically
- Navigating schools is a challenge on many levels and parents would appreciate mentoring in this area.
- Resources are AVAILABLE, but not always ACCESSIBLE
- Having a “voice” in our community and schools is important to people.

Part 2: Focus Group Summaries

Community-Based Professionals

Strengths:

- Amenities and Opportunities
- Collaboration
- Diversity
- **Forward Thinking**
- Quality Schools
- Safety
- Small Town Atmosphere

Challenges:

- Access to Resources
- Financial Hardship
- **Image**
- **Lack of Connection**
- Language & Cultural Barriers
- Navigating Cities & Schools
- Transportation

School-Based Professionals

Strengths:

- Opportunities
- Quality Schools
- Collaboration
- Human Services

Challenges:

- Access to Resources/
Financial Hardship
- Issues at School
 - Capacity to Meet Increasing Needs
 - Inequity

Parents - General

Strengths:

- Quality Schools
 - Diversity
 - Opportunities
 - Welcoming
- Small Town Atmosphere
- Opportunities

Challenges:

- Transportation
- Navigating Schools

Parents - Burmese/Hakha Chin Speakers

Strengths:

- Quality Schools
- Opportunities
- Human Services
- Small Town Atmosphere

Challenges:

- Language Barriers
- Transportation
- Racism
- Access to Programs
- Issues at School
 - Traffic safety
 - Cold weather concerns

Parents - Spanish Speakers

Strengths:

- Safety
- Quality Schools
- Diversity
- Opportunities

Challenges:

- Racism
- Language and Cultural Barriers
- Access to Resources
- Issues in Schools
 - Bullying
 - Lack of Order
 - Communication and Support

Low Income - Parents/Grandparents

Strengths:

- Amenities/Convenience
- Small Town Atmosphere
- Human Services

Challenges:

- Issues in Schools
 - Bullying
 - Lack of Order
- Access to Resources
- **Image**

Students - General High School

Strengths:

- Quality Schools
 - Dedicated Teachers
 - Opportunities
 - Balance (academics, arts, athletics)
- Collaboration
- Safety

Challenges (at school):

- Academic Concerns
 - Navigating Opportunities
 - Different Learning Styles
 - Standards Based Grading
 - Physical Education
- Social/Emotional Concerns
 - Avoiding Difficult Topics
 - Having a Voice
 - Lack of Mental Health Support
 - Racism and Inequity
 - Student Behavior/Lack of Discipline
- **Impact of Social Media**

Students - English Speakers of Other Languages

Strengths:

- Safety
- Quality Schools

Challenges:

- Language
- **Separation From Family**
- **Access to College**