

Assets Afterschool Alliance



THE GEORGETOWN PROJECT

Leaders In Youth Development Since 1997

A collective impact initiative among partners committed to keeping kids safe, helping working families, expanding learning, and building Developmental Assets in Georgetown youth during Out-Of-School-Time.

Assets Afterschool Alliance Partners

- **The Georgetown Project** (Bridges to Growth, Kid City, The NEST, SYEP, CIP & TGP Collaborative for Children & Youth)
- **Boys & Girls Club of Georgetown**
- **Chamber of Commerce Junior Leadership Georgetown**
- **City of Georgetown Parks & Rec/Youth Advisory Board**
- **Georgetown Family YMCA**
- **Georgetown ISD/TGP After School Action Program**
- **Georgetown Palace Theatre**
- **Getsemani Community Center**
- **Southwestern University Upward Bound**
- **Williamson County Juvenile Services**

Serves Over 15,000 Youth Annually

The Five Conditions of Collective Impact

Common Agenda

Shared Measurement

Mutually Reinforcing Activities

Continuous Communication

Backbone Support

Assets Afterschool Alliance Activities

- **Common Agenda**—Keep Kids Safe, Help Working Families, Expand Learning & Build Developmental Assets in Georgetown youth
- **Shared Measurement**—Developmental Assets Profile (DAP) Survey annually. Youth & Program Strengths (YAPS) biannually. Results used for program quality improvement.

Assets Afterschool Alliance Activities

Mutually Reinforcing Activities

- **Providing high-quality OST programs that promote: Leadership, Service & Social-Emotional Development; Commitment to Learning; Healthy Decision-Making; Real-Life Skills; Positive View of the Future.**
- **Building Positive Intergenerational Relationships with Georgetown Youth. (*quarterly training for program staff in topics such as Developmental Assets, Developmental Relationships, Sparks, TBRI, Mental Health First Aid, Trauma-Informed Care, etc.*)**
- **Increasing Awareness of Afterschool Alliance Partner Organizations offering free/affordable/accessible services that help working families. (*Lights on Afterschool Event, MLK Youth Service Day, Youth Summit, etc.*)**

Assets Afterschool Alliance Activities

- **Continuous Communication**—Afterschool Alliance Partners meet quarterly, train staff jointly, communicate regularly and participate with The Georgetown Project Collaborative for Children & Youth.
- **Backbone Support**—The Georgetown Project provides backbone organizational support with capacity building assistance from Georgetown Health Foundation.

Developmental Asset Profile (DAP)

Online Survey Developed by Search Institute

Provides unique and complementary information on children and youth that:

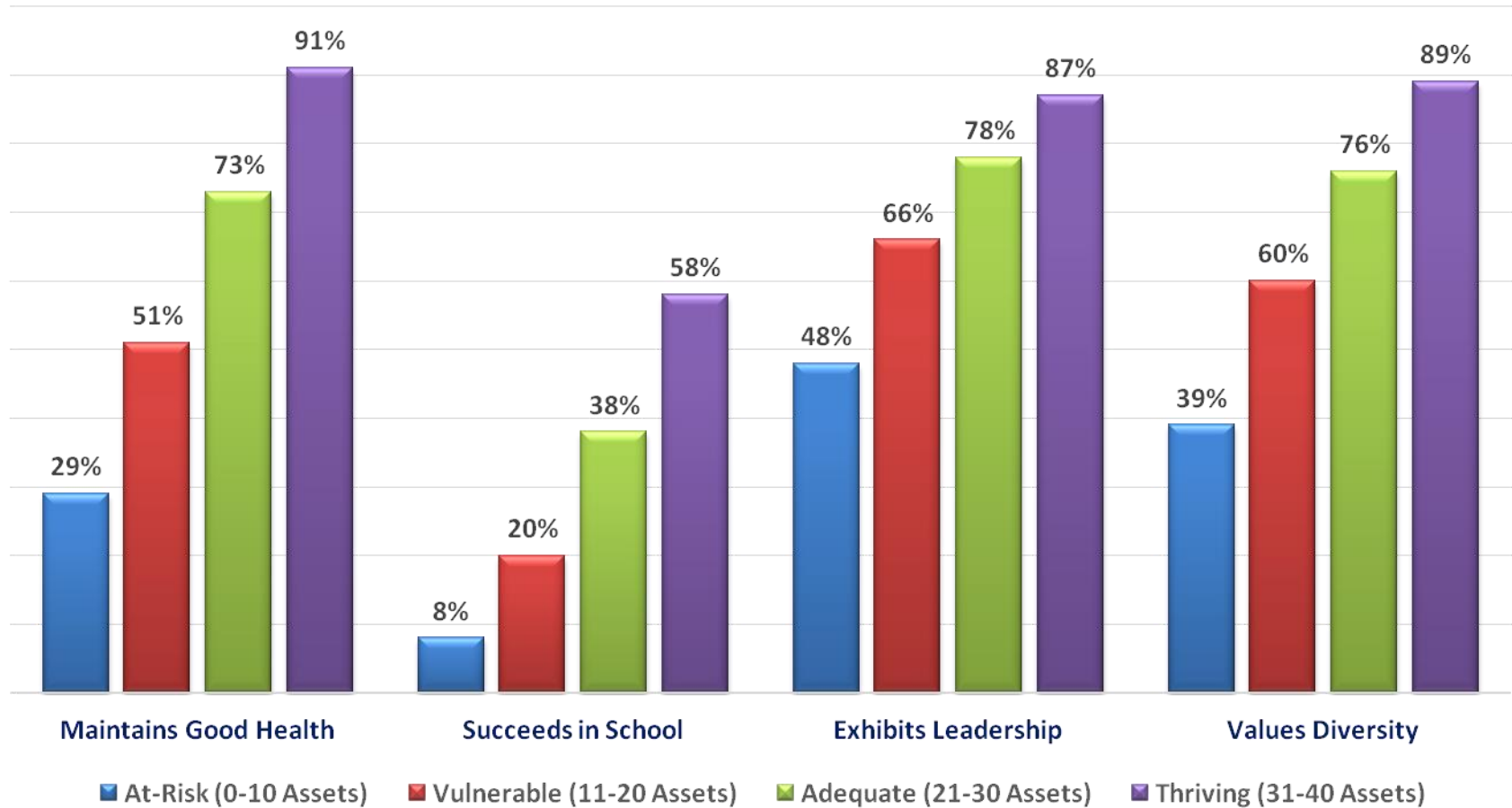
- ❖ *Describes* the strengths and supports that young people have in their lives and how they contribute to community life.
- ❖ *Highlights* the perspective of young people themselves about the world around them and where they turn for support.

Developmental Asset Profile (DAP)

- ❖ *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.
- ❖ *Provides* a positive road map to guide us in proactive and focused planning and improvement based on your results.

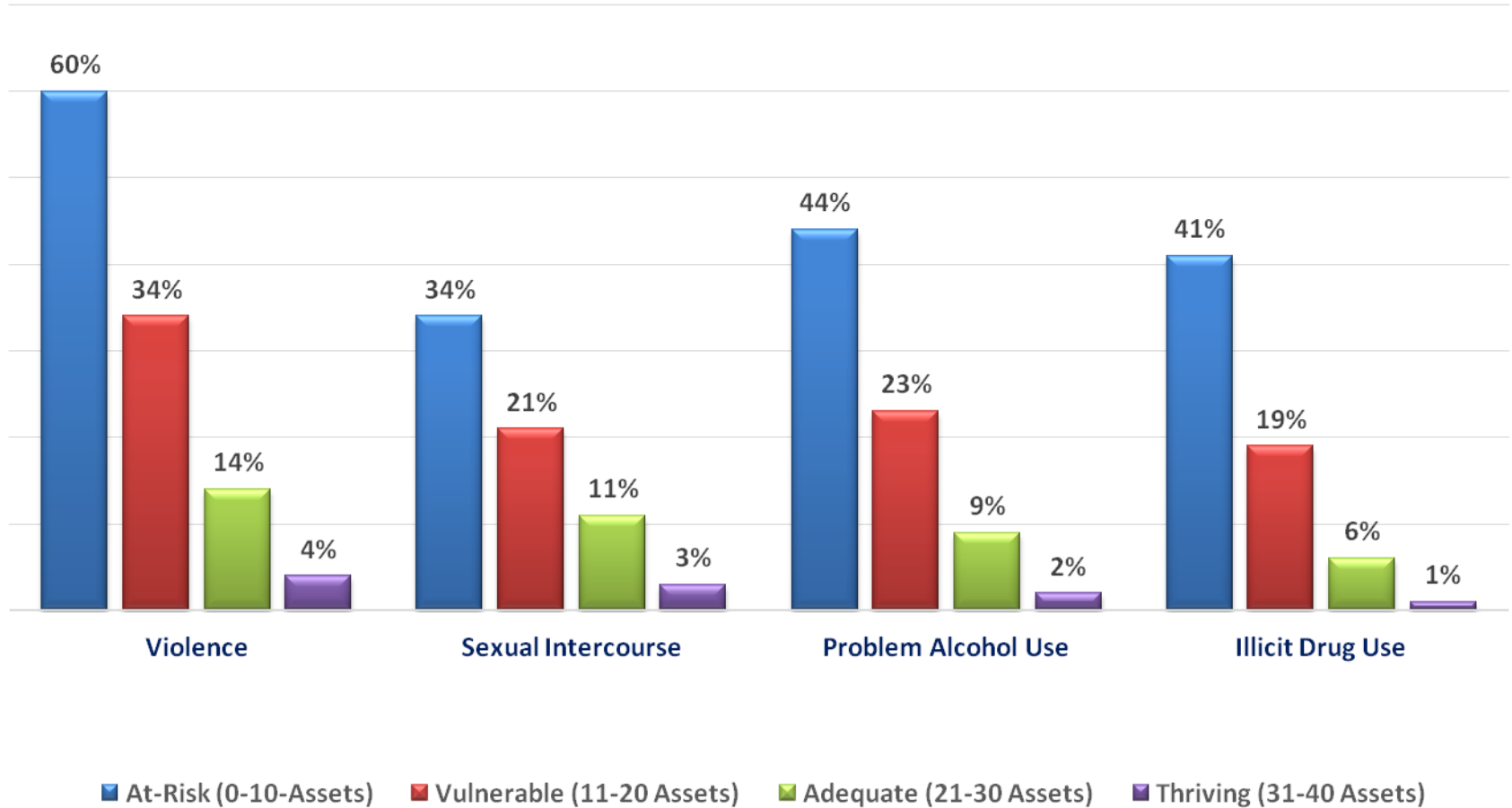
More Developmental Assets=Increased Thriving

National Developmental Asset Data-Search Institute



More Developmental Assets=Reduced Risks

National Developmental Asset Data-Search Institute



The Power of Developmental Assets

The Eight Categories of Developmental Assets-DAP Profile, Afterschool Alliance-2018

External Assets	Surveyed Youth Experiencing Asset	Internal Assets	Surveyed Youth Experiencing Asset
<p>SUPPORT Young people need to be surrounded by people who love, care for, appreciate and accept them.</p>	69%	<p>COMMITMENT TO LEARNING Young people need a sense of the lasting importance of learning and a belief in their own abilities.</p>	66%
<p>EMPOWERMENT Young people need to feel valued and valuable. This happens when youth feel safe and respected.</p>	71%	<p>POSITIVE VALUES Young people need to develop strong guiding values or principles to help them make healthy life choices.</p>	71%
<p>BOUNDARIES & EXPECTATIONS Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.</p>	70%	<p>SOCIAL COMPETENCIES Young people need the skills to interact effectively with others, to make difficult decisions and to cope with new situations.</p>	70%
<p>CONSTRUCTIVE USE OF TIME Young people need opportunities outside of school to learn and develop new skills and interests with other youth and adults.</p>	63%	<p>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.</p>	63%

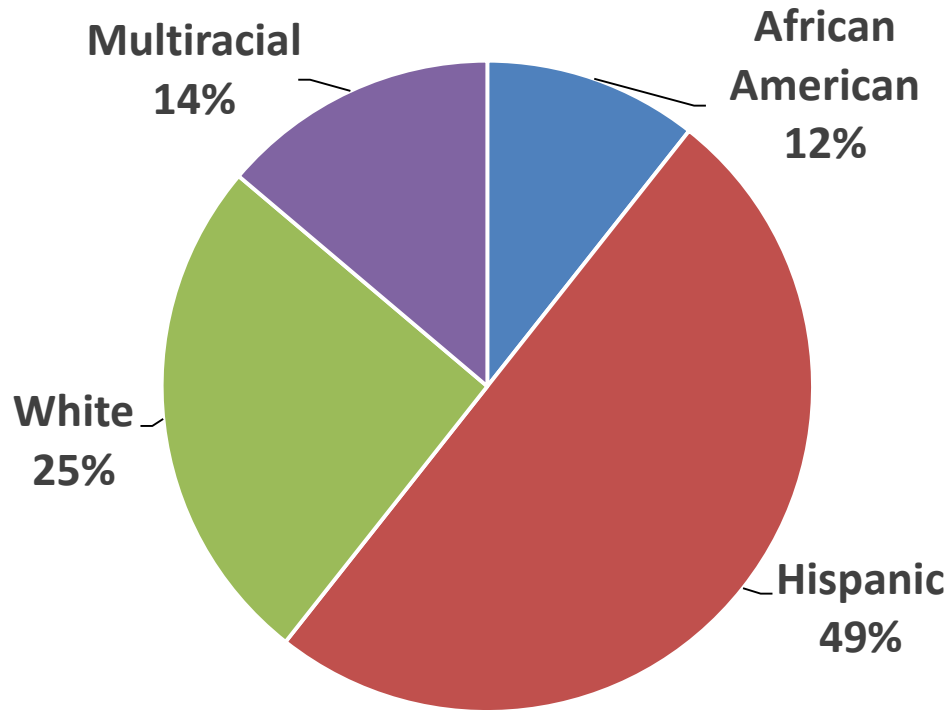
The Power of Developmental Assets

Five Developmental Assets Contexts-DAP Profile, Afterschool Alliance-2018

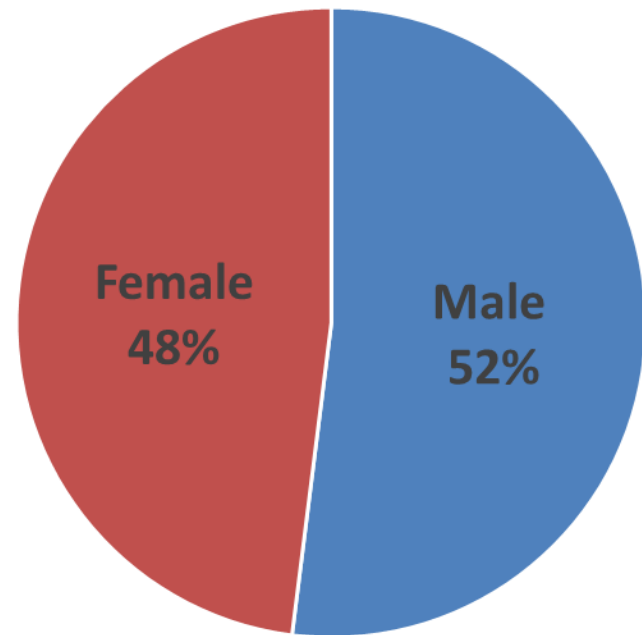
Context	Description	Examples	National Youth	Georgetown Youth
Personal Assets	Internal Strengths; self-concept, values, attitudes and capabilities	Honesty, restraint, planning/decision making, sense of purpose	53%	67%
Social Assets	Experienced through personal relationships with others	Peaceful conflict resolution, positive peer influence, interpersonal competence, other adult relationships	50%	70%
Family Assets	Experienced in the family	Family support, positive communications, useful roles in family	52%	74%
School Assets	Experienced in school	Achievement motivation, school engagement, caring school climate, school boundaries	35%	68%
Community Assets	Experienced in community settings other than school	Community values youth, youth programs, religious community, caring neighborhood	40%	64%

Demographics of 237 Georgetown Students Participating in Developmental Asset Profile Afterschool Alliance 2018

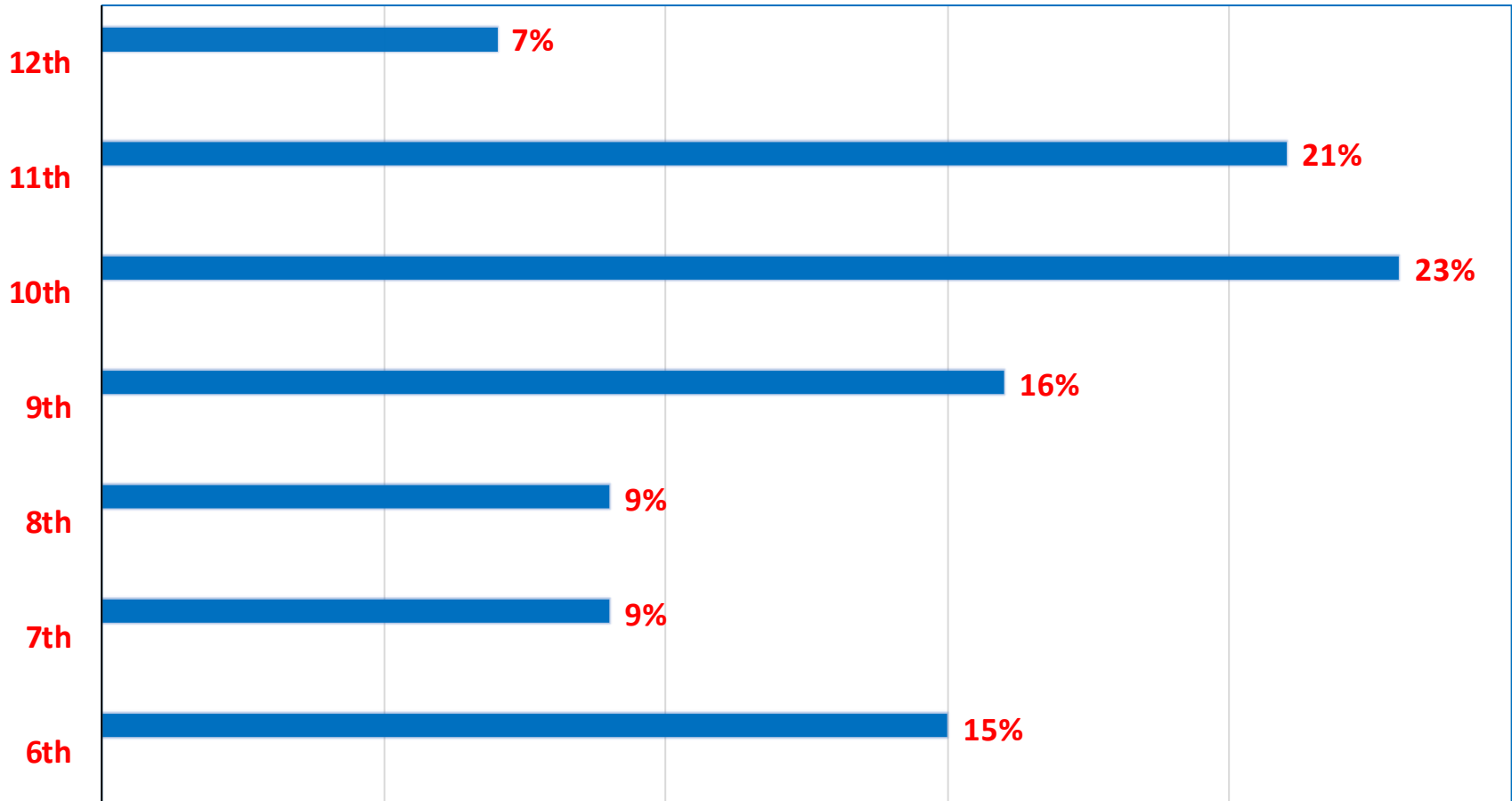
Race/Ethnicity



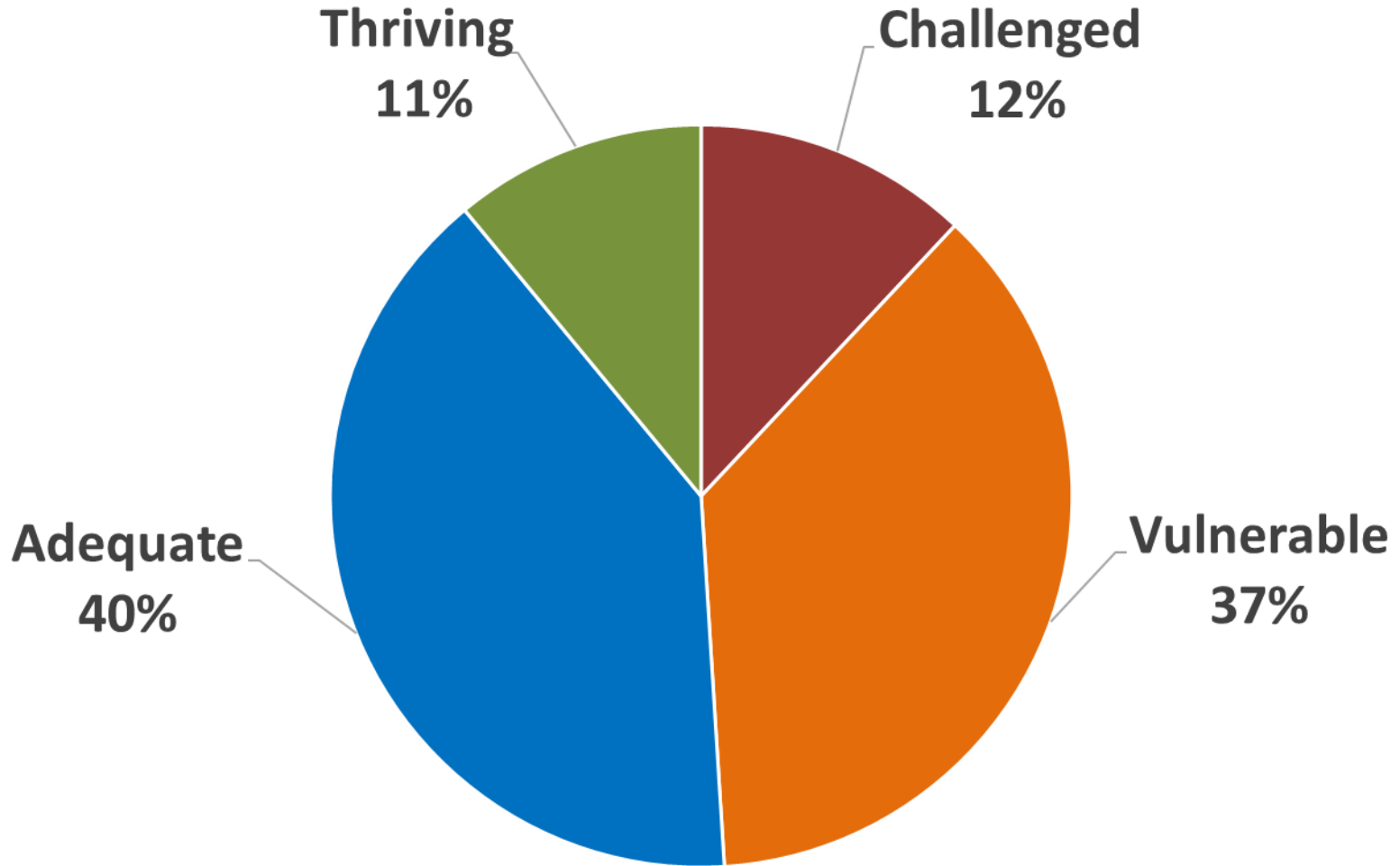
Gender



Demographics of 237 Georgetown Students Participating in Developmental Asset Profile Afterschool Alliance 2018



How Are Georgetown Kids Doing?



A Few Takeaways From The DAPS

- Students surveyed were 6th—12th Graders. No 4th — 5th Graders.
- 51% of all youth surveyed scored as Adequate or Thriving.
- 49% of all youth surveyed scored as Challenged or Vulnerable.
- 10th graders reported lowest Developmental Asset Context scores, and highest challenged or vulnerable scores.
- White youth scored as most challenged or vulnerable among all ethnic groups at 63%.
- 57% of male students scored as Challenged or Vulnerable, as compared to 43% of female students.
- Empowerment was the highest ranked average Asset Category score.



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**Boys & Girls Club
of Georgetown**



Getsemani Community Center



SOUTHWESTERN
UNIVERSITY