

A photograph of four young girls standing in a bowling alley. They are all wearing blue t-shirts. The girl on the far left has blonde hair and is wearing a shirt with 'Kid City' on it. The girl next to her has dark hair and is also wearing a 'Kid City' shirt. The girl on the far right has long dark hair and is wearing a shirt that says 'HARVER' and 'BUDDY DAY'. They are all smiling at the camera. In the foreground, there are several bowling balls, including a green one with the number 6 and a red one. The background shows a bowling alley with lanes, a neon sign, and other people.

2015 Snapshot of Georgetown Children & Youth

**THE
GEORGETOWN
PROJECT**

*BUILDING A HEALTHY COMMUNITY
FOR CHILDREN AND YOUTH*



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Georgetown ISD (GISD)
Georgetown Parks and Recreation
Georgetown Partners In Education
Georgetown Police Department
Georgetown Public Library
Goodwill
Grace Academy
GT Set4Success
Hope Alliance
Jervy and Associates
Junior University
LifeSteps

Lone Star Circle of Care
Meridian School
R.O.C.K., Ride On Center for Kids
Southwestern University
Spirit Reins
St. Helen's Catholic School
STARRY
Teen Court
Texas PTA
The Locker
The Palace Theater
The Salvation Army
Williamson County Children's Advocacy Center
Williamson County Juvenile Services
Williamson County and Cities Health District
Williamson Museum
WBC Opportunities-Head Start
Workforce Solutions Rural Capital Area
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Our Vision:

A community where no child is hungry, hurt, alone or rejected, and where all children and youth believe they are loved, respected and treated with dignity.

Our Mission:

The Georgetown Project identifies needs and develops resources, relationships and services so that our youth become caring, capable and resilient individuals.

Our Foundation:

The Developmental Assets framework of positive youth development calls adults to seek every-day opportunities to build relationships that matter for Georgetown children and youth.

Our Programs:

**After School Action Program (ASAP)
Assets in Action
Bridges To Growth
Community Interaction Partnership (CIP)
The NEST Empowerment Center and Host Home
Kid City
TGP Collaborative for Children & Youth**



THE 2015 SNAPSHOT OF GEORGETOWN CHILDREN AND YOUTH was prepared by The Georgetown Project with support from The Georgetown Project Collaborative for Children & Youth, using Ready by 21© strategies.

THE GEORGETOWN PROJECT, a local community-based nonprofit organization created by community leaders 18 years ago to monitor the health and wellbeing of Georgetown children and youth, advocates for youth from birth into young adulthood by:

1. Uniting the youth development community around a shared vision that Georgetown will become ***“A community where no child is hungry, hurt, alone or rejected, and where all children and youth believe they are loved, respected and treated with dignity”***;
2. Filling identified gaps in local youth services with relevant, effective programs that are rich in Developmental Assets and model collaboration and collective impact strategies;
3. Promoting coordination, alignment and effectiveness of child and youth services; and
4. Promoting research and best practices to support young people along a path to success and thriving.

THE GEORGETOWN PROJECT COLLABORATIVE FOR CHILDREN & YOUTH meets monthly under the leadership of The Georgetown Project to collect and publish child and youth data, map local youth and family services, identify needs in the safety net for families; and nurture strong relationships among local providers. These relationships are important. Over time, analysis of The Collaborative indicates that referral and networking among local youth development organizations improved and spurred new collaborations that reduced duplication and filled gaps in services for families. The Collaborative helps to identify emerging issues that guide the work of The Georgetown Project, and reinforces both the TGP vision and the Developmental Assets in many settings where the lives of adults and youth intersect.

READY BY 21© is a set of innovative strategies developed by the Forum for Youth Investment to help communities and states work more efficiently together to make sure all young people are ready for college, work and life. www.readyby21.org. The Georgetown Project and The Collaborative have incorporated Ready by 21 strategies into our work since 2011.

Executive Summary

The Purpose of the Snapshot

The purpose of the Snapshot is to provide a comprehensive picture of the City of Georgetown and its youth at a particular point in time. The data within each section underscores a particular focus area of youth development, followed by information on the resources that support that focus area.

Reading the Snapshot

The introduction provides an overview of Georgetown, followed by sections that delve into specific focus areas. These sections of the Snapshot were identified with the 40 Developmental Assets in mind. They represent three indicators of success for our youth. We want Georgetown Youth to:

- **Exhibit High Levels of Developmental Assets**
- **Be Safe & Healthy**
- **Be Academically & Vocationally Successful**

At the beginning of each section there are “Key Findings and Developments” gleaned from the data within. These are benchmarks that tell us which areas are adequately resourced, and which areas need to be improved. Some notable findings under each indicator of success include:

High Levels of Developmental Assets

- Surveyed local youth report higher levels of support from Family and lower levels of support from Community, specifically from neighbors (2014 Developmental Asset Profile Survey).
- Surveyed local youth ranked higher in External Assets, especially in the Support and Boundaries & Expectations categories, and ranked lower in Internal Assets, especially in the Positive Values and Positive Identity categories (2014 Developmental Asset Profile Survey).
- Local high school students that participated in The Georgetown Project’s Youth Voices Opinion Poll (2013) identified the top youth issues needing attention as:
 - Drugs & Alcohol
 - Bullying
 - Pregnancy
- Local afterschool providers unite to form the Assets Afterschool Alliance, a collective impact initiative elevating the importance of high-quality out-of-school time programs that keep kids safe, help working families, expand learning, and build Developmental Assets in youth.
- An abundance of youth programming is available in the community; however, funding for scholarships and public transportation is essential to ensure access for underserved youth.

Safe & Healthy

- Adequate resources are unavailable to meet the need for quality, affordable childcare for working families, and long wait lists exist for Early Head Start and Head Start programs.
- As a community, we need better data on child and youth obesity, a growing health concern.
- Juvenile crime is down, both in the community and at Georgetown ISD.
- Several agencies, programs, and collaborations have emerged to address mental health since the publication of the last Snapshot in 2011.
- Resources for basic needs and food insecurity have been enhanced to meet demand, while new collaborations are in place providing shelter and supportive services for youth who are homeless or living in transition.
- City creates Americans with Disabilities Accessibility Advisory Board to address issues of concern for citizens with disabilities, and acknowledges the importance of intergenerational relationships in our community with creation of the Commission on Aging.

Academically & Vocationally Successful

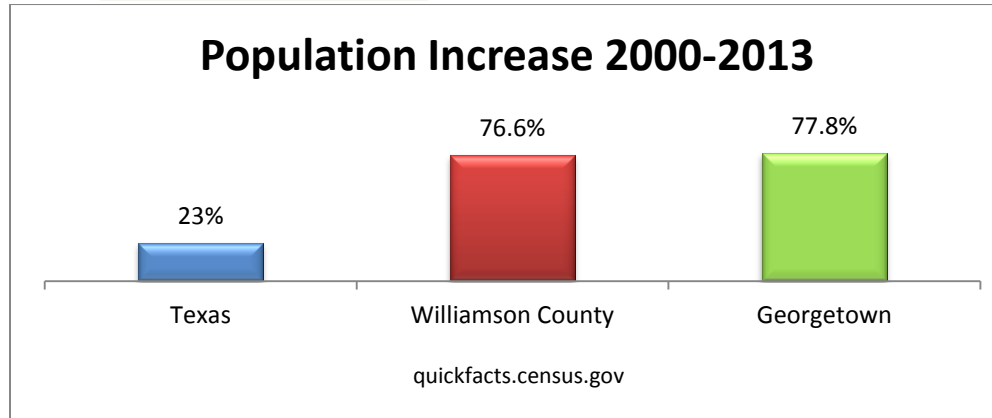
- The majority of GISD Pre-K students are meeting end-of-year assessment standards.
- 46.3% of GISD students in 2013-14 were considered to be economically disadvantaged.
- U.S. Census Bureau's 2009-2013 estimates that 24% of all Georgetown families are earning below \$45,000, which qualifies a family of four for free and reduced lunch at GISD.
- 81% of GISD students met satisfactory standards on 2014 STAAR tests. 71% of economically disadvantaged students met these same standards.
- Several organizations collaborate to enhance youth employment opportunities for at-risk teens; traditional employment/unemployment data is not available for Georgetown youth.

Interpreting the Snapshot

The highlights above represent only a few takeaways that this document offers, and emphasizes opportunities for improvement. ***Ultimately, youth development is a community collaboration for which no single entity can set the agenda.*** We hope that the Snapshot helps us to become more aware of the needs of our youth, the resources that exist to help them, and the steps we must take in order to improve their quality of life.



The City of Georgetown-Demographic Profile



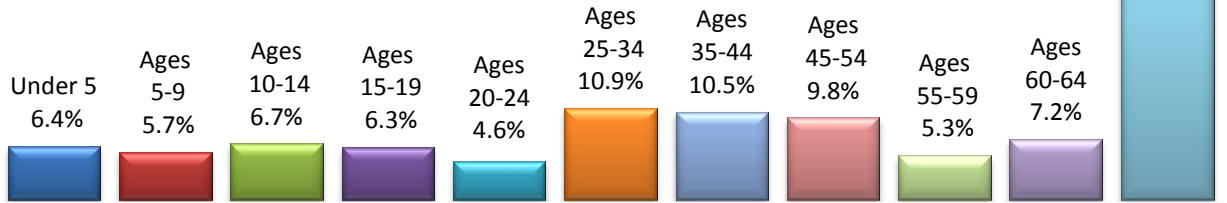
According to the US Census Bureau, Georgetown was ranked among 10 of the fastest growing cities with 50,000 or more people in 2013.

Georgetown Demographic Information U.S. Census Bureau, 2009-2013 ACS census.gov factfinder2.census.gov	1990	2000	2008	2010	2009-2013 ACS 5 year Estimates
Total Estimated Population	24,149	28,339	45,005	47,400	50,380 Estimated 2013
Median Age	30.7	36.9	40.9	44.0	43.8
Language other than English at home	-	16.8%	17.5%	-	19.7%
Median Income-Household	\$32,147	\$54,098	\$62,697	\$60,917	\$63,381
Median Income –Family	-	\$63,338	\$75,516	\$73,772	\$77,967
24% of Georgetown families are at 185% Federal Poverty Level (family of 4 earning less than \$45,000/year)					
Families below poverty level	-	4.4%	3.8%	5.1%	6.3%
Adult High School Grads	78.3%	87.0%	89.2%	89.9%	90.0%
Bachelor's Degree or Higher	25.3%	36.6%	37.1%	36.4%	43%
Ethnic Make up					
White	86.7%	85.4%	83.9%	86.2%	88.6%
Hispanic/Latino	20.9%	18.1%	21.9%	21.8%	25.1%
African American	5.1%	3.4%	3.1%	3.7%	3.9%
Asian	0.5%	0.7%	1.8%	1%	1.0%
Native American	0.3%	0.4%	0.1%	0.6%	0.0%

Georgetown Population

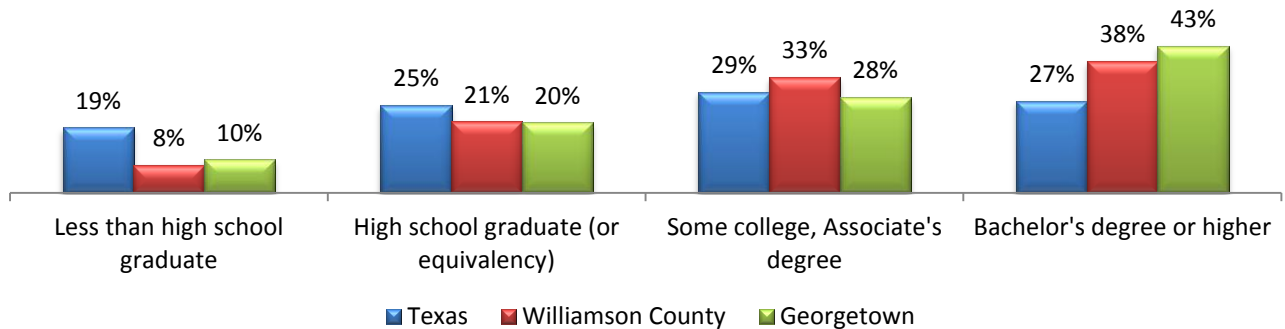
48.4% Male and 51.6% Female

U.S. Census Bureau, 2009-2013 American Community Survey
factfinder2.census.gov



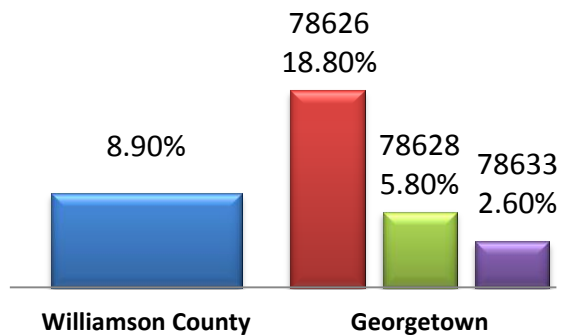
Education Attainment for Population 25 years and Older

2009-2013 ACS Survey 5 Year Estimates
factfinder2.census.gov



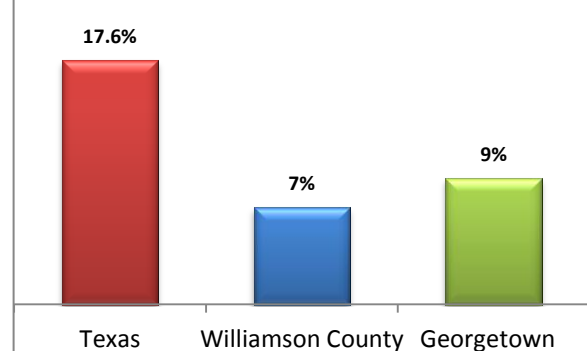
Youth ages 0-18 living at or below the Poverty level

2009-2013 ACS Survey
healthywilliamsoncounty.org

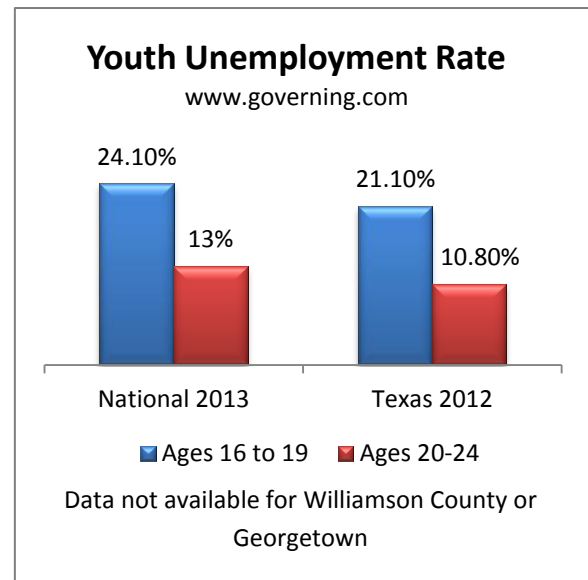
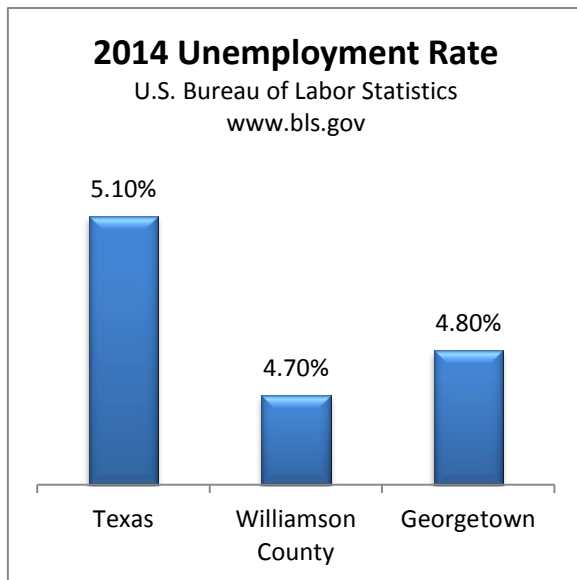


Persons living below poverty level

2009-2013 ACS Survey
factfinder2.census.gov



Household Type for Children Under 18 2011-2013 American community survey factfinder2.census.gov	Texas	Williamson County	Georgetown
Married-Couple Family:	66%	78%	73%
Male householder (no wife present):	7%	5%	7%
Female householder (no husband present):	27%	17%	20%



Williamson County Fair Market Rent by Unit Bedrooms www.huduser.org					
Year	Efficiency	One Bedroom	Two Bedroom	Three Bedroom	Four Bedroom
2010	\$688	\$783	\$954	\$1,284	\$1,462
2011	\$694	\$791	\$963	\$1,296	\$1,476
2012	\$713	\$812	\$989	\$1,331	\$1,516
2013	\$681	\$834	\$1,050	\$1,421	\$1,723
2014	\$696	\$853	\$1,074	\$1,454	\$1,762

Georgetown Public & Nonprofit Basic Needs Resources

Georgetown Housing Authority Programs (GHA) Georgetown Housing Authority www.georgetownha.org	
Public Housing 158 Units Waitlist: 18-24 months 556 households on waitlist	
Housing Choice Voucher Program 100 Vouchers Waitlist: up to 4-5 years Waitlist currently closed at 415 households.	
Shady Oaks Apartments (mixed finance property) 60 Units Waitlist 18-24 months 540 households on waitlist	
Family Self Sufficiency A GHA staff member works with welfare agencies, schools, businesses, and other local partners to give participating families skills and experience to assist in obtaining employment and enable them to live without any form of public assistance. Services may include, but are not limited to: child care, job training and employment counseling, substance abuse treatment or counseling, household skill training, and homeownership counseling. 7 participants 3 graduates	
Gateway Northwest Apartments 23 million dollar development under construction in Georgetown that will have rent and income restrictions due to participation in the Low Income Housing Tax Credit Program 180 Units Georgetown Housing Authority has agreed to administer a Project Based Voucher Program and commit 15 vouchers to this Gateway Northwest Project for fifteen years (Over \$100,000 annually).	

The Caring Place Services 2013 Annual Report www.caringplacetx.org	Families Served	Lives Impacted	Cost of Services
Rent/Mortgage Assistance	543	1,507	\$186,886
Utility Bill Assistance	680	2,003	\$151,495
Food Pantry	5,168	12,745	\$540,303
Fresh Food For Families	7,566	24,945	Donated
Holiday Meal HEB Gift Cards	674	2,541	\$24,590
Coats for Kids	512	1,416	\$28,320

Salvation Army-Williamson County Service Center www.salvationarmytexas.org/austin/basic-needs/williamson-county-service-center Serves those in need through food pantry, clothing closet, and rent or utilities assistance
Shoe-In 2014: (Partnership between Salvation Army, The Georgetown Project and GISD) 569 students in Georgetown received a new pair of shoes and two pair of socks 13 Children attended summer camp, 55 Christmas dinner event and 250 received Spring Break lunches.

Assistance League of Georgetown Area

algeorgetownarea.org

A philanthropic, non-profit volunteer organization dedicated to helping those in need within our community.

Operation School Bell 2013: Provided 1,253 students in Florence, Georgetown and Jarrell schools with a new wardrobe and shoes

Backpack Buddies

www.georgetownbuddies.com

A partnership between the Georgetown Ministerial Alliance and community volunteers to provide a bag of food for school to send home with children who appear to be at risk of going hungry over a weekend or school holiday.

Serves all 10 Elementary and all 3 Middle School Campuses in GISD-2014

Average of 2400 lbs of food sent home with 887 students every week

The Locker

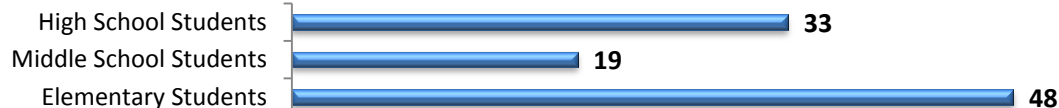
www.thelocker.info

The Locker educates and empowers youth through service learning to meet the needs of others in their community so that every child has a sense of normalcy by providing basic necessities like toiletries along with school supplies, food, caps/gowns, work clothes, activity fees and equipment, etc.

No 2013-2014 data available

Homeless Students Identified by GISD 2013-2014*

www.georgetownisd.org



***GISD students qualify as homeless according to the McKinney-Vento Homeless Education Act (Individuals who lack a fixed, regular, and adequate nighttime residence).**

The NEST Empowerment Center

www.georgetownproject.org

An afterschool safe haven for GISD teens who are at-risk, homeless or living in transition

133 Unduplicated Teens-2014



The NEST Host Home

www.georgetownproject.org

www.childrenatheartministries.org

A partnership of The Georgetown Project and STARRY that opened in October of 2013 as the first overnight adolescent shelter for Georgetown youth ages 0-17 who are homeless or living in transition. Youth can stay overnight for up to 45 days.

Provided 15 youth with 243 nights of shelter.



Georgetown

Children & Youth Indicators of Success

High Levels of Developmental Assets

Caring adults and intergenerational relationships are key to raising healthy, happy and resilient youth, but many children grow up without positive relationships. Meaningful data is foundational for planning, monitoring progress, and documenting results in our work with young people. All too often, communities, schools and organizations have research on youth that is limited to a few indicators (such as grades or health risk behaviors). Though vital, this data does not shed light on the everyday experiences that lead youth on positive, or negative, paths to adulthood. The Developmental Assets framework, created by Search Institute and based upon 25 years of research with over 4 million young people, provides a foundation for us to measure and increase the external supports and internal strengths that youth need to grow up successfully.

THESE INDICATORS WERE USED TO SHOW HOW WELL GEORGETOWN IS DOING IN THIS AREA:

- **The Power of Developmental Assets-Developmental Assets Profile Results**
- **Georgetown Assets Afterschool Alliance-A Collective Impact Initiative**
- **Giving Youth A Voice**
- **Additional Asset-Rich Local Youth Programming**

Key Findings and Developments:

- The Georgetown Project brought the Developmental Assets to our community over 18 years ago and the framework of positive youth development continues as the organization's foundation for change.
- A wide variety of Asset-Rich programming is available for youth in Georgetown; however, funding for scholarships and local public transportation is essential to ensure access for underserved youth.
- Developmental Assets Profile (DAP) results show 63% of local youth surveyed by the Assets Afterschool Alliance scored in the Adequate or Thriving levels. On the other end of the spectrum 9% of youth surveyed are Challenged, experiencing only a fragile foundation of Assets. Compared with DAP survey results with youth across the nation, we are doing better in Georgetown across the board, but there is work to do.
- DAP results show that areas of strength for local youth surveyed are the Asset categories of Support, Empowerment, Constructive Use of Time, and Boundaries & Expectations. On the flip side, the categories of Positive Values and Positive Identity are not as strong.
- DAP results show that local youth surveyed experienced high levels of support from Family and the lowest levels of support from Community, specifically their neighborhood.
- In 2014, partners in the Assets Afterschool Alliance served over 18,000 Georgetown youth during out-of-school time with quality programming that keeps kids safe, expands learning, helps working families, and builds Developmental Assets.
- Other local organizations, while not specifically linking outcomes with Developmental Assets, offer Asset-Rich opportunities and build positive intergenerational relationships with youth.
- Junior University, Partners in Education, Southwestern University Office of Civic Engagement and The Georgetown Project's Community Interaction Partnership find creative ways to go beyond mentoring to connect generations in Asset-Rich experiences that enhance education, encourage career exploration, reinforce ethics and character, and place positive adult role models in our children's lives.
- Local high school students participating in The Georgetown Project's Youth Voices Opinion Poll identify top issues needing attention as: Drugs & Alcohol, Bullying and Teen Pregnancy.
- Search Institute introduces strategies that delve deeper into the Developmental Assets framework, with new research on Developmental Relationships, Sparks and Perseverance, offering schools, youth programs, families and communities concrete ways to initiate Asset Building.

The 40 Developmental Assets®

The Developmental Assets are 40 research-based, positive qualities that influence young people's development, helping them become caring, responsible and productive adults. Based in youth development, resiliency and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States, and increasingly, around the world.¹ The Assets framework is developmentally relevant from early childhood through adolescence. Simply put—ALL KIDS NEED MORE ASSETS—and the more Assets young people have growing up, the better. Thousands of studies have confirmed that the higher levels of Assets young people experience across the contexts of their lives, the more likely they are to:

- Do better in school
- Be prepared for post-high school education and careers
- Contribute more to their communities
- Avoid high-risk behaviors, such as violence, substance abuse and sexual activity.









Asset Building communities see youth as resources to be celebrated, not problems to be fixed. The Georgetown Project, founded on The Developmental Assets framework, has provided mentoring and training for schools and communities across the nation seeking to learn from Georgetown for the past 18 years.

The Georgetown Project formed the Assets Afterschool Alliance in 2013, uniting in new ways with afterschool partners to build Developmental Assets in Georgetown youth during out-of-school-time settings. The Alliance surveyed a sample of 4th-12th Graders across organizations and programs last fall, becoming the first collective impact project of its kind in Georgetown's youth development community, and using Search Institute's **Developmental Assets Profile (DAP) Survey**. The DAP Survey provides unique and complementary information on youth, that: 1) **Describes** the strengths and supports that young people have in their lives (Developmental Assets®) which guide the choices they make, including their success in school, their health, and how they contribute to community life; 2) **Highlights** the perspectives of young people themselves, recognizing that young people's perceptions of themselves and the world around them are pivotal for where they turn for help and the choices they make; 3) **Frames** our work in the context of young people's strengths as well as the supports they have (or don't have) in their families, schools, and communities. This broader picture sets the stage for collaboration, shared responsibility, and collective impact efforts; and 4) **Provides** a positive road map to guide you in proactive and focused planning and improvement based upon results.

New Asset-Based research conducted by Search Institute, with input from youth development professionals across the globe, revealed several skill-building frameworks important for youth success: **Developmental Relationships** (intergenerational relationships essential for youth success—a great place to start Asset Building), **Perseverance** (setting and achieving goals—STICK TO IT), and **Sparks** (intergenerational support for the passions and interests children and youth have in life). Locally, The Georgetown Project and Williamson County Juvenile Services, with support from Georgetown Health Foundation, provide leadership and training on the Developmental Assets, and for building Developmental Relationships, Perseverance and Sparks in youth. The Asset approach calls upon adults to unite in preparing our youngest citizens for success. **As Georgetown continues to grow, it is important that we, as adults, stay focused on building Developmental Assets in all settings where the lives of youth and adults intersect.**

¹ For more information on the Developmental Assets and the research behind this framework, see Appendix 1.

The Power of Developmental Assets-Developmental Asset Profile Results

The Eight Categories of Developmental Assets-Developmental Asset Profile, Afterschool Alliance-2014			
External Assets	Georgetown Youth Experiencing Asset	Internal Assets	Georgetown Youth Experiencing Asset
 SUPPORT Young people need to be surrounded by people who love, care for, appreciate, and accept them.	79%	 COMMITMENT TO LEARNING Young people need a sense of the lasting importance of learning and a belief in their own abilities.	71%
 EMPOWERMENT Young people need to feel valued and valuable. This happens when youth feel safe and respected.	72%	 POSITIVE VALUES Young people need to develop strong guiding values or principles to help them make healthy life choices.	70%
 BOUNDARIES & EXPECTATIONS Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.	76%	 SOCIAL COMPETENCIES Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.	72%
 CONSTRUCTIVE USE OF TIME Young people need opportunities- outside of school-to learn and develop new skills and interests with other youth and adults.	71%	 POSITIVE IDENTITY Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.	69%

Five Contexts for Building Developmental Assets-Developmental Asset Profile, Afterschool Alliance-2014				
Context	Description	Examples	National Youth 2010	Georgetown Youth
Personal Assets	Internal strengths that shape the character of young people, including their self-concept, values, attitudes, and capabilities.	<ul style="list-style-type: none"> Honesty Restraint Planning and decision making A sense of purpose 	-	69.3%
Social Assets	Social assets are experienced through personal relationships with others, particularly their friends.	<ul style="list-style-type: none"> Peaceful conflict resolution Positive peer influence Interpersonal competence Other adult relationships 	50%	72%
Family Assets	Assets experienced in the family	<ul style="list-style-type: none"> Family support Positive family communication Useful roles in the family Family boundaries 	52%	79.6%
School Assets	Assets experienced in school	<ul style="list-style-type: none"> Achievement motivation School engagement Caring school climate School boundaries 	35%	74.6%
Community Assets	Assets experienced in community settings other than school	<ul style="list-style-type: none"> Community values youth Youth programs Religious Community Caring neighborhood 	40%	68.6%

Georgetown Assets Afterschool Alliance-A Collective Impact Initiative

The Assets Afterschool Alliance-Served Over 18,000 Youth in 2013

Program Partners committed to building Developmental Assets, keeping kids safe, helping working families and expanding learning for Georgetown youth during out-of-school-time.

The Georgetown Project

Assets In Action: Served 730 Adults and Youth in 2013

Community mobilization strategies raising awareness of the power of the Developmental Assets in the lives of youth and activities that give youth a voice and opportunities to lead and serve.

After School Action Program (ASAP): 255 Students served in 2013

After school academic and enrichment program partnership with GISD offered on all three middle school campuses.

Offered three days a week until 6pm at all three middle school campuses during school year.

Summer Camps: Career Cruisin' and Pathways to Engineering

Bridges To Growth: 2,767 Visits in 2013

Early childhood resource center that builds skills and confidence in Georgetown parents and childcare providers to raise young children.

Open Mondays-Wednesdays, 10am-7pm and ongoing training classes

Kid City: 72 Students Served in 2013

Summer nutrition and enrichment program partnership with GISD and Georgetown Parks & Rec providing low-income children in K-5th grade a fun, safe and affordable summer camp experience.

Offered 4 weeks in the summer on a GISD Elementary School campus

The NEST Empowerment Center: 99 Students Served through 2013

An outreach for GISD high school students who are at-risk, homeless or living in transition, offering basic needs, academic resources and other supportive services.

Open Monday-Thursday after school until 7pm. Summer programs focus on employment.

Boys and Girls Club of Georgetown: 820 Members Served 2013

Programming and activities to achieve good character and citizenship, academic success and healthy lifestyles.

Serves youth ages 6-17 from 3-7pm Monday-Friday during the school year
and 7:30am-5:30pm Monday-Friday during the summer.

Extended School Enrichment (ESE): 430 Students Served in 2013

Provides year-round out of school time services for PreK-5th grade students that attend Georgetown public schools. ESE provides enrichments such as science, cooking, recreational sports, technology, arts/crafts, homework assistance, and many additional educational, creative, and cultural activities.

Georgetown Parks and Recreation Teen Center:

979 Youth Memberships and 9,777 Daily Passes Purchased in 2013

Allows teens to explore a wide range of activities including sports, creative arts, CPR, Babysitting certification, planning for college, leadership skills, Georgetown Youth Advisory Board, etc.

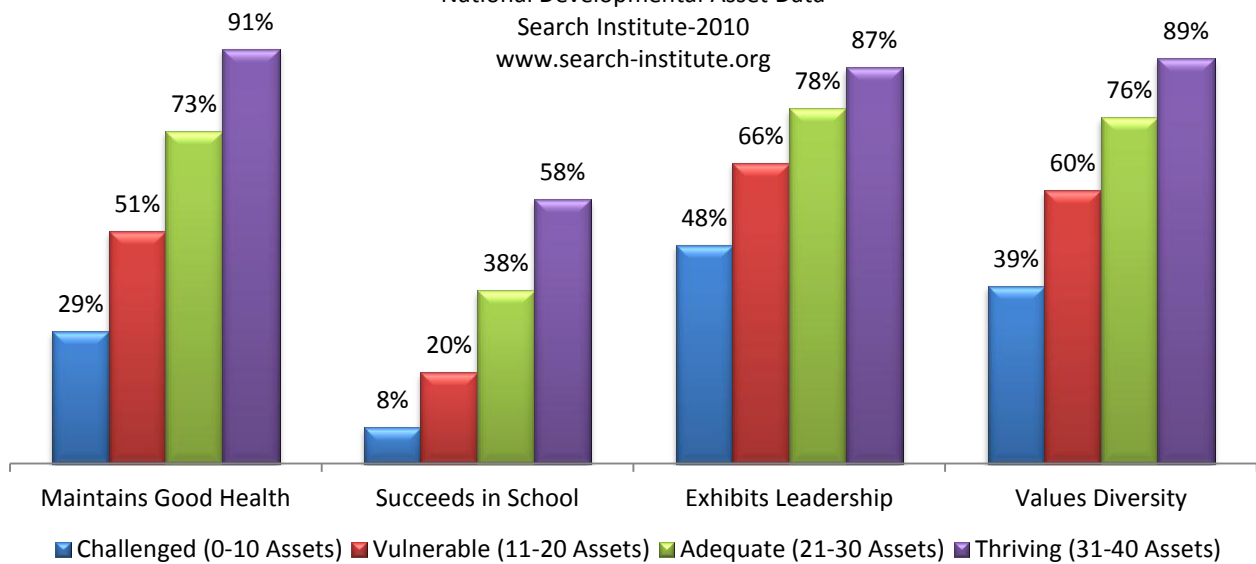
Open Monday-Friday until 9pm.

Williamson County Juvenile Services: 3,200

Adopted 40 Developmental Assets as a framework for service delivery by implementing them in all aspects of supervision and programming including the prevention-diversion programming, detention, placement and after-care services.

More Developmental Assets=Increased Thriving

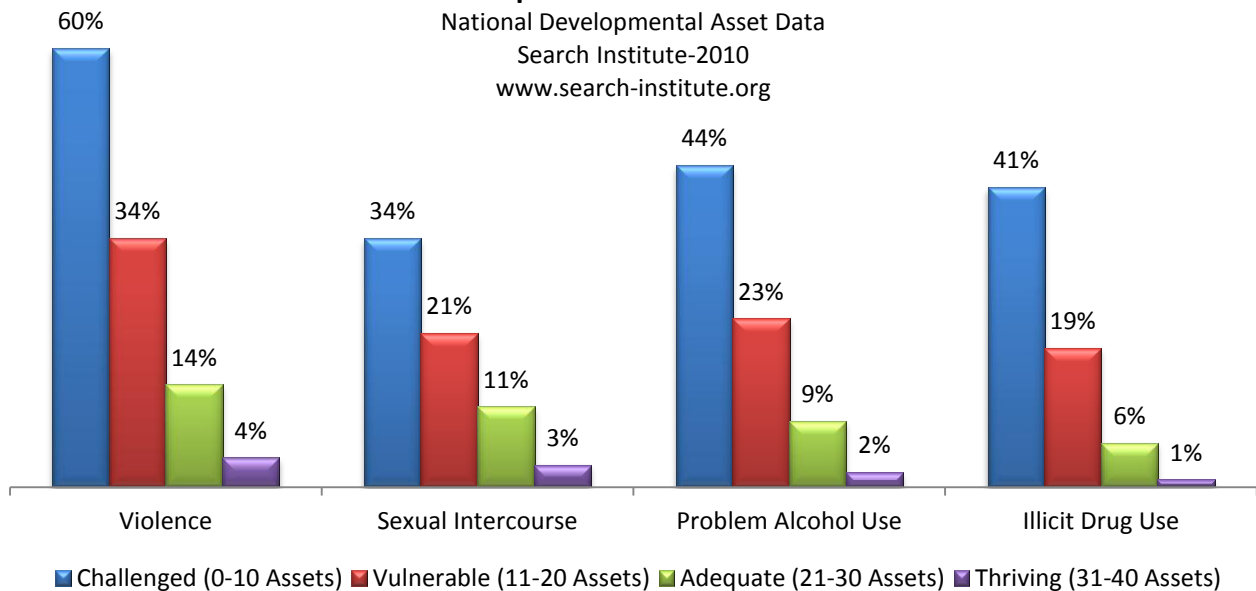
National Developmental Asset Data
Search Institute-2010
www.search-institute.org



More Developmental Assets=Increased Thriving + Reduced Risks

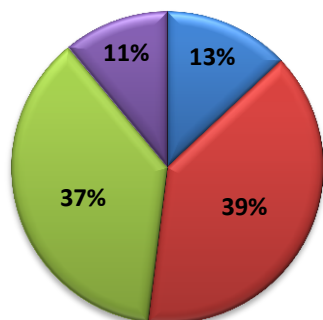
More Developmental Assets=Reduced Risks

National Developmental Asset Data
Search Institute-2010
www.search-institute.org



How U.S. Youth are Doing

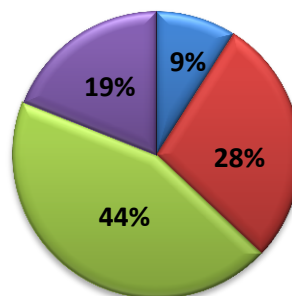
Search Institute-2010
www.search-institute.org



■ Challenged ■ Vulnerable
■ Adequate ■ Thriving

How Georgetown Youth are Doing

Developmental Asset Profile
Afterschool Alliance-2014

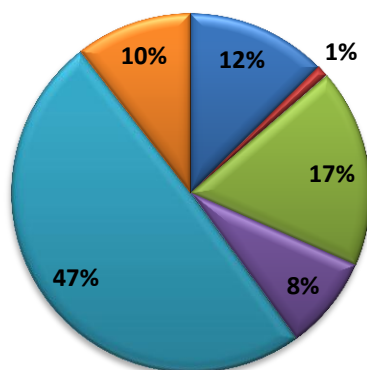


■ Challenged ■ Vulnerable
■ Adequate ■ Thriving



Demographics of Georgetown Students Participating in Developmental Asset Profile

Afterschool Alliance-2014



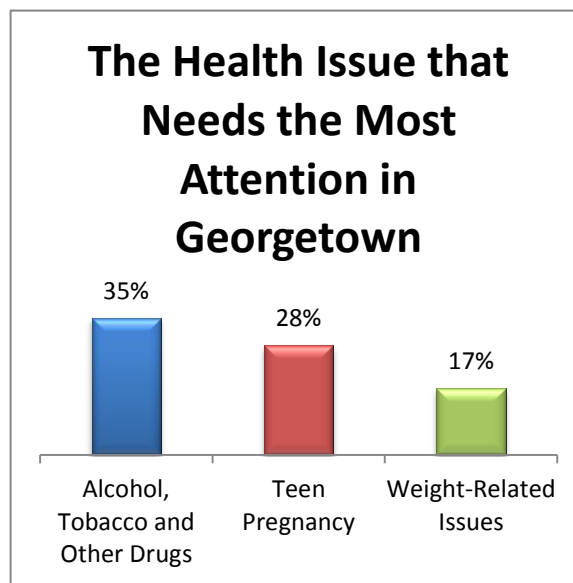
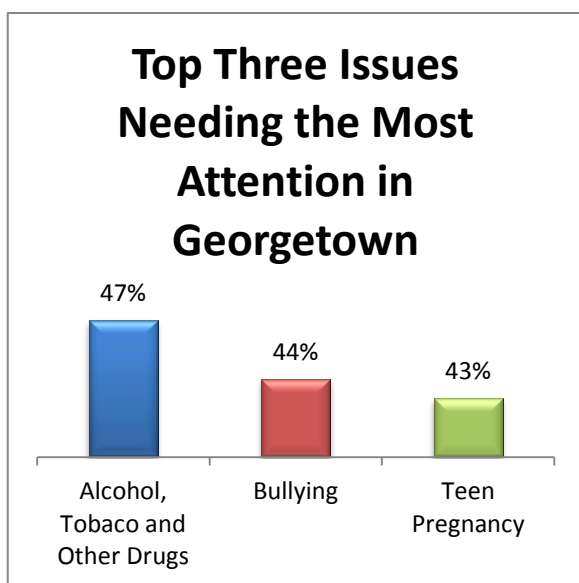
■ African American
■ Asian American
■ Hispanic
■ Multiracial
■ Caucasian/Non-Hispanic
■ Other

The More Developmental Assets, The Better!

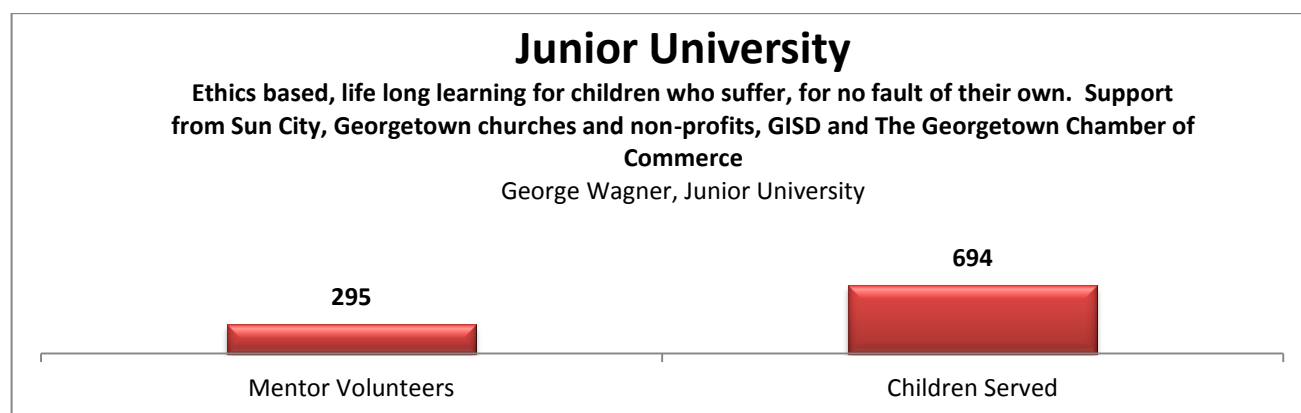
Giving Youth A Voice

The Georgetown Project's 2013 Youth Voices Opinion Poll

355 9th-12th grade students from Georgetown, East View and Richarte HS were surveyed



Asset-Rich Local Youth Programming



Southwestern University Office of Civic Engagement 974 Students Served 39,863 Volunteer Hours 2012-2013 Office of Civic Engagement www.southwestern.edu/offices/civicengagement	
Program	Number Served
Upward Bound -College readiness program for high school students	50 GISD students 20 SU tutors
SMaRT -Science and Math Achiever Teams Pairs SU students with 3-5 graders to complete math or science related project	12 GISD students 12 SU Mentors (each semester)
Operation Achievement -Tutoring and enrichment program where SU students mentor 6-8 grade students	65 GISD Students 101 SU Mentors
Community Engaged Learning (CEL)* - Students apply academic skills and knowledge to address a community need, issue, or problem and enhance student learning. (*See Partners In Education data below-a part of CEL)	495 SU Students Participated in 31 classes

Georgetown Partners In Education Connects community members and resources to strengthen the educational network and promote academic and life success for our youth georgetownpartners.org		
Program: Classroom Partners-2014 Southwestern Spanish III students are paired with GISD classrooms in which teachers have identified ELLS (native Spanish Speakers) who would benefit from the extra social and academic support.	Spring 2014	Fall 2014
Number of Southwestern Students	54	31
Number of GISD Elementary Schools	4	6
Number of GISD Host Teachers/Classrooms	15	17
Number of GISD Students	330	374

Additional Asset-Rich Out-of-School-Time Programs in Georgetown 2013-2014 As Reported by Individual Programs	
Program	Children and Youth Served
Exceptional Georgetown Alliance exceptionalgeorgetown.org Programs for children and young adults with cognitive and developmental disabilities <i>Adaptive Teams:</i> <i>Little Dribblers, Challenger "Ranger" Baseball, Swimming Lessons and Summer Camps.</i>	87 total Average of 22/program
The Georgetown Public Library library.georgetown.org Serves all children in Georgetown and GISD <i>Pre-School Literacy Program, Story Time, READ Dogs, Summer Reading Program, Teen Writer's Studio, and Teen Advisory Board</i>	11,625
The Palace Theatre www.georgetownpalace.com Dedicated to enhancing the quality of life in Georgetown and Williamson County by providing a venue for quality and affordable entertainment and educational opportunities in the performing arts <i>After school/weekend classes, Full day workshops (during days off from school), Summer Workshops, and Acting with Autism</i>	615
The Williamson County Museum williamsonmuseum.org Promotes culture and heritage of Williamson County through education, preservation, acquisition and exhibition <i>Hands on History, Traveling Trunk Programs, Tours, Field Trips, and Summer History Explorer's Camp</i>	14,000 from WilCo Of these: 3,233 GISD 1,100 Georgetown private/home school
Girlstart girlstart.org Encourages girls to believe in themselves, pursue paths to higher education and discover greater career opportunities by enhancing girls' STEM learning through relatable, fun, hands-on and comprehensive activities in an all-girls, informal environment	190/week

Community-Based Opportunities for Youth to Lead, Serve and Have a Voice:

- After School Action Program (ASAP)-Agents of Change
- Boys & Girls Club of Georgetown-Torch Club
- Boy Scouts and Girl Scouts
- Chamber of Commerce-Junior Leadership Georgetown
- City of Georgetown-Georgetown Youth Advisory Board
- Faith Community-Youth Groups and Missions
- Kiwanis-Key Club
- Ride On Center for Kids-R.O.C.K.ateers
- Rotary-Rotaract and Interact
- Seeds of Strength, The Next Generation
- Sertoma-Serteens
- The Georgetown Project-Board Positions, Service Learning
- The Locker-Board Positions, Service Learning



Safe & Healthy

Our children and youth cannot succeed if their basic needs are not met. A healthy start and sustained access to safe and healthy environments have positive impacts that last a lifetime. Such factors as a healthy birth and having parents who are prepared to take on parental responsibilities are crucial for meeting fundamental needs – laying the foundation for growth and success.

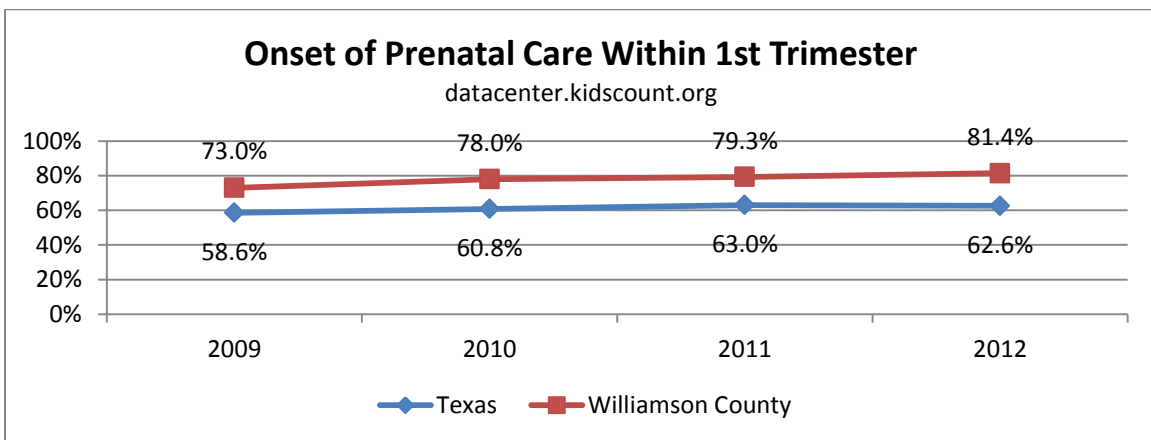
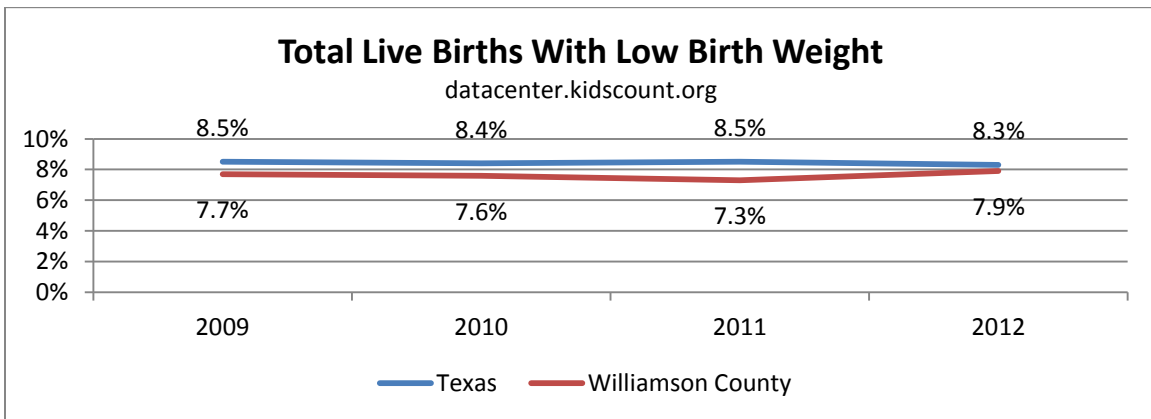
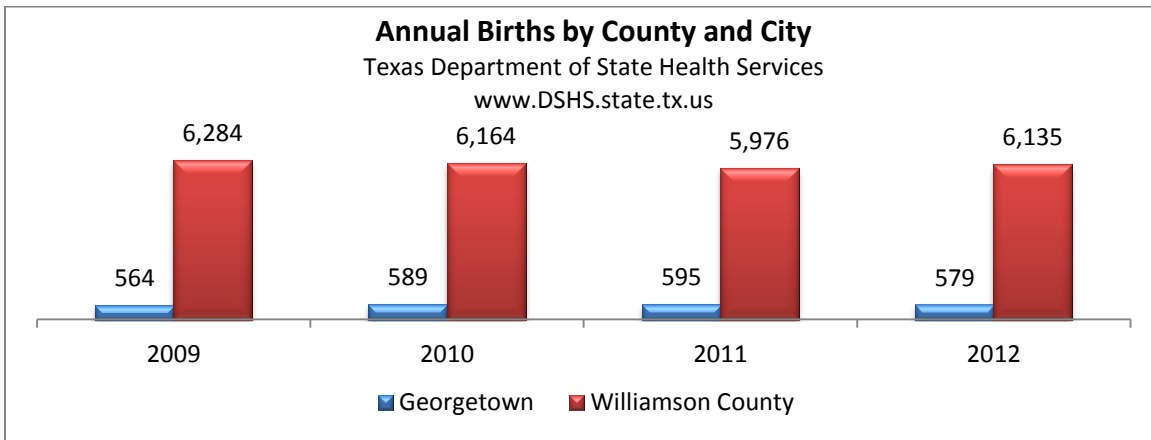
THESE INDICATORS WERE USED TO SEE HOW WELL GEORGETOWN IS DOING IN THIS AREA:

- **Healthy Start**
- **Nutrition & Physical Fitness**
- **Safe Environment**
- **Teen Pregnancy**
- **Behavioral Health (Mental Health & Substance Abuse)**
- **School Safety and Juvenile Justice**

Key Findings and Developments:

- In 2014, Williamson County was ranked as the second healthiest county in the state of Texas. Since the ranking was introduced, Williamson County has either been ranked first or second.
- Percentage of babies born with low birth rate virtually unchanged, however, lower than state average.
- Increase in onset of prenatal care in the first trimester, and significantly higher than state average.
- Decrease in teen pregnancies in GISD and in Williamson County.
- Enhanced education and training for parents and childcare providers.
- 99.5% Kindergarten immunization rate in GISD.
- Almost 24% of WIC participants countywide are from Georgetown.
- Number of Georgetown child and youth patients at Lone Star Circle of Care increased 40% over four years and local youth patient visits increased over 50% during same period.
- Children enrolled in CHIP and Medicaid significantly less than state averages.
- Increase in youth memberships and daily visits to the City of Georgetown Recreation Center.
- Increase in out-of-school-time programs providing healthy meals.
- Less than 40% of GISD middle and high school students participate in a school sport; elementary students participate in physical education three days/week.
- Juvenile crime down in Georgetown; top offenses are crimes against property and alcohol offenses.
- Significant decrease in GISD placements in Williamson County Juvenile Justice Academy.
- Violent or criminal behavior offenses in GISD are down; top offenses are possession of a controlled substance, possession of non-illegal knife, and fighting.
- New collaborations between The Georgetown Project and STARRY result in opening of The NEST Host Home as the community's first overnight adolescent shelter for youth who are homeless or living in transition; The NEST Empowerment Center continues to serve youth on a drop-in basis afterschool.
- Bluebonnet Trails Community Services expands mental health services for Georgetown youth.
- Annunciation Maternity Home and Bluebonnet Trails open transitional housing units.
- Opening of Rock Springs and Georgetown Behavioral Health Institute marks the first inpatient adolescent behavioral health resources in the community.
- Slight decrease in confirmed victims of child abuse and children in foster care; increase in advocacy for abused and neglected children.
- Parents remain the primary perpetrators in confirmed child abuse victims.
- Sexual abuse is overwhelmingly the primary offense against children in confirmed child abuse cases.

Healthy Start



Bridges To Growth-2013 A Program of The Georgetown Project An early childhood resource center that builds skills and confidence in Georgetown parents and childcare providers to nurture the social, emotional and cognitive development in young children. www.georgetownproject.org	
Total Visits	2,767
Unduplicated Parents/Childcare Providers Served	762
Unduplicated Children Served	205
Parenting & Childcare Provider Training Classes	127
Children's Events	33
In September of 2014, Bridges To Growth began Smart Beginnings, a new initiative for parents, childcare providers and others who care for children ages 0-3.	

GT Set4Success (GTS4S) georgetownchamber.org An Early Childhood initiative of the Georgetown Chamber of Commerce to educate new parents about local resources to help them nurture, guide, parent and educate their children. Collaborative Partners include: The Georgetown Chamber of Commerce, The Georgetown Project, Lone Star Circle of Care, Georgetown Housing Authority, Partners In Education, St. David's Georgetown, Literacy Council of Wilco, United Way of Wilco, Together4Children, V-Quest, Georgetown Health Foundation and All Things Kids. St. David's Georgetown hospital began distributing GTS4S resource packets to new parents December 1, 2014.
Between December 1, 2014 and February 1, 2015, 54 (141 English/13 Spanish) packets were delivered to new moms.

Kindergarten Immunization Rate 2014 Texas Department of State Health Services and GISD www.dshs.state.tx.us georgetownisd.org	
Texas=Over 95%	Georgetown ISD=99.5%

Williamson County and Cities Health District-2013 www.healthywilliamsoncounty.org www.wcchd.org		
Program	Georgetown	Williamson County
Eligible for Medical Services, Referrals and Wilco Care (State mandated program for uninsured WilCo residents earning low incomes who do not qualify for Medicaid)	287	1,422
WIC Participation (Women, Infant Children)	21,877	91,688
Participation in Health Education Classes	18	87

Lone Star Circle of Care (LSCC) Georgetown Service Numbers

LSCC is a Federally Qualified Health Clinic (FQHC) Safety Net Provider

Patients 0-19 Years Old

LSCC Analytics www.lscctx.org

	2010		2014	
Clinic	Visits	Patients	Visits	Patients
Lake Aire Family Medicine	493	272	523	328
Lake Aire Behavioral Health	134	51	929	336
Lake Aire Pediatrics	9,776	3,875	21,852	7,029
Georgetown Women's Center	No Data	No Data	1,078	319
Georgetown Dental Center	1,720	756	2,243	4,688
Children and Youth Total	12,123	4,954	25,547	8,329

Patients are included once in the total for each clinic location and once in the overall total. Therefore, individual patient counts will not sum to the total number of patients.

LSCC serves Bastrop, Bell, Burnet, Travis and Williamson County

LSCC

LSCC Georgetown Clinics & Services

Dell Children's-Circle of Care Pediatrics at
Lake Aire Medical Center
Family Medicine at Lake Aire Medical Center
Senior Health at Lake Aire Medical Center
Behavioral Health at Lake Aire Medical Center
Georgetown Women's Center (OB/GYN)
LSCC Dental Center
Class A Pharmacy at Lake Aire Medical Center

Top 10 Zip Codes Served by Lone Star Circle of Care in 2014

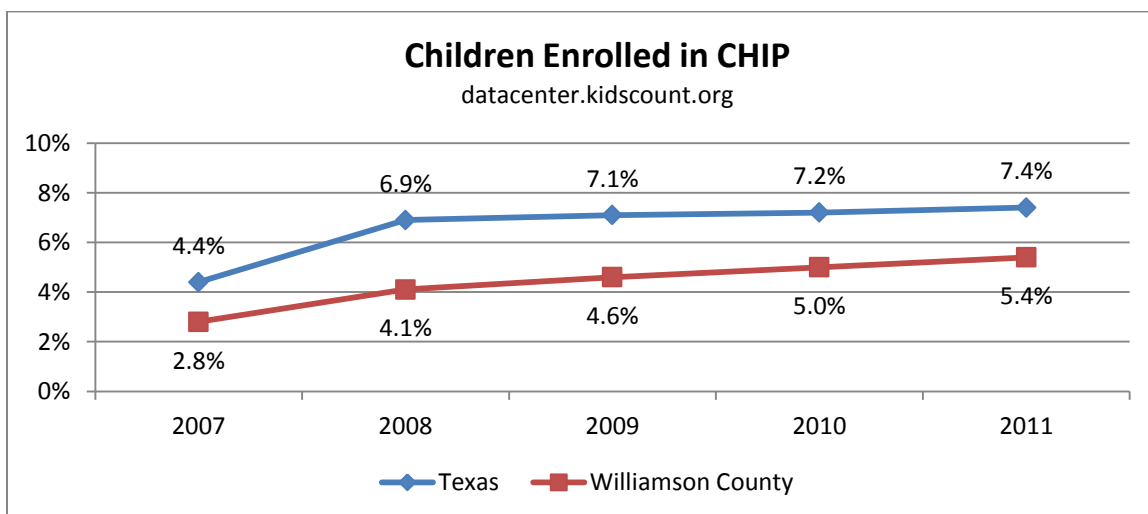
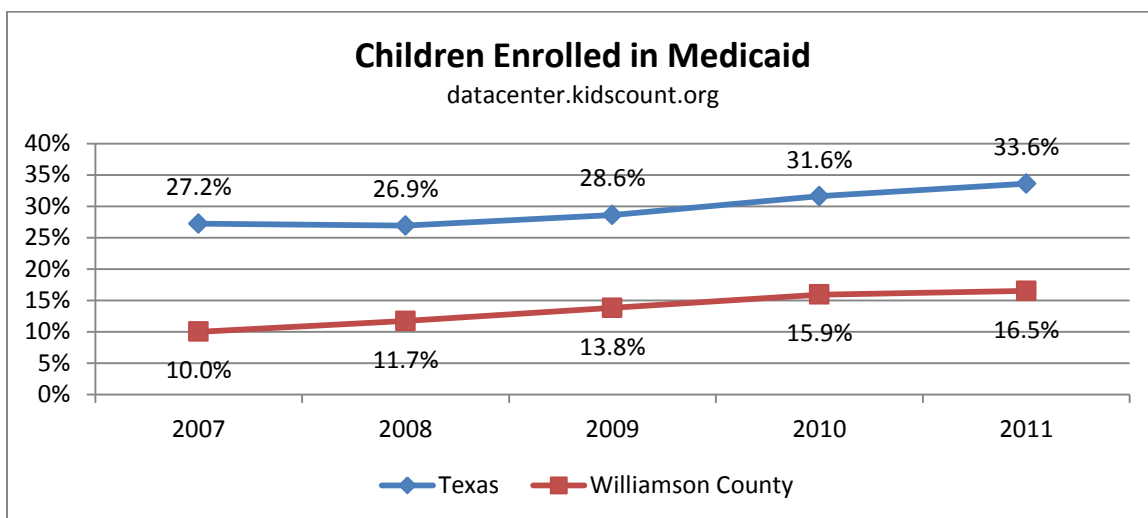
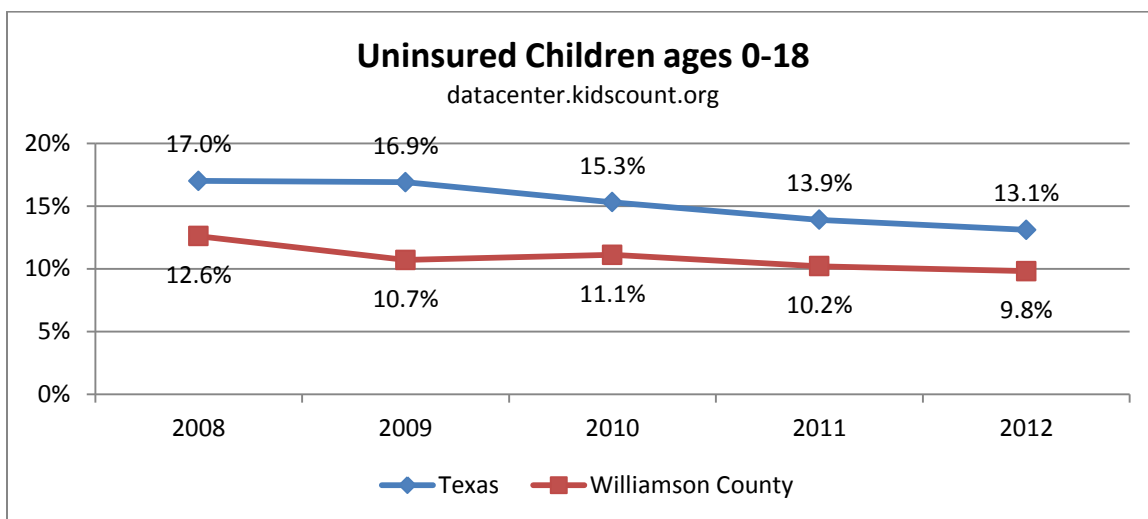
LSCC

1. Round Rock (southeast) 78664
2. **Georgetown (east) 78626**
3. Pflugerville 78660
4. Hutto 78634
5. Taylor 76574
6. **Georgetown (west) 78628**
7. Round Rock (east) 78665
8. Round Rock (west) 78681
9. Austin/Cedar Park 78613
10. Leander 78641

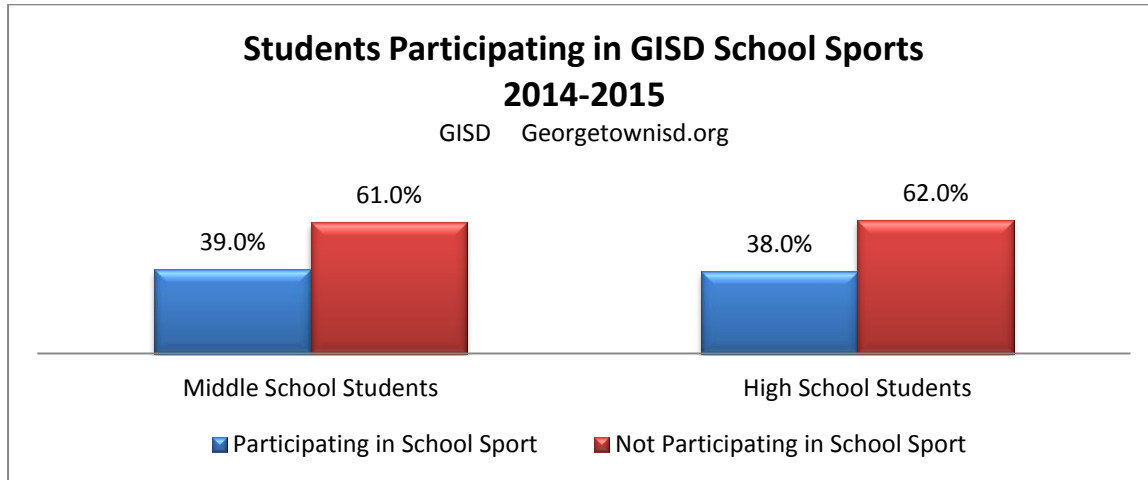
Lone Star Circle of Care Patient Overview

www.lscctx.org 2013 Annual Report

- 50% of patients are 19 years of age or younger
- 58% of uninsured patients have family incomes at or below the 2013 Federal Poverty Level (\$22,550 for a family of four in Georgetown)
- 93% of uninsured patients have family incomes at or below 200% of the 2013 Federal Poverty Level
- 34% of patients are uninsured, 50 % have public medical benefits, 16 % carry private insurance



Nutrition and Physical Fitness



Amount of Physical Education Offered in GISD schools	
GISD Georgetownisd.org	
Elementary	3 days per week (state mandated 135 minutes/week)
6 th Grade	3 days per week. Health topics are covered the remaining 2 days.
7 th Grade	Every day
8 th Grade	If students have not yet had 4 semesters of PE, every day
High School	One PE credit is required for Graduation

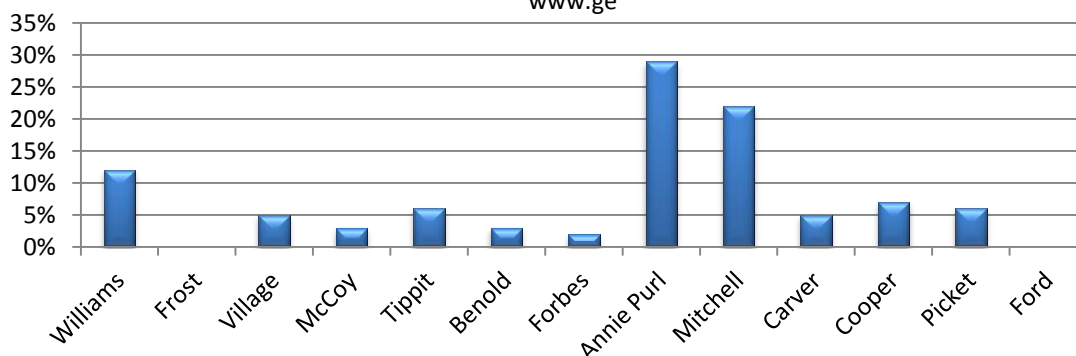


Georgetown Recreation Center 2013 Youth and Family Memberships			
City of Georgetown Parks and Recreation georgetown.org/parks			
Youth		Family	
Rec Center Memberships	979	Rec Center Memberships	2,902
Tennis Center	17	Tennis Center	35
Rec/Tennis Combo	8	Rec/Tennis Combo	675
Rec Center Daily Visits	9,777	Rec Center Daily Visits	141
Total Youth signed up for Recreation Sports: 1626			

Kid City-72 Unduplicated Kids (2014)

Summer nutrition and enrichment program partnership of The Georgetown Project, GISD and Georgetown Parks & Recreation providing low-income children in K-5th grade a fun, safe and affordable summer camp experience.

www.ge



Out of School Time Meals Served 2013

Assets Afterschool Alliance

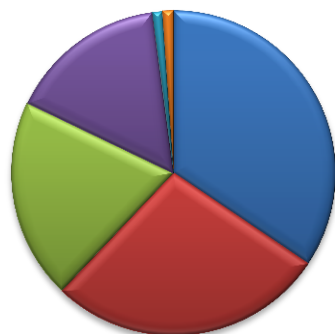
Program	Number of meals served 2013
After School Action Program (ASAP)- A Program of The Georgetown Project and GISD	Over 8,500 mini meals
Boys and Girls Club of Georgetown	Over 27,600 snacks and 6,120 meals
Extended School Enrichment (ESE)-GISD Program	1,960 snacks/meals
Kid City-A Program of The Georgetown Project	2,400 meals/ 1,000 snacks
The NEST Empowerment Center-A Program of The Georgetown Project	1,450 meals

Most/Least Selected School Lunch items

GISD Elementary Students-Spring 2014

All items are made with whole grains and reduced fat

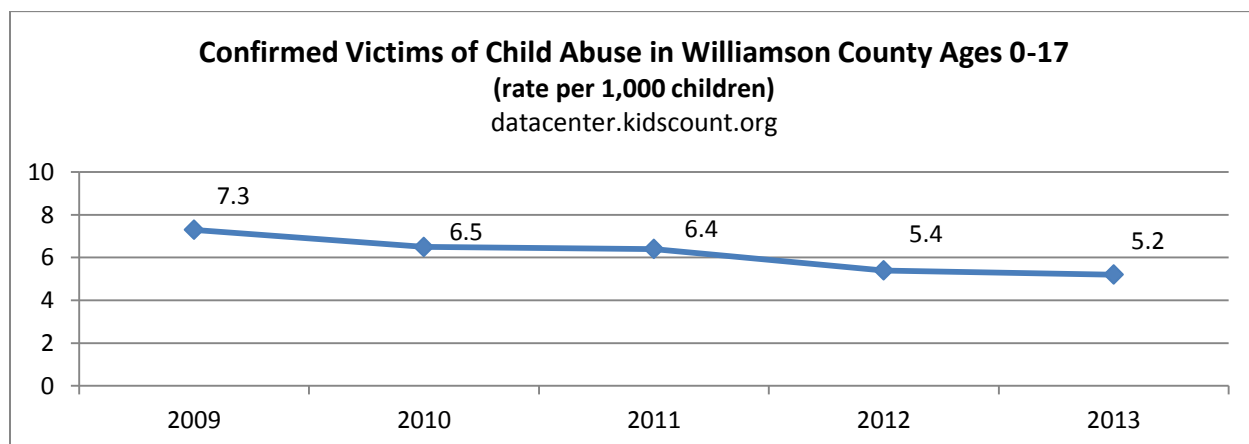
GISD Nutrition Services georgetownisd.org



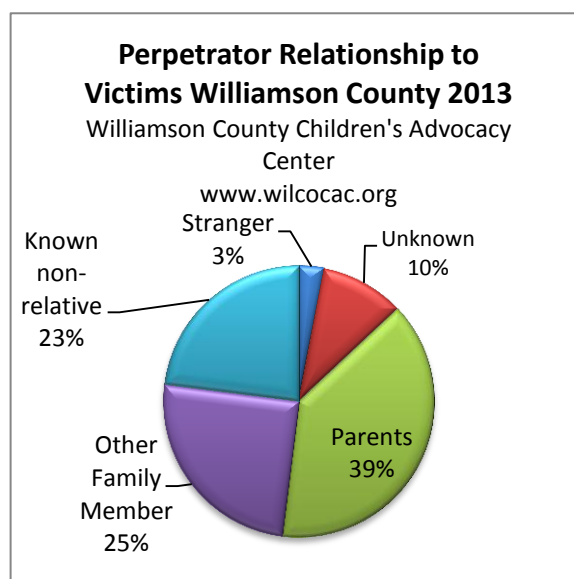
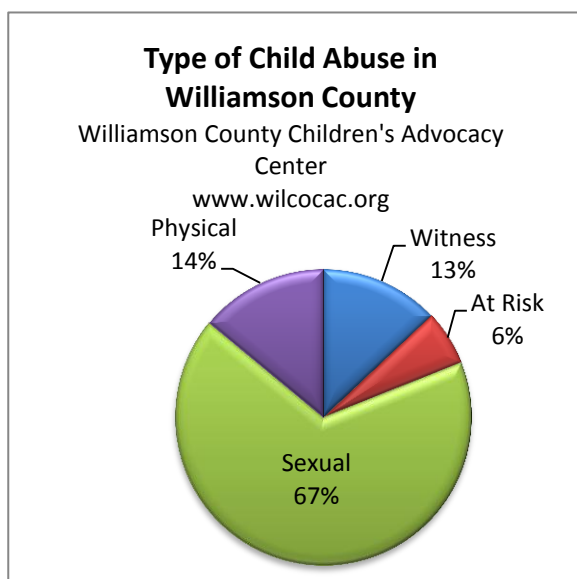
- Pizza
- Chicken Fingers and Breadsticks
- Cheese Breadsticks with marinara
- Hamburger/Turkey dog or Chicken corn dog
- Wraps/Lunchmeat sandwiches
- Salad

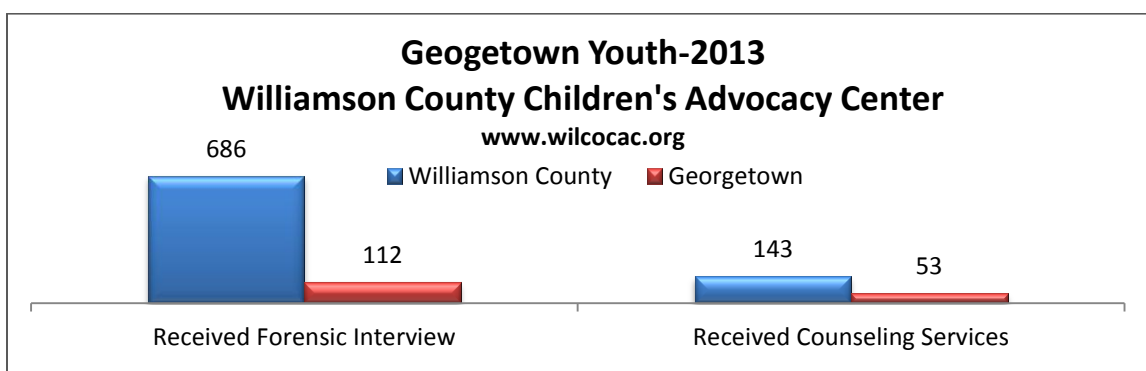
GISD provides meals for about 9,000 students every school day

Safe Environment



Confirmed Child Protective Services (CPS) Victims and Investigations in Williamson County 2013	
Texas Department of Child and Protective Services Data Book 2013 www.dfps.state.tx.us	
CPS Completed Investigations: 2,030	
Confirmed victims of child abuse or neglect: 459	
CPS Investigations of abuse/neglect confirmed: 22.6%	

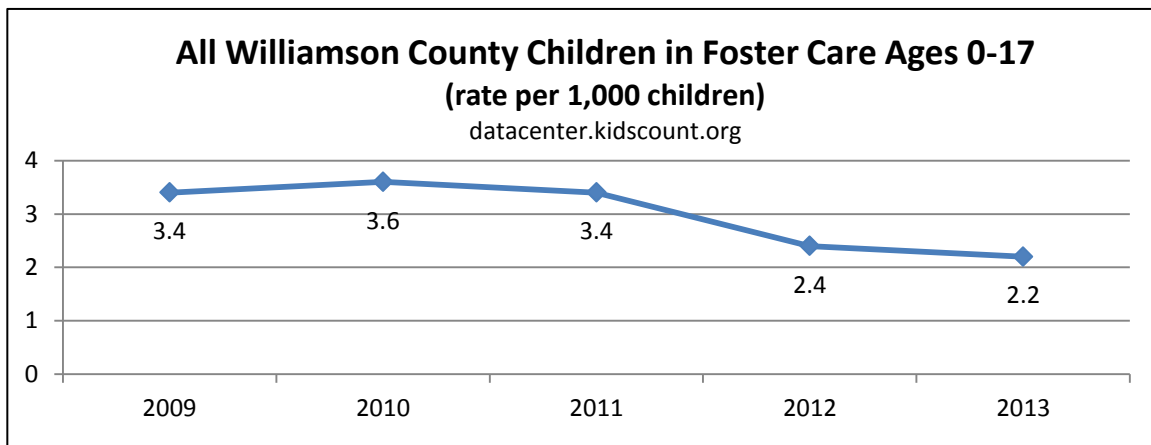




Child Protective Services Most Common Abuse/Neglect Statistics in Texas in 2013 Texas Department of Family and Protective Services www.dfps.state.tx.us
Person reporting abuse/neglect for complete investigations: Medical Personnel: 17% Allegation Confirmed: Neglectful Supervision: 66.5% Confirmed perpetrator of abuse/neglect: Parent: 78.3% Female: 56.6% Age 26-35: 40.3% Characteristic of confirmed victim: Age 1-3: 23.2% Female: 51.6%

Registered Sex Offenders City-data.com
Registered sex offenders living in Georgetown, Texas: 69
The ratio of residents in Georgetown to the number of sex offenders: 758 to 1. This ratio is smaller than the state average

CPS Children in Foster Care Williamson County Texas Department of Family and Protective Services Data Book 2012 and 2013 dfps.state.tx.us	Children Waiting for Adoption Williamson County Texas Department of Family and Protective Services Data Book 2012 and 2013 dfps.state.tx.us
2012: 327	2012: 69
2013: 289	2013: 56



STARRY SAFE Program 2013

Voluntary Program for youth up to age 17 who are residents of Williamson County and neighboring counties. The Program offers placement in Emergency Shelter or host home for up to 45 days. Youth have access to case management, counseling, life skills classes, medical appointments, family mediation and will likely remain in their same school throughout the program.

www.georgetownproject.org

childrenatheartministries.org/STARRY

The NEST Host Home The Georgetown Project and STARRY	Total Served-Williamson County
15 youth received 243 days of residential care	50 youth received residential services

CASA

Court Appointed Special Advocates-provides a trained advocate for every abused and neglected Williamson County child in need of advocacy on their way to a permanent home.

CASA casawilco.org

Williamson County-2013

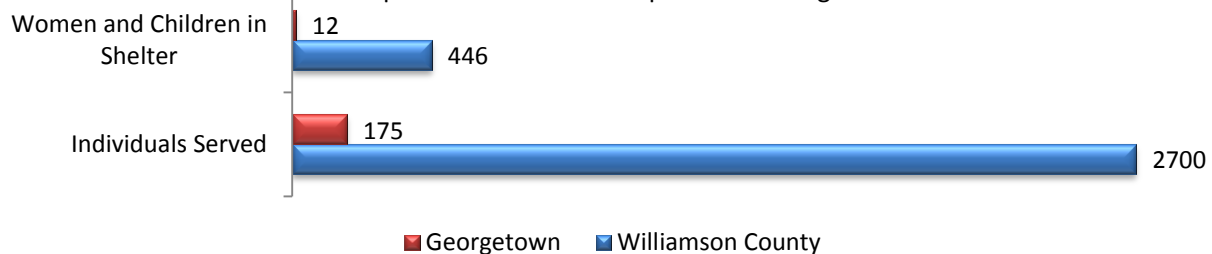
102 volunteers served 150 children, out of the 431 that were in custody of the state.

Hope Alliance-2013

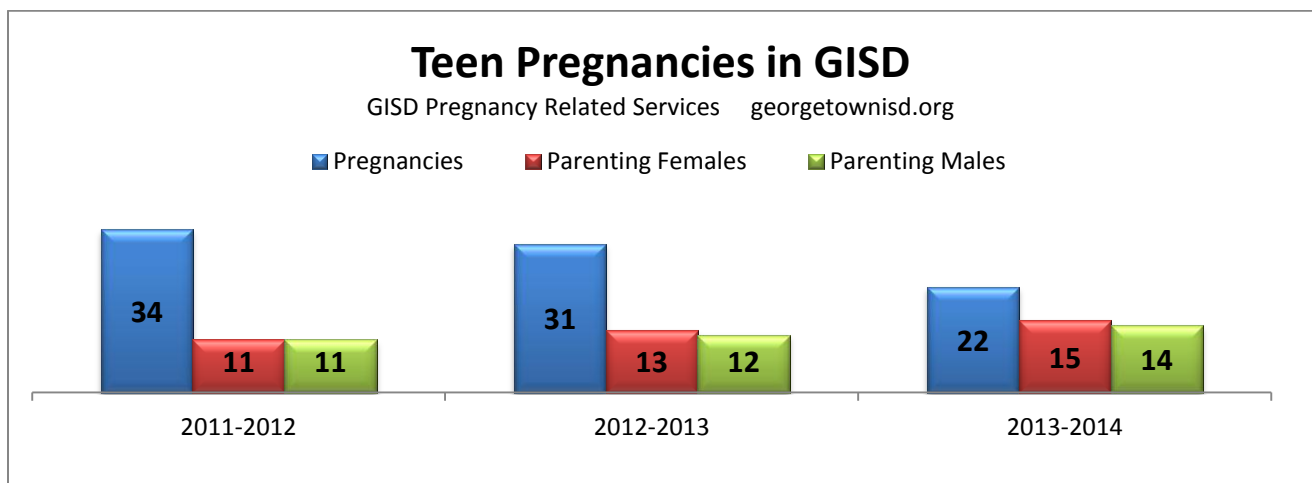
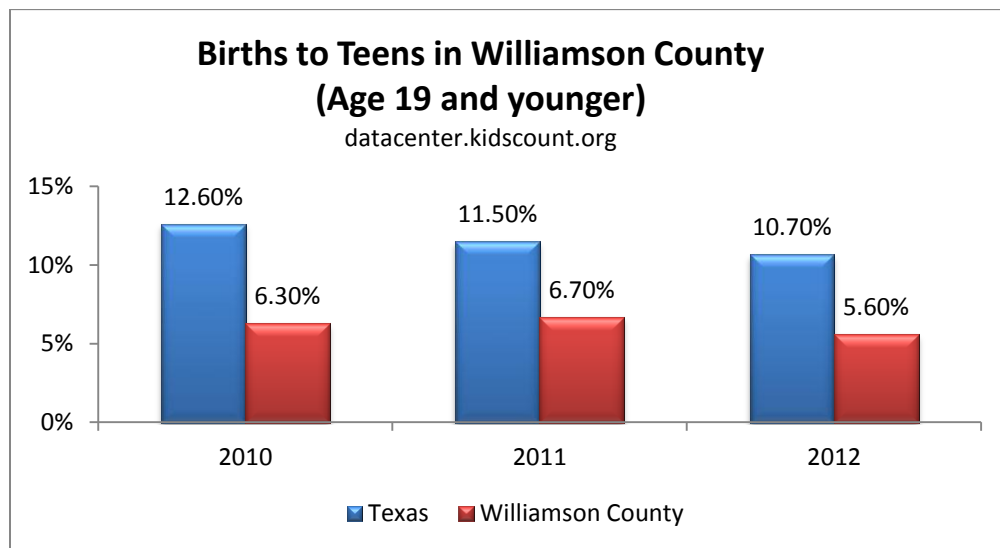
Crisis center and shelter for domestic violence and sexual assault victims.

7,085 Nights of Service Provided in Williamson County

Hope Alliance www.hopealliancetx.org



Teen Pregnancy



Annunciation Maternity Home

Housing and related services for young mothers nationwide but predominantly from Central Texas, who are facing an unplanned pregnancy.

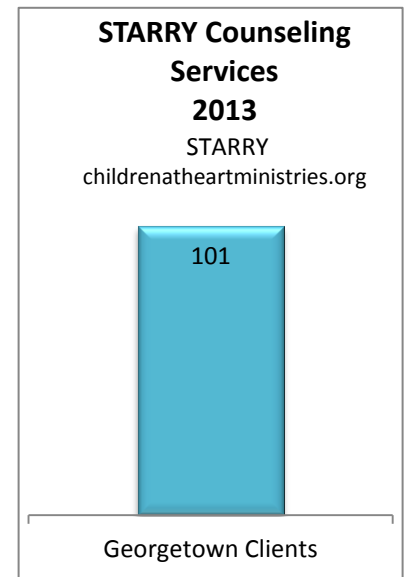
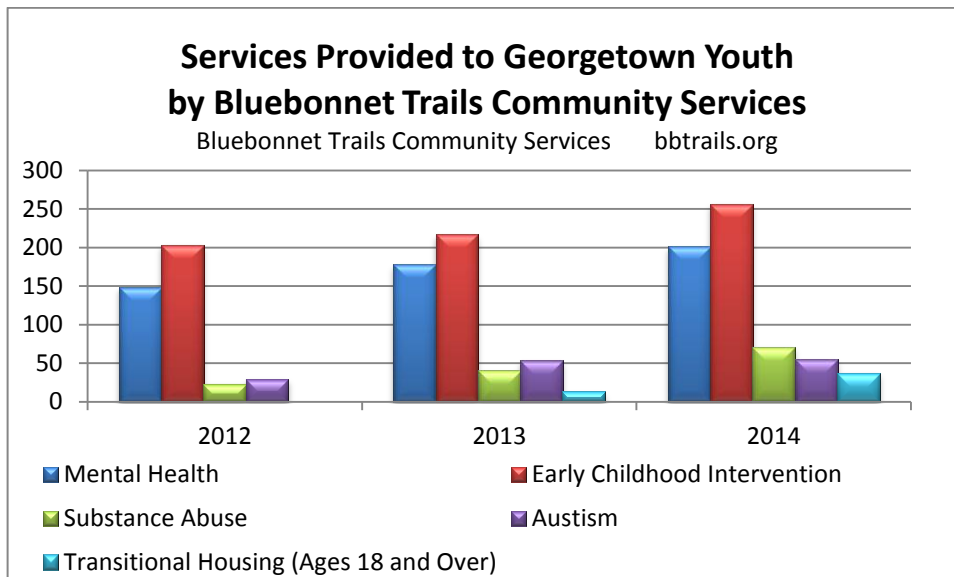
Annunciation Maternity Home thematernityhome.org

Numbers served in 2013

Total Number of Pregnant Teens and Mothers ages 14-18	45
Total Number of Mothers: Youth and Young Adult Mothers	70
Transitional Housing opened in 2015 and has already served 3 Occupants	

Behavioral Health (Mental Health and Substance Abuse)

GISD Response to Intervention (RTI)	
GISD georgetownisd.org	
RTI is the practice of meeting the academic and behavioral needs of all students through a variety of services. Through RTI framework, struggling students are identified using data-based student progress monitoring and provided with intensive instruction. This process helps to ensure that struggling learners are identified, supported and served early and effectively.	
Levels of tiered intervention and assessment in the RTI Model Tier 1: 100% of students receive high-quality instruction and behavioral supports Tier 2: 10-20% of students receive targeted interventions with progress monitoring to help guide instruction Tier 3: 5-10% of students receive increased intensity of targeted interventions and progress monitoring to help guide instruction	



Behavioral Health in GISD Special Education and Section 504 GISD Special Education georgetown.isd.org		
Program	Number of Students	Services Offered
Special Education students whose primary or secondary diagnosis is Emotional Disturbance (ED)	37	3 Special Education Counselors provide services as needed.
Section 504 Students having a diagnosis of a mental condition (Section 504 ensures that the child with a disability has equal access to an education).	46	Students do not receive formal Mental Health assistance just because of the 504 label.

Behavioral Health Services- East View High School Campus 2014

Jervey and Associates and GISD

www.allysonjervey.com georgetownisd.org

110 Unduplicated Students/Staff seen at East View High School (51 of these are recurring)

277 Sessions

440 Consults

11 Suicidality Assessments

33 Crisis Sessions

7 Calls placed to Mobile Outreach Team (MOT)

(Specialists that assist families and individuals in Williamson County who are experiencing a mental health crisis)

2 Calls placed to Crisis Intervention Team (CIT)

(Specially trained law enforcement officers in Williamson County that respond to persons in mental crisis)

5 Referrals to Rock Springs Behavioral Health Hospital

Top Issues Students are Facing:

Anxiety, Depression, Grief, Social/Family Issues, Behavior Modification



BiG

Brookwood in Georgetown

www.brookwoodcommunity.org/georgetown

Providing meaningful jobs to young adults with disabilities since 2011.

- Celebrate Citizens and their unique gifts and abilities
- Empower Citizens to use their talents to engage in productive enterprises
- Teach Citizens the value of serving their community

25 Citizens-2014

Williamson County MOT-Mobile Outreach Team-2013

Children and Youth Behavioral Health Subcommittee Overview (Williamson County Mental Health Task Force) Jan. 2015
www.wilco.org

Youth accounted for over 26% of MOT's call volume:

790 youth, 409 females and 381 males.

MOT diverted 11 youth from involvement in the juvenile justice system.

4 Youth (0-18 years old) completed suicide in 2013 in Williamson county; 1 female and 3 males.

Spirit Reins

spiritreins.org

Combines traditional mental health services with innovative approaches like trauma-focused equine assisted psychotherapy for children and families who have been impacted by abuse, neglect and other traumatic events.

In 2013, 121 youth plus their families were served in Williamson County.

9 of the youth were from Georgetown.



Two New Behavioral Health Facilities in Georgetown Offering Inpatient Adolescent Services-2014

Georgetown Behavioral Health Institute

georgetownbehavioral.com

Healing Hearts Program for females ages 12-17 aims to help teen girls gain social and emotional awareness and development in order to lead successful lives at home, school, and in the community

Program started January 2015

12 beds total, currently full

12 bed boys unit to open March 2015

Rock Springs

www.rockspringshealth.com

Mental Health and Substance Abuse program for males and females ages 12-17.

Opened 2014-No data available

R.O.C.K.

Ride On Center for Kids

rockride.org

Therapeutic horseback riding and hippotherapy for individuals with physical, developmental and behavioral diagnoses.

Currently serving:

93 youth (74 from Williamson County)

30 GISD Special needs students are partnered with 24 Health Science students from GISD.

Over 75 youth volunteers from Georgetown.

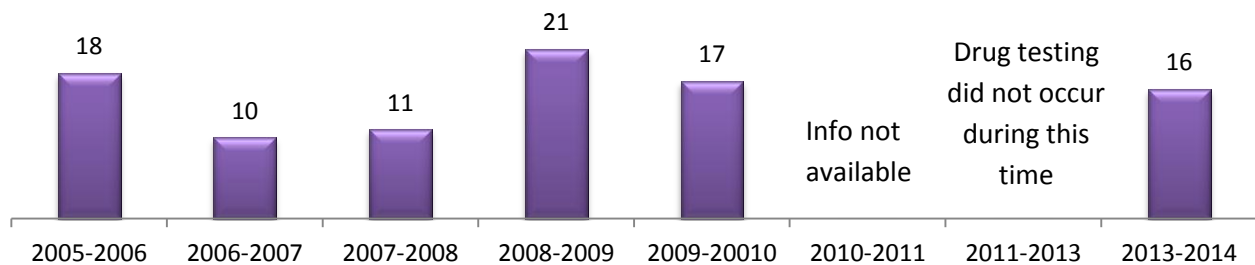
2013 Drug Test Results from Williamson County Juvenile Justice Services Intake

Williamson County Juvenile Services 2013 Annual Report
www.williamson-county.org/countydepartments/juvenileservices



GISD Random Drug Testing-Positive Tests

GISD georgetownisd.org



GISD drug testing program was not in effect from 2011-2013.

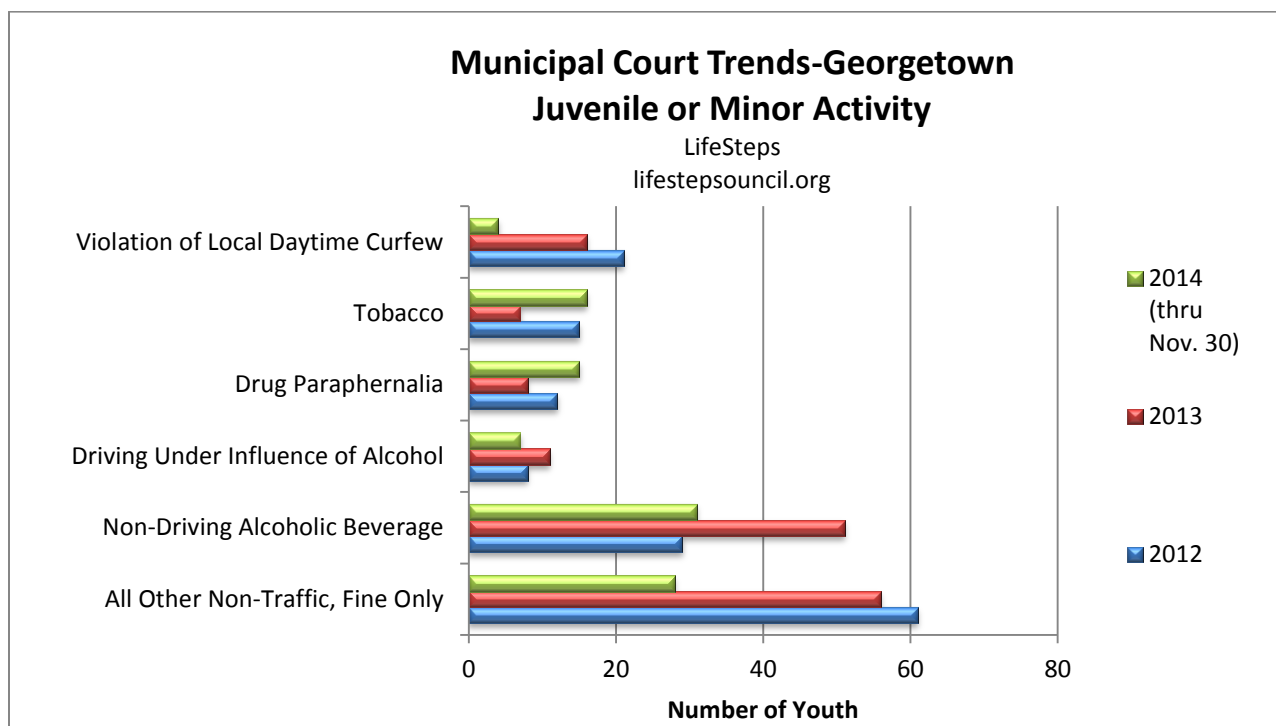
2013-2014: All 16 students tested positive for marijuana. Some were repeat offenders. No positive tests for cocaine and/or opiates.

LifeSteps Offender Education Program

**Minor in Possession (MIP) and Minor in Consumption (MIC) Enrollments
September 2013-August 2014**

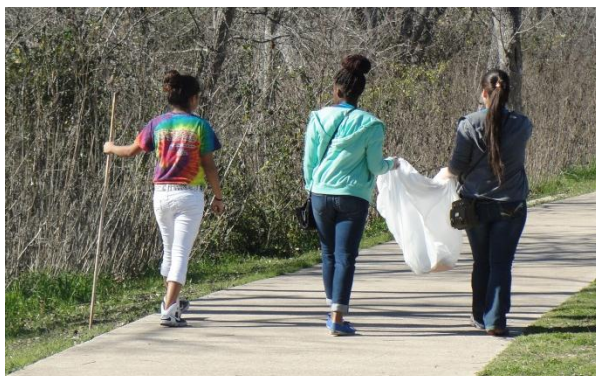
LifeSteps
lifestepsCouncil.org

Georgetown	13
Cedar Park	8
Round Rock	16
Liberty Hill/Leander	1

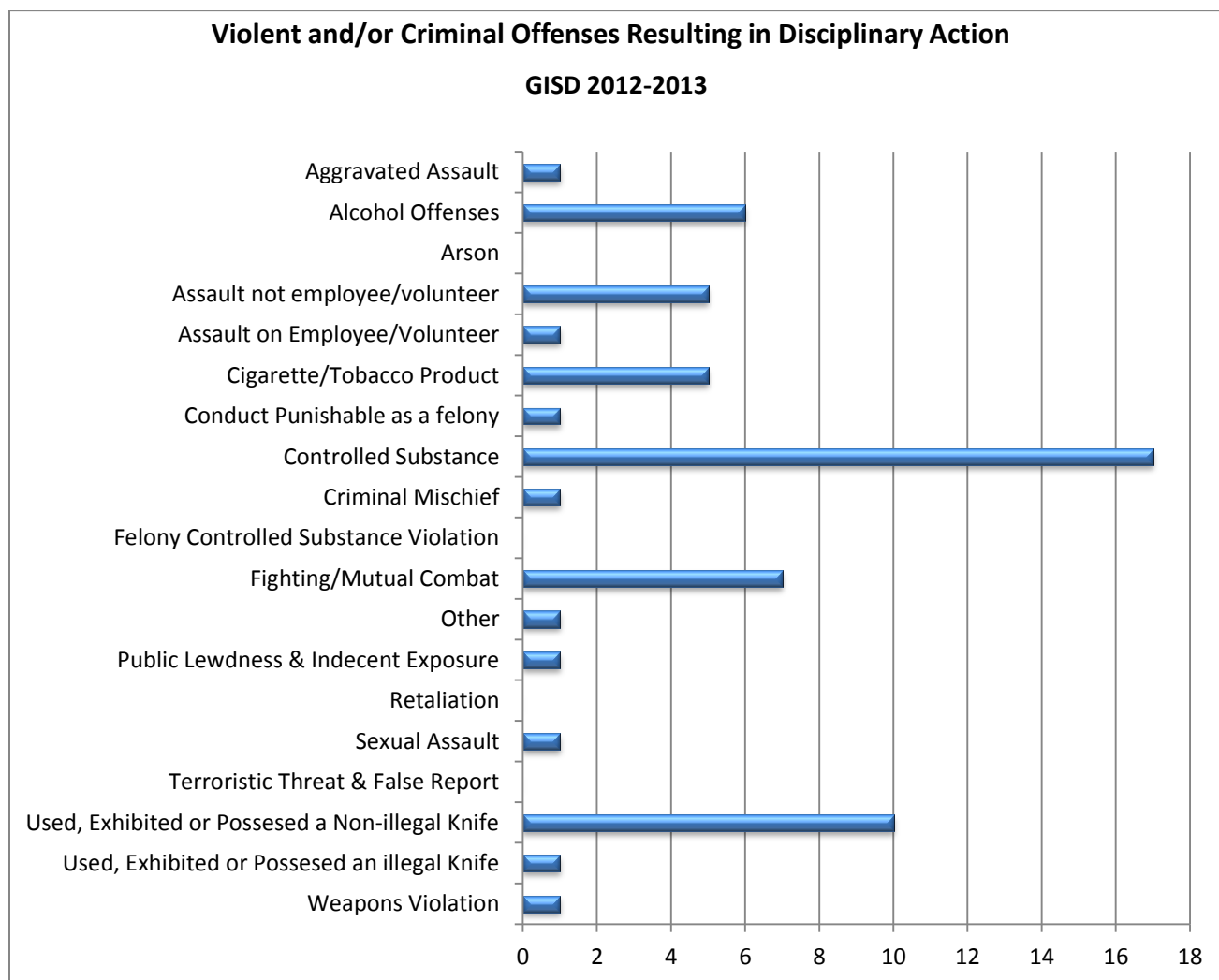


MLK Jr. Day of Service 2015

Intergenerational Service Opportunity Offered by
The Georgetown Project and Georgetown Parks & Recreation



School Safety and Juvenile Justice



Juvenile Justice Alternative Education Program (JJAEP)

Also known as the Williamson County Academy, for students in Williamson County who have engaged in delinquent conduct on school grounds or during school events or who have been court ordered to attend the program

Wilco JJS Annual Report/Wilco Juvenile Academy & Detention Center
www.williamson-county.org

Williamson County 2013

136 students placed

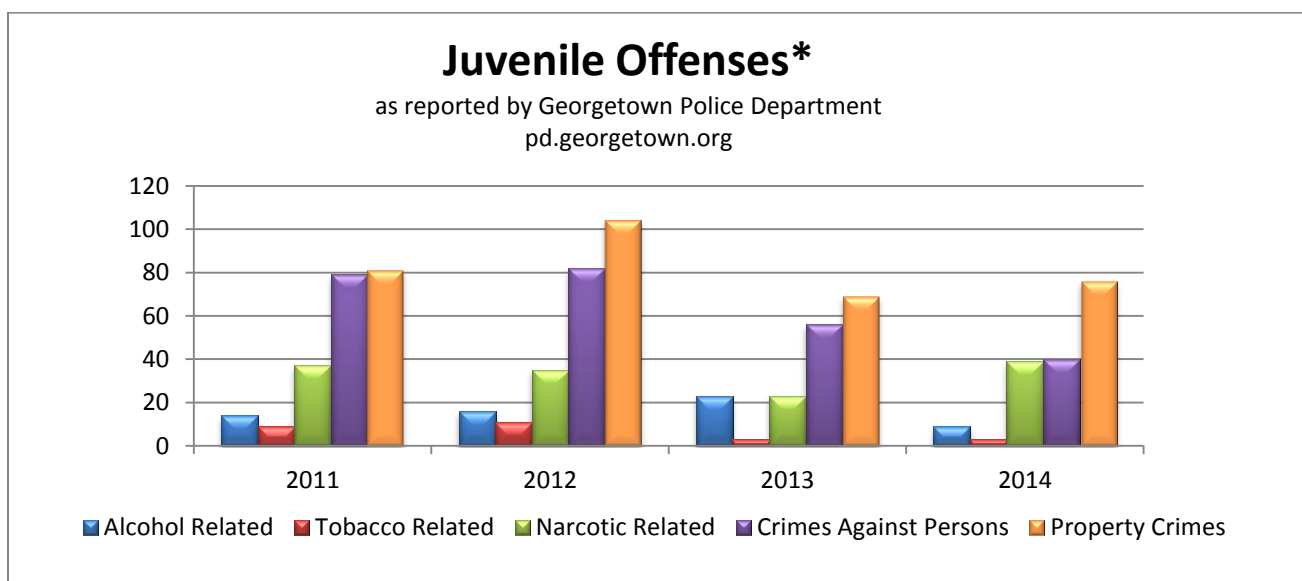
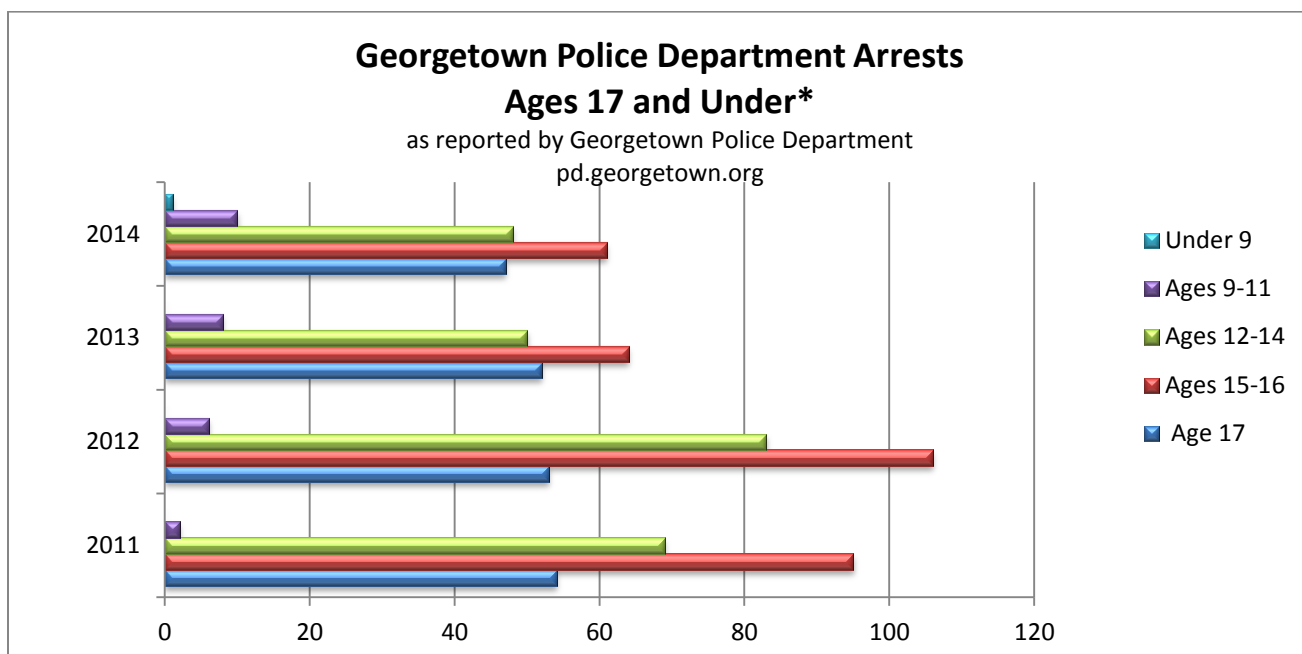
83% successfully completed

GISD 2013-2014 School Year

21 students placed*

Average length of placement: 100 days

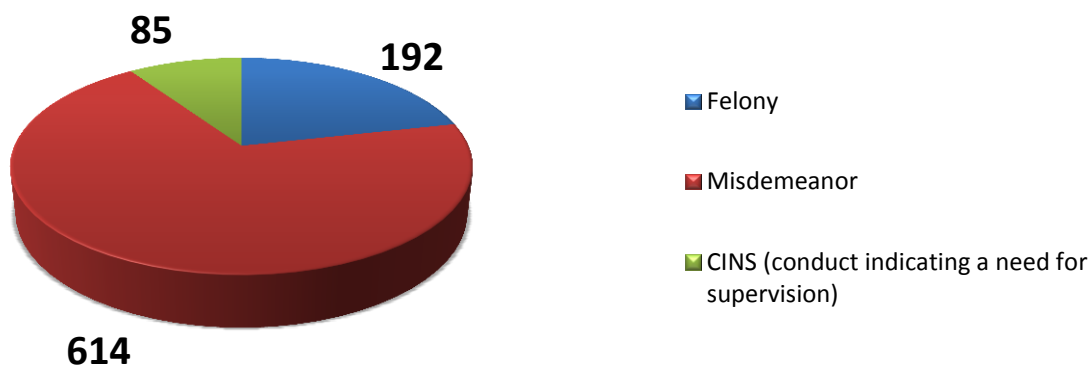
*During 2009-2010, 60 GISD students were placed in JJAEP. A change in law has allowed for fewer expulsions from DAEP (Disciplinary Alternative Education Placement-GAP), which in turn keeps more students in DAEP and out of JJAEP.



*These numbers include 17 year olds; however, they are generally accused and prosecuted as adults in Williamson County.

In 2013, 891 Formal Referrals Were Received by Williamson County Juvenile Services

Williamson County Juvenile Services 2013 Annual Report
www.williamson-county.org



Georgetown Teen Court

Individual Teen cases are defended and prosecuted by Teen Attorneys. Teen Court hears only Class C misdemeanor cases (excluding speeding 25+ miles over the posted limit, offenses in a work zone, fail to stop/passing a school bus, assault, drug, alcohol or tobacco). The verdict is rendered by a jury of Teens. If found guilty, teens are required to fulfill Community Service hours and Jury Terms instead of being fined. The Judge for Georgetown Municipal Courts serves as the Teen Court Judge.

court.georgetown.org/teen-court

2013: 70 cases were heard

2014: 29 volunteer Teen Attorneys and 4 volunteer Jurors.



Academically & Vocationally Successful

Georgetown is committed to preparing all children and youth for each stage of academic life, ensuring that young people graduate from high school and guiding them toward postsecondary training that equips them to succeed in the workplace.

THESE INDICATORS WERE USED TO SEE HOW WELL GEORGETOWN IS DOING IN THIS AREA:

- **School Readiness**
- **School Achievement**
- **Parent/Mentor Involvement in Education**
- **College & Career Readiness & Attainment**

Key Findings and Developments:

- A school-community task force created a new strategic vision for GISD, focused on preparing students for success beyond high school and inspiring for lifelong learning.
- Longtime GISD Superintendent Joe Dan Lee retired, and Dr. Fred Brent was welcomed to Georgetown.
- Dr. Brent and his team are giving life to the new strategic plan for the district by engaging the community in developing a GISD student learner/graduate profile, and crafting a vision for successful youth who are ready for college, work and life.
- Majority of GISD Pre-Kindergarten students are meeting end-of-year assessment standards.
- Capacity for Early Head Start and Head Start enrollment increased; however, many children remain on a wait list for services.
- GISD has the largest, most ethnically diverse, and highest economically disadvantaged student population among Georgetown area schools.
- During the 2013-2014 school year, 46.3% of GISD's 10,521 students were economically disadvantaged.
- 81% of all GISD students met phase-in satisfactory standards on 2014 STARR Tests—Economically Disadvantaged student among lowest performing.
- GISD surpasses target Performance Index Scores in student achievement, student progress and closing performance gaps.
- GISD surpasses state in Grade 3, 5 and 8 STAAR Percent at Phase-in Satisfactory Standard or Above.
- GISD surpasses state in all subjects of STAAR End of Course Percent at Phase-in Satisfactory Standard or Above.
- GISD Drop-Out Rate for 2012-2013 is .7%, well below the state average. Four-year longitudinal graduation rate for Class of 2013 is 94.3%.
- 61.6% of 2011 graduates enrolled in Texas Higher Education.
- 68% of 2013 GISD graduates met college readiness standards; minority students are lowest performing.
- GISD Class of 2013 SAT scores higher than the state average.
- 367 GISD students earned Career and Technology certifications—90% in the auto technology field.
- GISD Parent Teacher Association (PTA) memberships continue steady, four-year decline; GISD Mentoring Program needs more mentors to serve need.
- The Georgetown Project collaborates to develop the first Summer Youth Employment Program (SYEP) for at-risk high school students to achieve first-time job success through 8-week summer employment internships. Goodwill begins offering job readiness training to local high school students.
- There is currently no youth employment/unemployment data available for Georgetown.

School Readiness

Georgetown Child Care Providers-2014

Child Care Services (CCS) is a program offering tuition assistance for parents who are striving to become self-sufficient.

Workforce Solutions, Rural Capital Area
workforcesolutionsrca.com



Smart Beginnings, Bridges To Growth

A Program of The Georgetown Project

www.georgetownproject.org

Free resources, classes and child development activities offered through Bridges To Growth for parents, childcare providers and others who care for children 0-3.

Served 31 Youth and 87 Adults from September 2014-December 2014

(Started September 2014)

Wee Care

LifeSteps

lifestepsCouncil.org/wee-care

Provides services and resources to pregnant and postpartum women and teens who have children between the ages of birth and 18 months as they navigate their path to parenthood.

19 Georgetown teens, age 19 and under were served during 2013-2014

WBC Opportunities

Georgetown Head Start and Early Head Start -2013

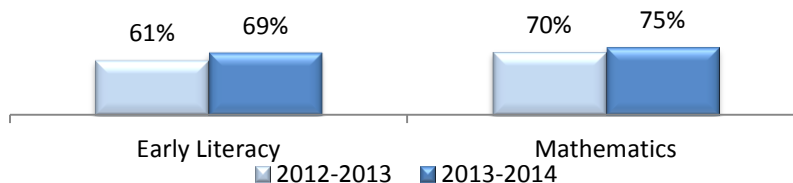
reported by WBCO

www.wbco.net

Enrolled	Waitlist
Early Head Start (Prenatal-Age 3): 45	Early Head Start (Prenatal-Age 3): 86
Head Start (Ages 3-5): 120	Head Start (Ages 3-5): 54

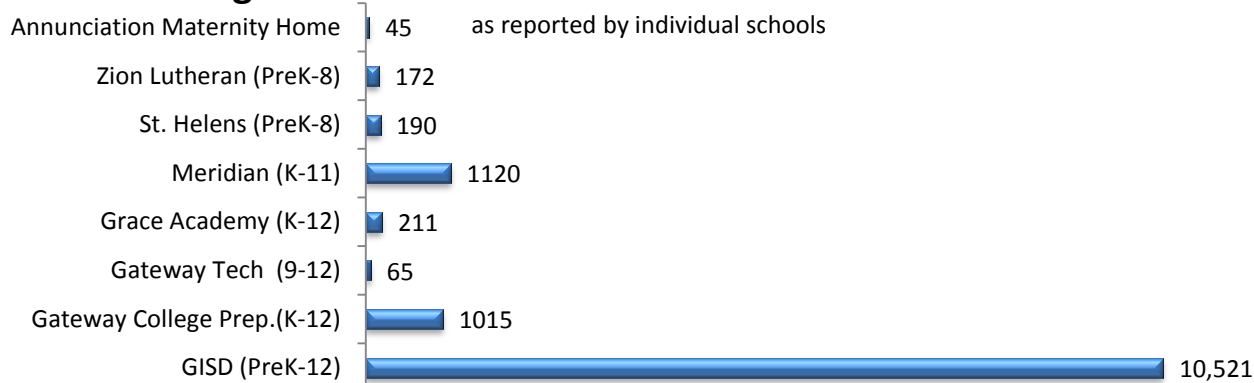
End-of-Year Assessment of GISD PreK Students Who Met Expectations

GISD georgetownisd.org

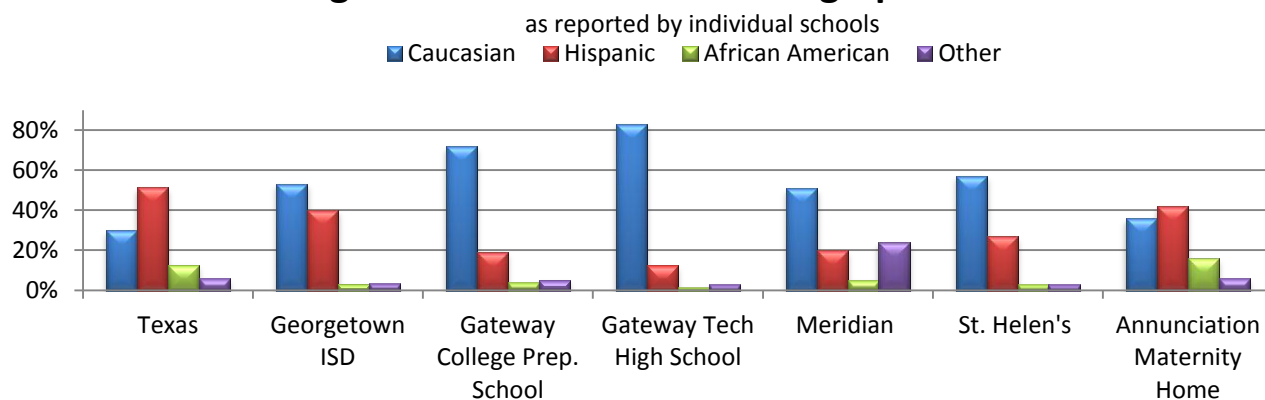


School Achievement

Georgetown Area Schools Student Enrollment 2013-2014



Georgetown Area Student Demographics 2013-2014



Economically Disadvantaged Students

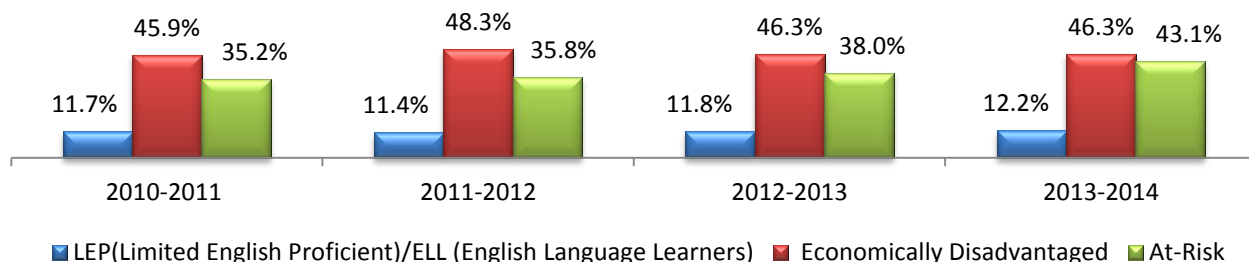
Georgetown Area Schools 2013

as reported by individual schools

St. Helens: 10%	Zion Lutheran: 6%
Grace Academy: 17% qualified for need based tuition assistance	Meridian: 6%
Gateway College Prep.: 15.76%	Gateway Tech High School: 30.77%

Selected Demographics of GISD Student Population

TEA Academic Performance Report/Accountability Summary tea.texas.gov



Annual Per Pupil Expenditure-2012-2013

Texas: \$8,275

National Education Association (NEA) nea.org

Georgetown ISD: \$7,429

GISD Budget georgetownisd.org

2014 GISD STAAR Performance

TEA Accountability Summary tea.texas.gov

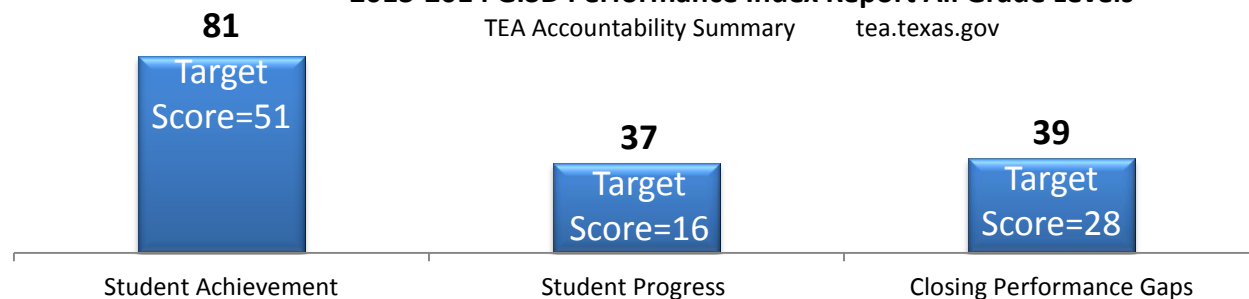
81% of all students met Phase-in Satisfactory Standard

Reading= 81%
Mathematics= 82%
Writing= 72%
Science= 83%
Social Studies=81%

African American=74%
Hispanic=72%
Caucasian=88%
Asian=90%
Other Races=83%
Special Education=51%
Economically Disadvantaged=71%

2013-2014 GISD Performance Index Report All Grade Levels

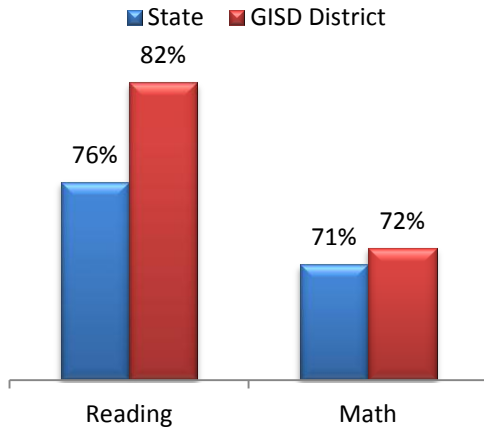
TEA Accountability Summary tea.texas.gov



GISD Surpasses Target Scores in All Areas.

STAAR Grade 3 Percent at Phase-in Satisfactory Standard or Above

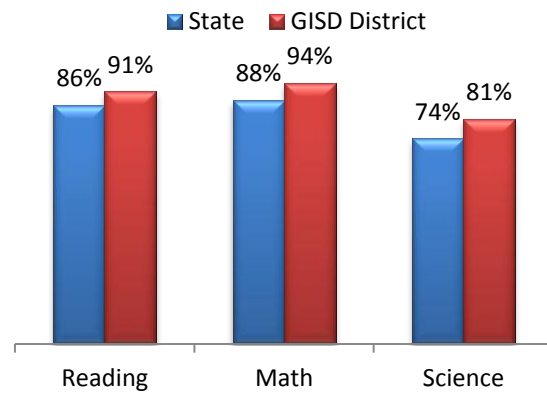
2013-2014 Texas Academic Performance Report
tea.texas.gov



STAAR Grade 5

Percent at Phase-in Satisfactory Standard or Above

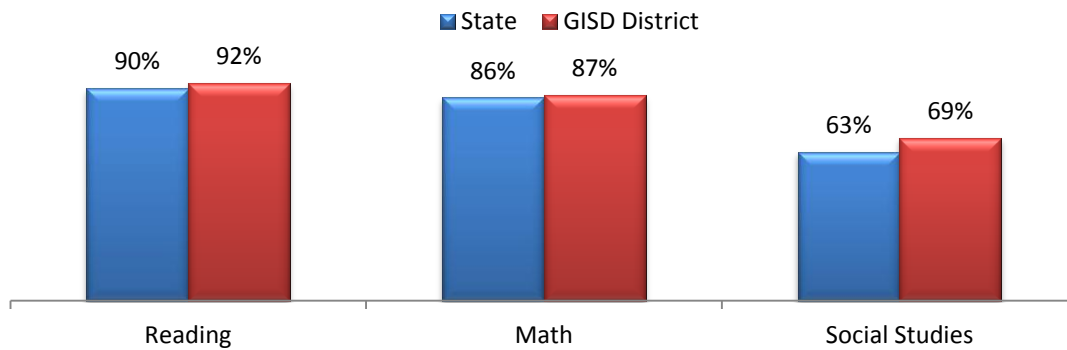
2013-2014 Texas Academic Performance Report
tea.texas.gov



STAAR Grade 8

Percent at Phase-in Satisfactory Standard or Above

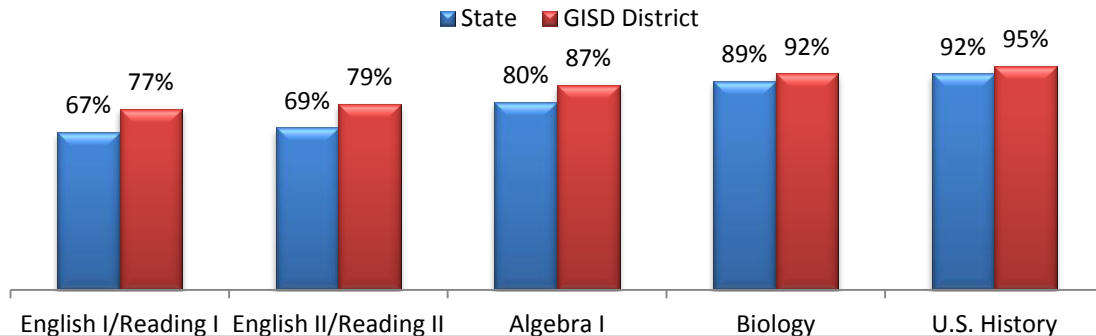
2013-2014 Texas Academic Performance Report tea.texas.gov

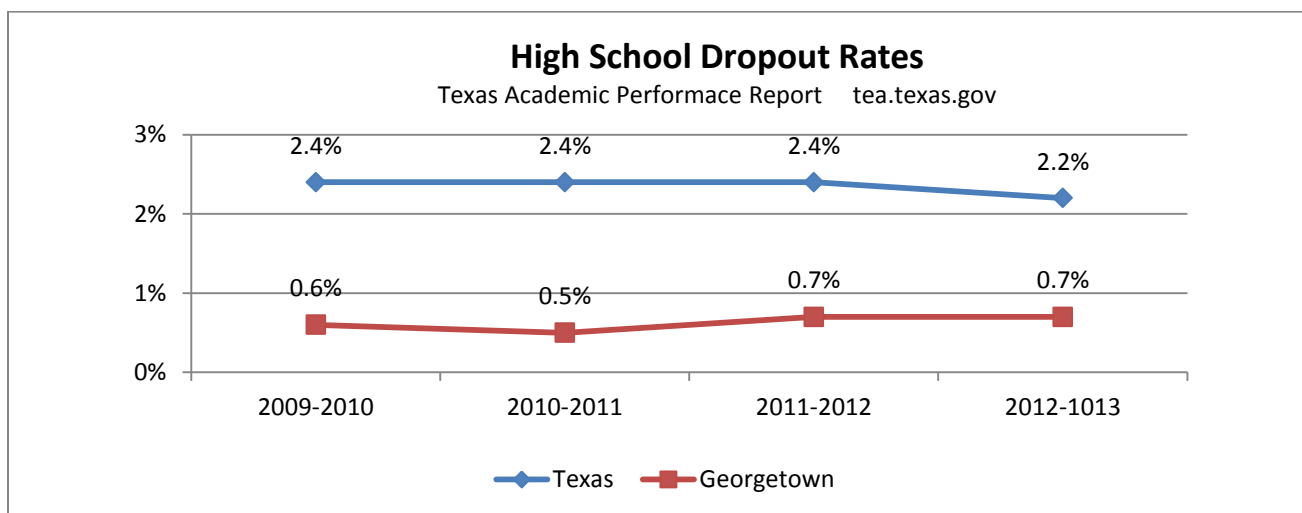


STAAR End of Course

Percent at Phase-in Satisfactory Standard or Above

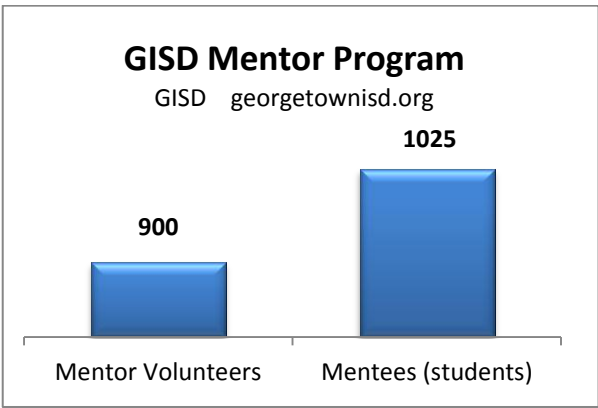
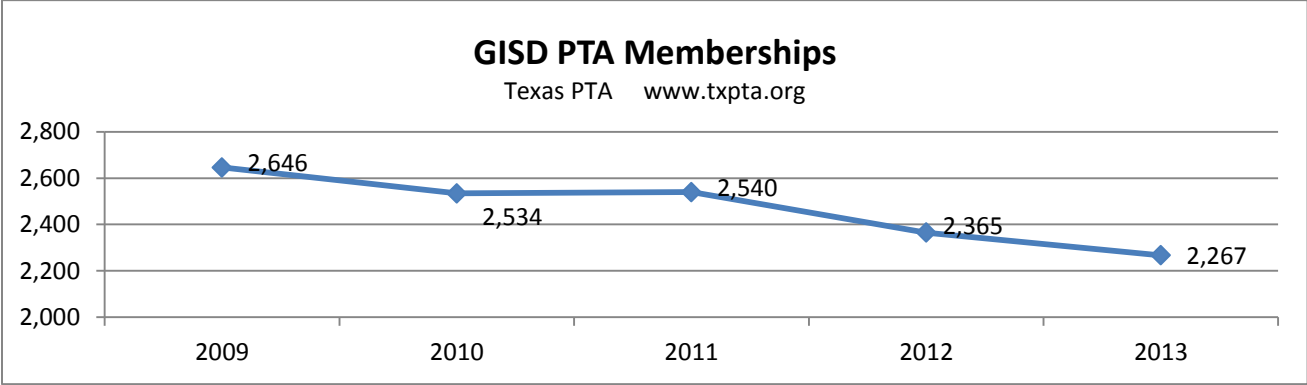
2013-2014 Texas Academic Performance Report tea.texas.gov





Neighborhood Conference Committee (NCC) A collaborative truancy-diversion program designed to divert youth from the juvenile justice system with the goal of improving student success. Wilco Juvenile Services www.williamson-county.org/CountyDepartments/JuvenileServices			
Georgetown 2013-2014 80.6% Success Rate			
Students referred to NCC: 94 Male (53) Female (41)	Schools Referring Elementary Schools: 2 Middle Schools: 20 High Schools: 72 DAEP: 0	Qualify Free/Reduced Lunch: 69%	NCC Completion Successful: 59 Unsuccessful: 14 Declined: 16 Withdrawn: 5

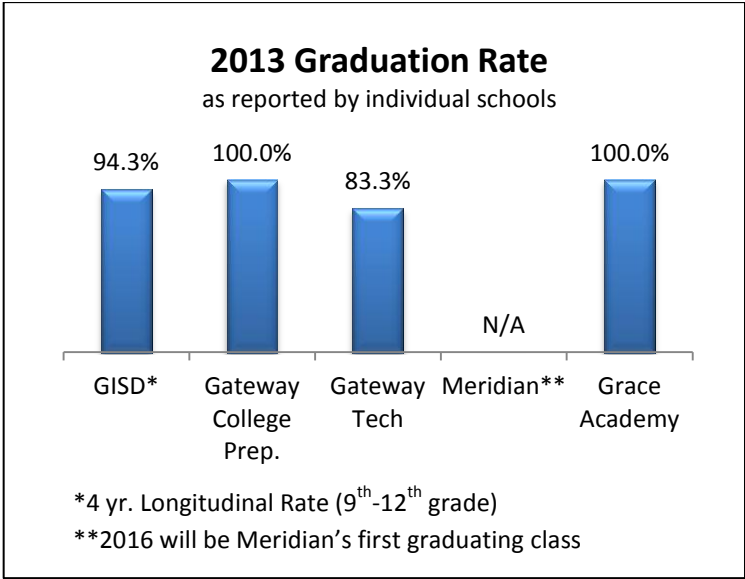
Parent/Mentor Involvement in Education



Community Interaction Partnership (CIP)
www.southwestern.edu/offices/civicingagement
www.georgetownproject.org
Work study partnership linking Southwestern University students with meaningful employment opportunities in The Georgetown Project's youth programs:
In 2013, 6 SU Interns served 560 Georgetown youth.



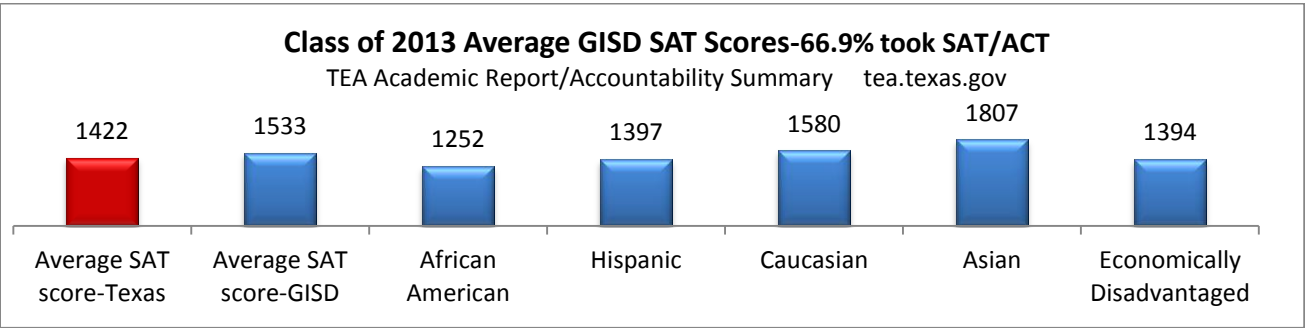
College & Career Readiness



**GISD College Ready Graduates
2012-2013**
TEA Accountability Summary
tea.texas.gov

68%

African American=35%
Hispanic=54%
White=76%
Asian=100%
Two or more races=50%



Summer Youth Employment Program (SYEP)

A Program of The Georgetown Project

The Georgetown Project partners with local nonprofits and businesses to offer at-risk GISD high school students an eight-week, paid summer employment internship, providing job readiness training, job placement, mentoring and valuable work experiences in entry-level employment positions for students.

www.georgetownproject.org

Summer 2013

7 Students participated, 6 completed.

Goodwill Job Readiness Training Boot Camp

Job Readiness program being offered to GISD high school students that teaches career exploration, application completion, resume development, interviewing and communication skills, work ethic and how to dress for success.

www.goodwillcentraltexas.org

126 Georgetown students have received, and 59 have completed, Job Readiness Training 2014-2015.

Summer 2015, Goodwill will be partnering with The Georgetown Project to provide Job Readiness Boot Camp Training for The Georgetown Project Summer Youth Employment Program students.

GISD Career and Technical Education (CTE)

2013-2014

Certifications students earned either during their high school career or immediately after graduation

GISD CTE Department georgetownisd.org

Certified Nursing Assistant	12
EMT-B	7
Floral Design	1
FORD AAA (Automotive Technology) General Automotive	10
Pharmacy Technology	5
Pro Cut Automotive-On Care Brake Lathe	19
Valvoline Tire Repair	74
Valvoline Oil	144
Culinary Arts-Safe Serve	25
Patch Company-Tire Repair	70
TOTAL	367

GISD Students show the most interest in the following Career Fields: Health Science, Human Services, Law and Public Safety, Business and Finance, Engineering and Animal Science.





Dear Friends,

It is our hope that the 2015 Snapshot of Georgetown Children & Youth challenges us to look at collaboration through a new lens, and will elevate the importance of youth development to a common community vision for successful young people. When preparing The Snapshot, we asked ourselves this question: What kind of Georgetown do we want children and youth to experience while growing up—and what tools do we want them to have in their toolbox when they leave us as young adults? We began with the end in mind by identifying a few indicators for successful youth, and gathered benchmark data that will lay the groundwork for collective impact in youth development that is measurable over time and will hopefully increase the number of Georgetown children who are happy, healthy and ready to take on the world!

Leslie Janca
Executive Director
The Georgetown Project

APPENDIX 1: Background on The Developmental Assets

Grounded in research in youth development, resiliency, and prevention, Search Institute’s framework of Developmental Assets identifies key relationships, opportunities, and personal strengths youth need to avoid risks and to thrive. (See the next page for a list of 40 assets.)

Originally developed for adolescence in the United States, the framework has been adapted to be appropriate for early childhood, early elementary, upper elementary, and college ages as well. In addition, Search Institute is working with international partners to culturally adapt and measure the framework in multiple countries and cultures around the world.

The Power of Assets. Studies of more than 4 million young people in the United States consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors (see table below) and the more likely they are to thrive.

Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity. As shown below, the levels of assets youth report is consistently associated with lower levels of risk behaviors and higher levels of thriving indicators. Levels of assets are better predictors of high-risk involvement and thriving than are poverty or family structure.

The Gap and Challenge. The average young person experiences only about half of the 40 assets. This gap is evident with all subgroups of youth in all types of communities and settings. The gap in assets calls for transformative change in how we nurture children and youth.

Percentage of 6th- to 12th-Grade Youth Reporting Selected High-Risk Behavior Patterns and Thriving Indicators, by Levels of Developmental Assets*

	0–10 Assets	11–20 Assets	21–30 Assets	31–40 Assets
Violence —Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year.	60	34	15	4
School Problems —Has skipped school two or more days in the past month and/or has below a C average.	41	19	7	3
Good Health —Percentage of youth reporting they pay attention to healthy nutrition and exercise.	29	51	73	91
Leadership —Percentage of youth reporting they have been a leader of a group or organization in the past 12 months.	45	63	77	86

THE FRAMEWORK OF DEVELOPMENTAL ASSETS FOR ADOLESCENTS

EXTERNAL ASSETS	INTERNAL ASSETS
<p>Support</p> <ol style="list-style-type: none"> 1. <i>Family support</i>—Family life provides high levels of love and support. 2. <i>Positive family communication</i>—Young person and her or his parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel. 3. <i>Other adult relationships</i>—Young person receives support from three or more nonparent adults. 4. <i>Caring neighborhood</i>—Young person experiences caring neighbors. 5. <i>Caring school climate</i>—School provides a caring, encouraging environment. 6. <i>Parent involvement in schooling</i>—Parent(s) are actively involved in helping young person succeed in school. <p>Empowerment</p> <ol style="list-style-type: none"> 7. <i>Community values youth</i>—Young person perceives that adults in the community value youth. 8. <i>Youth as resources</i>—Young people are given useful roles in the community. 9. <i>Service to others</i>—Young person serves in the community one hour or more per week. 10. <i>Safety</i>—Young person feels safe at home, school, and in the neighborhood. <p>Boundaries and Expectations</p> <ol style="list-style-type: none"> 11. <i>Family boundaries</i>—Family has clear rules and consequences, and monitors the young person's whereabouts. 12. <i>School boundaries</i>—School provides clear rules and consequences. 13. <i>Neighborhood boundaries</i>—Neighbors take responsibility for monitoring young people's behavior. 14. <i>Adult role models</i>—Parent(s) and other adults model positive, responsible behavior. 15. <i>Positive peer influence</i>—Young person's best friends model responsible behavior. 16. <i>High expectations</i>—Both parent(s) and teachers encourage the young person to do well. <p>Constructive Use of Time</p> <ol style="list-style-type: none"> 17. <i>Creative activities</i>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. <i>Youth programs</i>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations. 19. <i>Religious community</i>—Young person spends one or more hours per week in activities in a religious institution. 20. <i>Time at home</i>—Young person is out with friends "with nothing special to do," two or fewer nights per week. 	<p>Commitment to Learning</p> <ol style="list-style-type: none"> 21. <i>Achievement motivation</i>—Young person is motivated to do well in school. 22. <i>School engagement</i>—Young person is actively engaged in learning. 23. <i>Homework</i>—Young person reports doing at least one hour of homework every school day. 24. <i>Bonding to school</i>—Young person cares about her or his school. 25. <i>Reading for pleasure</i>—Young person reads for pleasure three or more hours per week. <p>Positive Values</p> <ol style="list-style-type: none"> 26. <i>Caring</i>—Young person places high value on helping other people. 27. <i>Equality and social justice</i>—Young person places high value on promoting equality and reducing hunger and poverty. 28. <i>Integrity</i>—Young person acts on convictions and stands up for her or his beliefs. 29. <i>Honesty</i>—Young person "tells the truth even when it is not easy." 30. <i>Responsibility</i>—Young person accepts and takes personal responsibility. 31. <i>Restraint</i>—Young person believes it is important not to be sexually active or to use alcohol or other drugs. <p>Social Competencies</p> <ol style="list-style-type: none"> 32. <i>Planning and decision-making</i>—Young person knows how to plan ahead and make choices. 33. <i>Interpersonal competence</i>—Young person has empathy, sensitivity, and friendship skills. 34. <i>Cultural competence</i>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. <i>Resistance skills</i>—Young person can resist negative peer pressure and dangerous situations. 36. <i>Peaceful conflict resolution</i>—Young person seeks to resolve conflict nonviolently. <p>Positive Identity</p> <ol style="list-style-type: none"> 37. <i>Personal power</i>—Young person feels he or she has control over "things that happen to me." 38. <i>Self-esteem</i>—Young person reports having a high self-esteem. 39. <i>Sense of purpose</i>—Young person reports that "my life has a purpose." 40. <i>Positive view of personal future</i>—Young person is optimistic about her or his personal future. <p>Copyright © 1997 by Search Institute, 615 First Ave. NE, Suite 125, Minneapolis, MN 55415; 800-888-7828; www.search-institute.org.</p>

APPENDIX 2: Alignment of DAP Items with Asset Categories

External Asset Categories

I. Support

- 13. I ask my parents for advice.
- 47. I have parent(s) who try to help me succeed.
- 48. I have good neighbors who care about me.
- 49. I have a school that cares about kids and encourages them.
- 51. I have support from adults other than my parent(s).
- 54. I have a family that gives me love and support.
- 56. I have parent(s) who are good at talking with me about things.

II. Empowerment

- 17. I feel safe at home.
- 21. I feel valued and appreciated by others.
- 25. I feel safe at school.
- 29. I am included in family tasks and decisions.
- 36. I am given useful roles and responsibilities.
- 46. I have a safe neighborhood.

III. Boundaries and Expectations

- 43. I have friends who set good examples for me.
- 44. I have a school that gives students clear rules.
- 45. I have adults who are good role models for me.
- 50. I have teachers who urge me to develop and achieve.
- 52. I have a family that provides me with clear rules.
- 53. I have parent(s) who urge me to do well in school.
- 55. I have neighbors who help watch out for me.
- 57. I have a school that enforces rules fairly.
- 58. I have a family that knows where I am and what I am doing.

IV. Constructive Use of Time

- 31. I am involved in a church, synagogue, mosque, or other religious group.
- 34. I am involved in a sport, club, or other group.
- 40. I am involved in creative things such as music, theater, or art.
- 42. I am spending quality time at home with my parent(s) when we do things together.

NOTE: Numbers before the items refer to their number in the survey, not to an indication of their ranking or importance.

Internal Asset Categories

V. Commitment to Learning

- 5. I enjoy reading or being read to.
- 7. I care about school.
- 8. I do my homework.
- 10. I enjoy learning.
- 26. I am trying to learn new things.
- 28. I am encouraged to try things that might be good for me.
- 38. I am eager to do well in school and other activities.

VI. Positive Values

- 1. I tell other people what I believe in.
- 9. I say no to tobacco, alcohol, and other drugs.
- 16. I think it is important to help other people.
- 22. I take responsibility for what I do.
- 23. I tell the truth even when it is not easy.
- 30. I am helping to make my school, neighborhood or city a better place.
- 32. I am developing good health habits.
- 33. I am encouraged to help others.
- 35. I am trying to help solve world problems like hunger or disease.
- 37. I am developing respect for other people.
- 41. I am serving others in my community.

VII. Social Competencies

- 4. I say no to things that are dangerous or unhealthy.
- 6. I build friendships with other people.
- 11. I express my feelings in proper ways.
- 18. I plan ahead and make good choices.
- 19. I stay away from bad influences.
- 20. I resolve conflicts without anyone getting hurt.
- 24. I accept people who are different from me.
- 39. I am sensitive to the needs and feelings of others.

VIII. Positive Identity

- 2. I feel in control of my life and future.
- 3. I feel good about myself.
- 12. I feel good about my future.
- 14. I deal with disappointment without getting too upset.
- 15. I find good ways to deal with things that are hard in my life.
- 27. I am thinking about what my purpose is in life.

APPENDIX 3: Alignment of DAP Items with Asset-Building Contexts

A. Personal

1. I tell other people what I believe in.
2. I feel in control of my life and future.
3. I feel good about myself.
4. I say no to things that are dangerous or unhealthy.
5. I enjoy reading or being read to.
9. I say no to tobacco, alcohol, and other drugs.
12. I feel good about my future.
14. I deal with disappointment without getting too upset.
18. I plan ahead and make good choices.
22. I take responsibility for what I do.
23. I tell the truth even when it is not easy.
27. I am thinking about what my purpose is in life.
32. I am developing good health habits.

B. Social

6. I build friendships with other people.
11. I express my feelings in proper ways.
15. I find good ways to deal with things that are hard in my life.
16. I think it is important to help other people.
19. I stay away from bad influences.
20. I resolve conflicts without anyone getting hurt.
21. I feel valued and appreciated by others.
28. I am encouraged to try things that might be good for me.
33. I am encouraged to help others.
39. I am sensitive to the needs and feelings of others.
43. I have friends who set good examples for me.
45. I have adults who are good role models for me.
51. I have support from adults other than my parent(s).

C. Family

13. I ask my parents for advice.
17. I feel safe at home.
29. I am included in family tasks and decisions.
42. I am spending quality time at home with my parent(s) when we do things together.
47. I have parent(s) who try to help me succeed.
52. I have a family that provides me with clear rules.
53. I have parent(s) who urge me to do well in school.
54. I have a family that gives me love and support.
56. I have parent(s) who are good at talking with me about things.
58. I have a family that knows where I am and what I am doing.

D. School

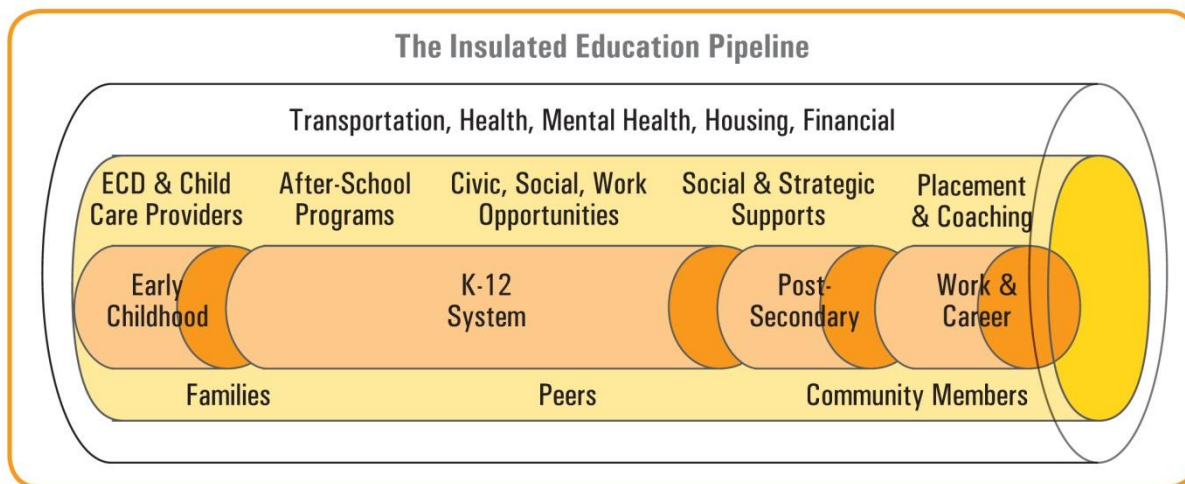
7. I care about school.
8. I do my homework.
10. I enjoy learning.
25. I feel safe at school.
26. I am trying to learn new things.
38. I am eager to do well in school and other activities.
44. I have a school that gives students clear rules.
49. I have a school that cares about kids and encourages them.
50. I have teachers who urge me to develop and achieve.
57. I have a school that enforces rules fairly.

E. Community

24. I accept people who are different from me.
30. I am helping to make my school, neighborhood, or city a better place.
31. I am involved in a church, synagogue, mosque, or other religious group.
34. I am involved in a sport, club, or other group.
35. I am trying to help solve world problems like hunger or disease.
36. I am given useful roles and responsibilities.
37. I am developing respect for other people.
40. I am involved in creative things such as music, theater, or art.
41. I am serving others in my community.
46. I have a safe neighborhood.
48. I have good neighbors who care about me.
55. I have neighbors who help watch out for me.

NOTE: Numbers before the items refer to their number in the survey, not to an indication of their ranking or importance.

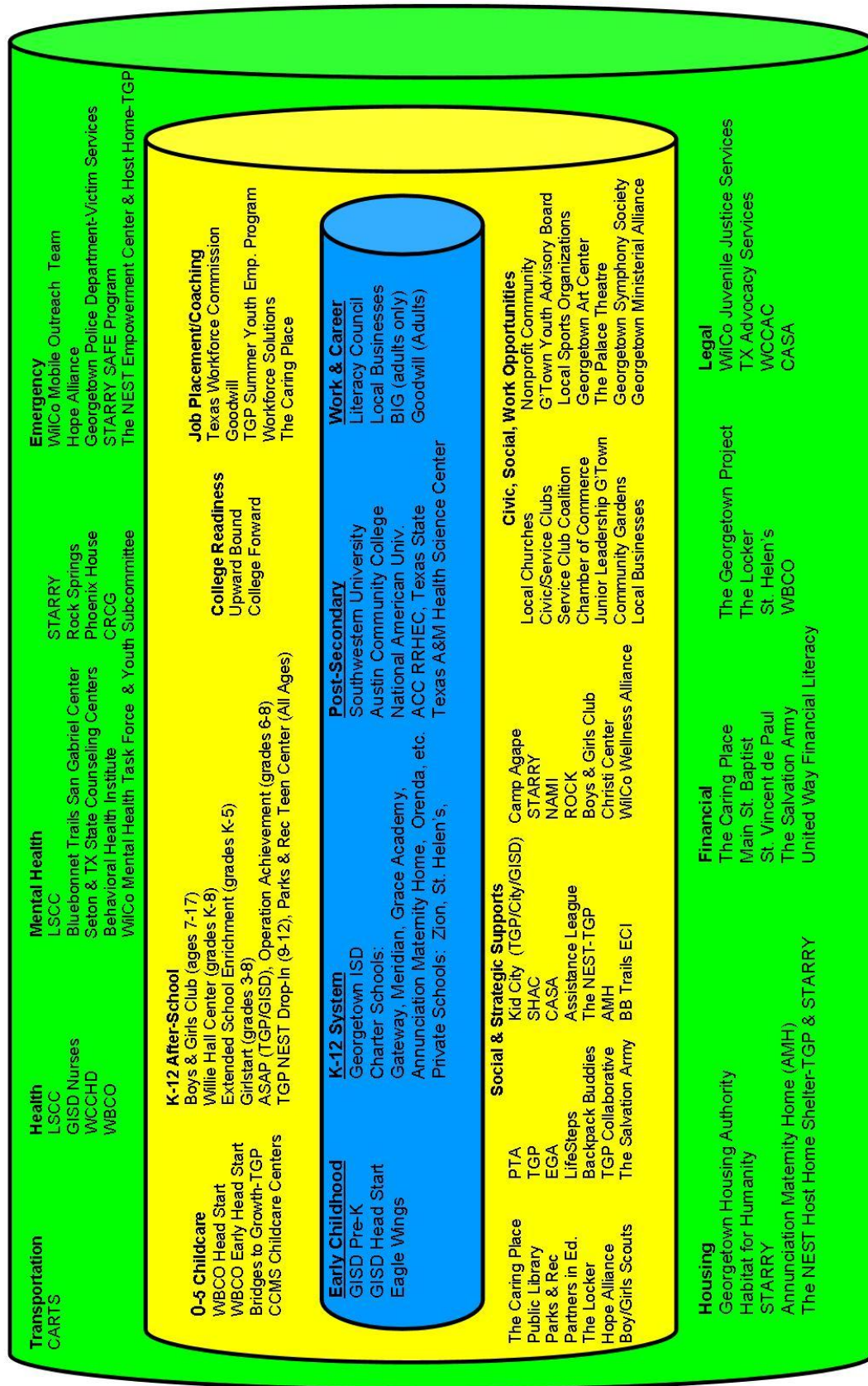
APPENDIX 4: Georgetown Ready by 21 Educational Pipelines and Key



Key to Georgetown Ready by 21 Educational Pipelines:

AMH: Annunciation Maternity Home
 CASA: Court Appointed Special Advocates
 LSCC: Lone Star Circle of Care
 PTA: Parent Teacher Association
 STARRY: Service To At-Risk & Runaway Youth
 WCCHD: Williamson County & Cities Health District
 WCCAC: Williamson County Children's Advocacy Center
 ASAP: After School Action Program
 EGA: Exceptional Georgetown Alliance
 NCC: Neighborhood Conference Committee
 ROCK: Ride On Center for Kids
 TGP: The Georgetown Project
 WC4C: Williamson County Coordinated Childcare
 CRC: Community Resource Coordinating Group
 CARTS: Capital Area Rural Transportation System
 GISD: Georgetown Independent School District
 NEST: Nurturing Empowering & Supporting for Tomorrow
 SHAC: School Health Advisory Council
 WBCO: Williamson-Burnet County Opportunities, Inc.
 ECI: Early Childhood Intervention (Bluebonnet Trails)
 NAMI: National Alliance on Mental Health

Local Resources To Support The Georgetown Ready by 21 Educational Pipeline
Community-based Public & Nonprofit Resources for Georgetown Youth 0-21
A Ready by 21 Initiative of The Georgetown Project Collaborative for Children & Youth



Local Gaps Along The Georgetown Ready by 21 Educational Pipeline
Community-based Public & Nonprofit Resources for Georgetown Youth 0-21
A Ready by 21 Initiative of The Georgetown Project Collaborative for Children & Youth



The Developmental Relationship Framework

www.search-institute.org

Express Care

Show that you like me and want the best for me

- Be Present-Pay attention when you are with me
 - Be Warm-Let me know that you like being with me and express positive feelings toward me
 - Invest-Commit time and energy to doing things for and with me
 - Show Interest-Make it a priority to understand who I am and what I care about
-

Challenge Growth

Insist that I try to continuously improve

- Inspire-Help me see future possibilities for myself
 - Expect-Make it clear that you want me to live up to my potential
 - Stretch-Recognize my thought and abilities while also pushing me to strengthen them
 - Limit-Hold me accountable for appropriate boundaries and rules
-

Provide Support

Help me complete tasks and achieve goals

- Encourage-Praise my efforts and achievements
 - Guide-Provide practical assistance and feedback to help me learn
 - Model-Be an example I can learn from and admire
 - Advocate-Stand up for me when I need it
-

Share Power

Hear my voice and let me share in making decisions

- Respect-Take me seriously and treat me fairly
 - Give Voice-Ask for and Listen to my opinions and consider them when you make decisions
 - Respond-Understand and adjust to my needs, interests and abilities
 - Collaborate-Work with me to accomplish goals and solve problems
-

Expand Possibilities

Expand my horizons and connect me to opportunities

- Explore-Expose me to new ideas, experiences and places
- Connect-Introduce me to people who can help me grow
- Navigate-Help me work through barriers that could stop me from achieving my goals



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