

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, CIP, Kid City, The NEST & TGP Collaborative)
- **After School Action Program** (ASAP-TGP/Georgetown ISD)
- **Boys & Girls Club of Georgetown**
- **Parks and Rec Teen Center & GYAB** (City of Georgetown)
- **Junior Leadership Georgetown** (Chamber of Commerce)
- **Operation Achievement** (Southwestern University)
- **Williamson County Juvenile Services**
- **YMCA Afterschool Care**

Served Over 15,000 Youth in 2015-2016

The Five Conditions of Collective Impact

- **Common Agenda:** All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
- **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
- **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
- **Continuous Communication:** Consistent and open communication is needed to build trust, assure mutual objectives, and create common motivation.
- **Backbone Support:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

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 quality out-of-school time programs that guide youth in developing: Leadership and Social Skills; Commitment to Learning; Safe & Healthy Decision-Making; Positive View of the Future.**
- **Building Positive Intergenerational Relationships with Georgetown youth (training for program management and staff in Developmental Assets, Developmental Relationships, Perseverance & Sparks).**
- **Collective awareness strategies during Lights On Afterschool, a national event held every October to highlight the importance of quality out-of-school time programming. Activities promoted at all sites throughout the week, culminating in one large Sparks Fair on LOA day.**

Assets Afterschool Alliance Activities

- **Continuous Communication**—Afterschool Alliance Partners meet quarterly, 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:

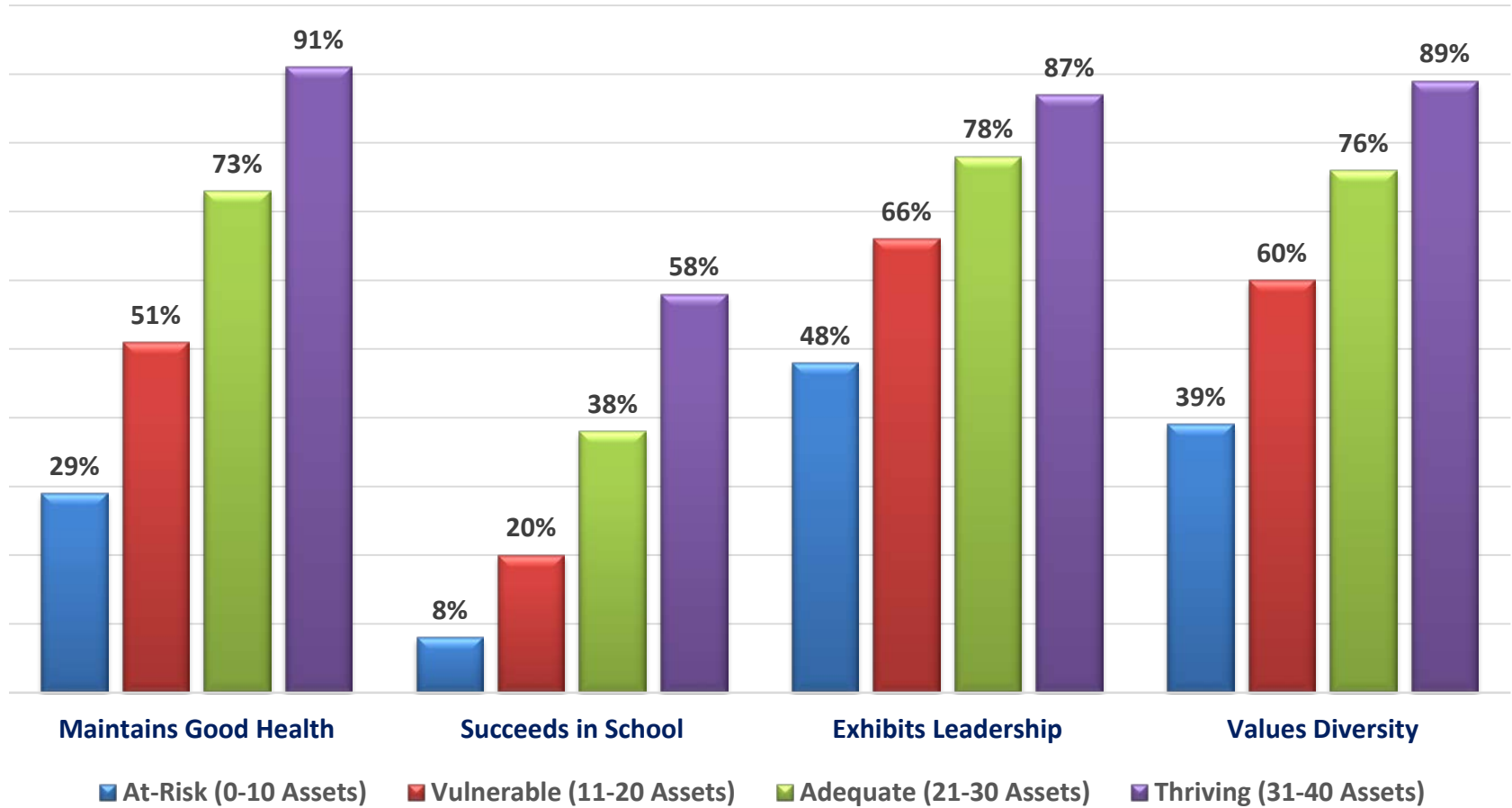
- ❖ *Describes* the strengths and supports that young people have in their lives and how they contribute to community life.
- ❖ *Highlights* the perspective of young people themselves about the world around them and where they turn for help and the choices they make.

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 you in proactive and focused planning and improvement based on your results.

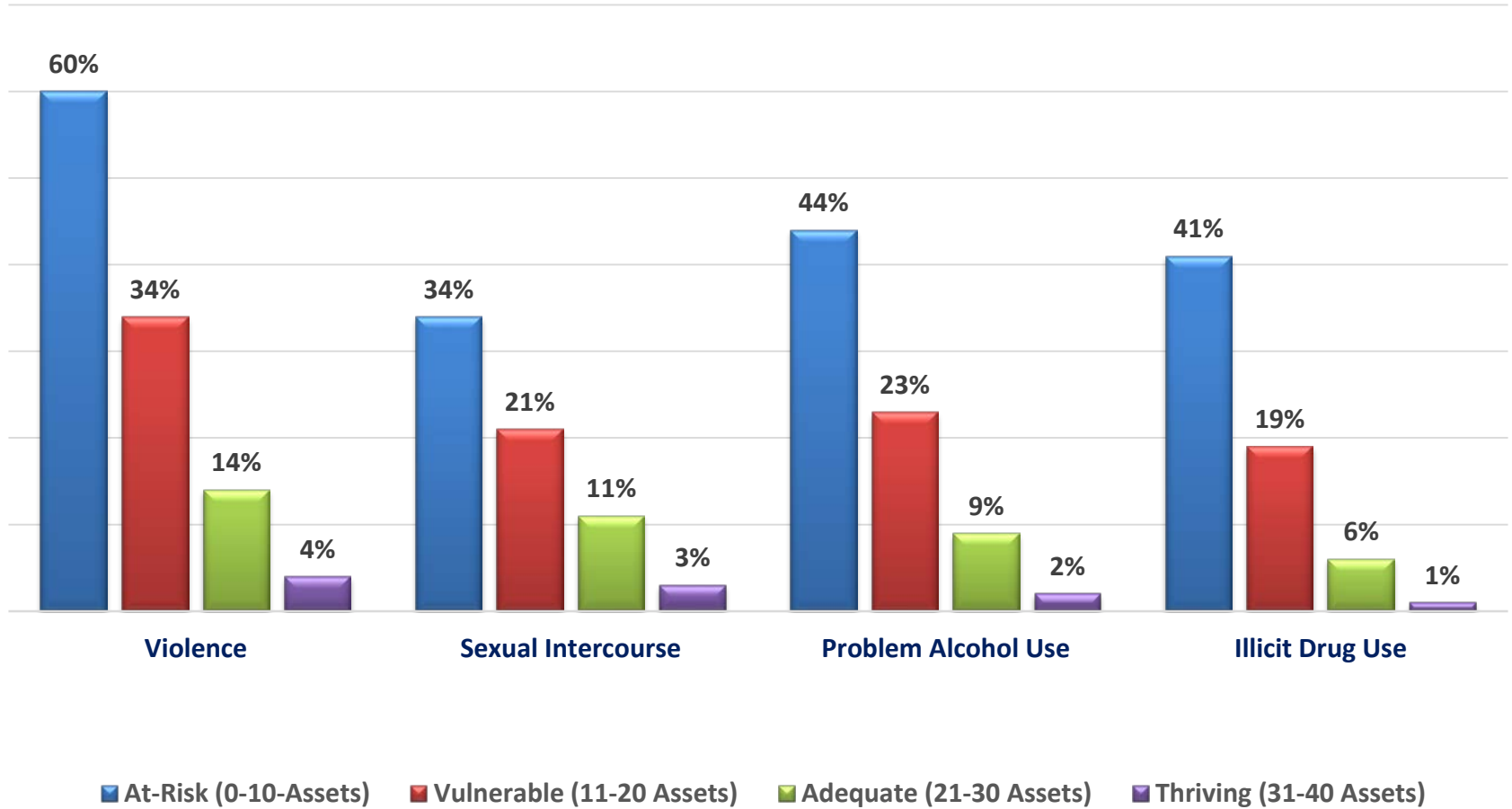
More Developmental Assets=Increased Thriving

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-2015-2016

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>	<p>76% ↓</p>	<p>COMMITMENT TO LEARNING Young people need a sense of the lasting importance of learning and a belief in their own abilities.</p>	<p>71%</p>
<p>EMPOWERMENT Young people need to feel valued and valuable. This happens when youth feel safe and respected.</p>	<p>73% ↑</p>	<p>POSITIVE VALUES Young people need to develop strong guiding values or principles to help them make healthy life choices.</p>	<p>71% ↑</p>
<p>BOUNDARIES & EXPECTATIONS Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.</p>	<p>77% ↑</p>	<p>SOCIAL COMPETENCIES Young people need the skills to interact effectively with others, to make difficult decisions and to cope with new situations.</p>	<p>73% ↑</p>
<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>	<p>67% ↓</p>	<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>	<p>69%</p>

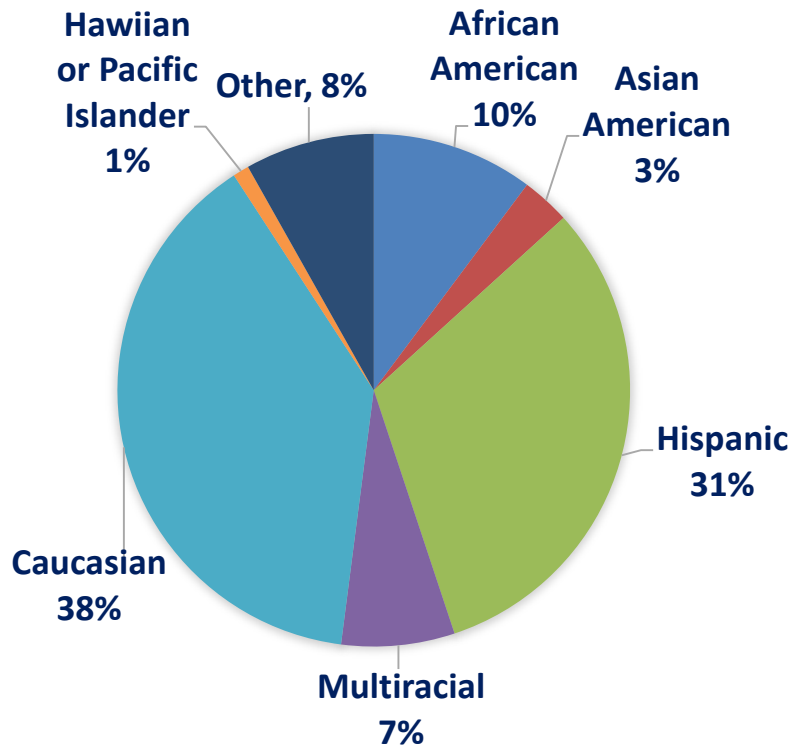
The Power of Developmental Assets

Five Developmental Assets Contexts-DAP Profile, Afterschool Alliance-2015-2016

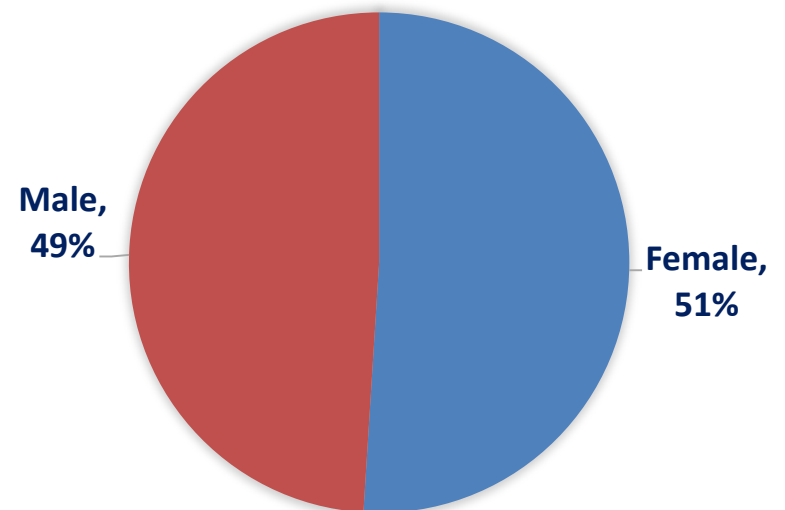
Context	Description	Examples	National Youth-2010	Georgetown Youth
Personal Assets	Internal Strengths; self-concept, values, attitudes and capabilities	Honesty, restraint, planning/decision making, sense of purpose	-	70% ↑
Social Assets	Experienced through personal relationships with others	Peaceful conflict resolution, positive peer influence, interpersonal competence, other adult relationships	50%	73% ↑
Family Assets	Experienced in the family	Family support, positive communications, useful roles in family	52%	79%
School Assets	Experienced in school	Achievement motivation, school engagement, caring school climate, school boundaries	35%	74%
Community Assets	Experienced in community settings other than school	Community values youth, youth programs, religious community, caring neighborhood	40%	68%

Demographics of 226 Georgetown Students Participating in Developmental Asset Profile Afterschool Alliance 2015-2016

Race/Ethnicity

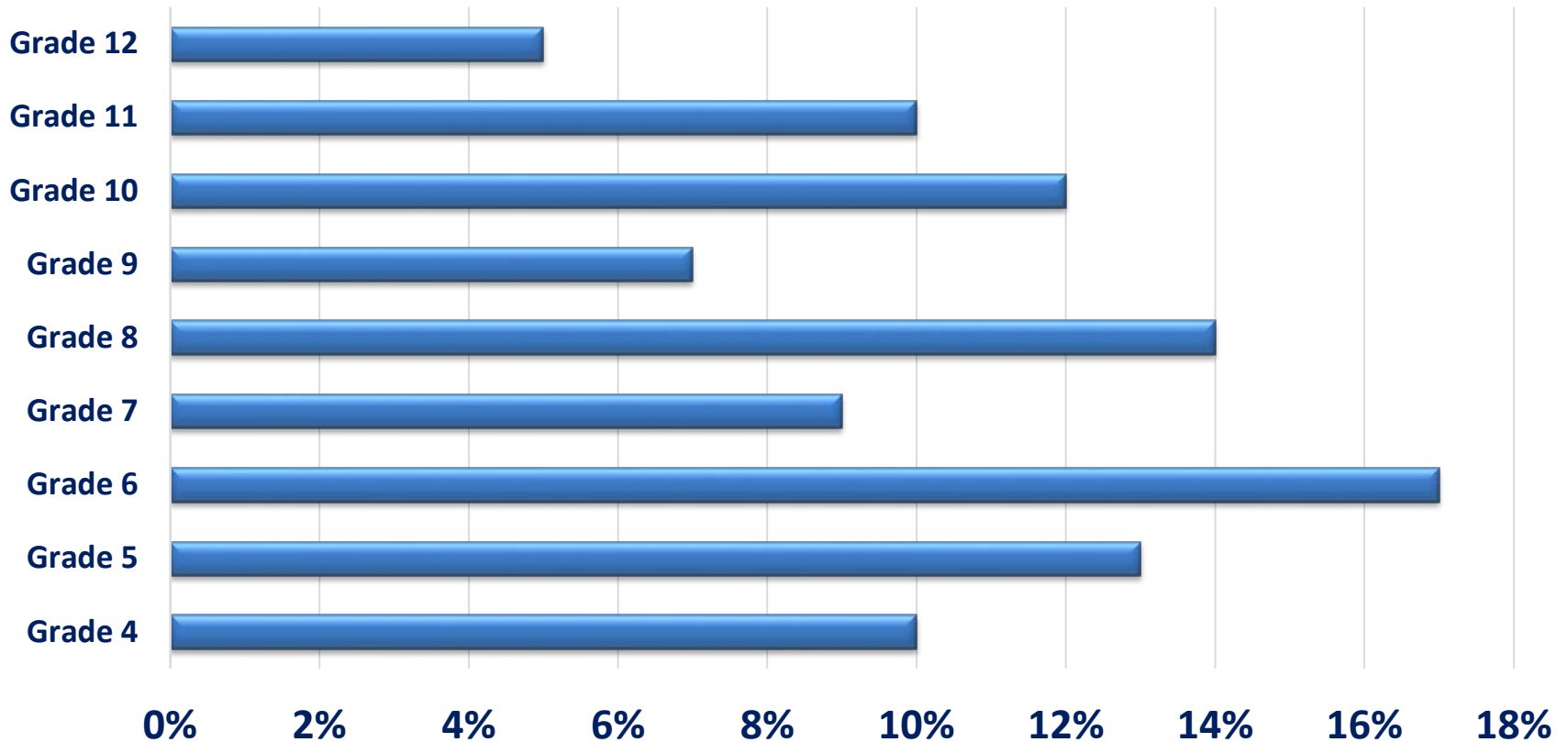


Gender



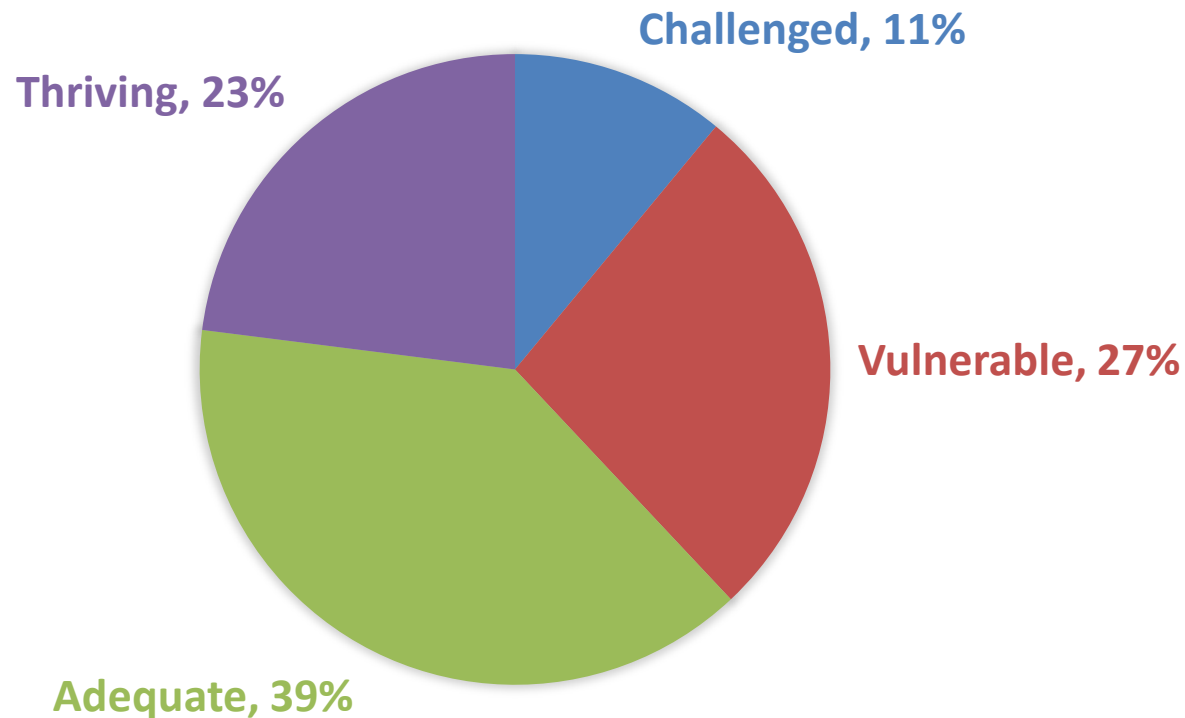
Demographics of 226 Georgetown Students Participating in Developmental Asset Profile Afterschool Alliance 2015-2016

Grade



How Are Georgetown Kids Doing?

Developmental Assets Profile (DAP) Afterschool Alliance-2015-2016



A Few Takeaways From The DAPS

- Across the board, 9th graders reported lowest Developmental Asset Context scores, and highest challenged or vulnerable scores.
- Multiracial children and youth reported most challenged or vulnerable scores among ethnic groups.
- Very little difference among male/female in any area.
- Youth in Thriving category increased by 24% from last year's survey.
- 62% of all youth surveyed scored in the Adequate or Thriving categories.

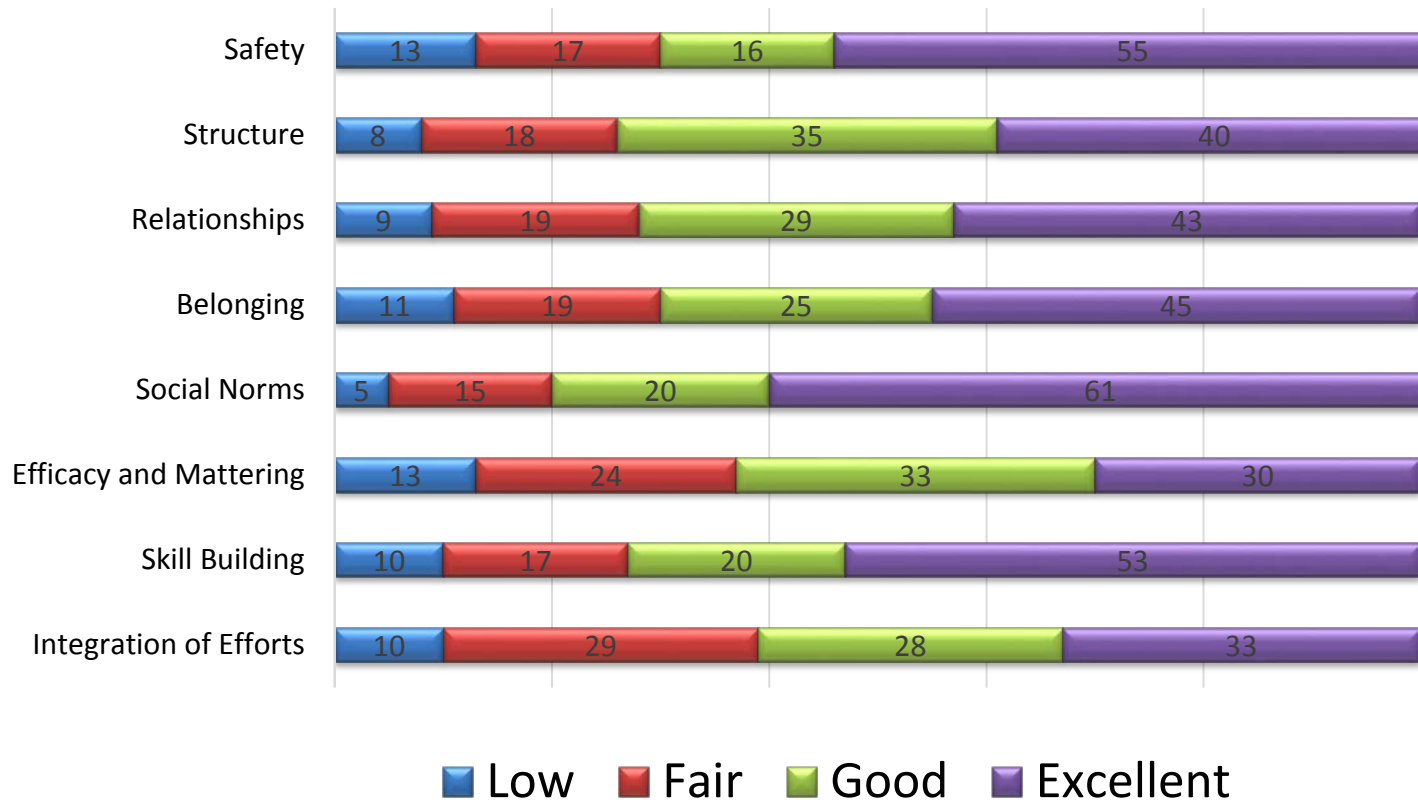
Youth and Program Strengths (YAPS)

New Online Survey From Search Institute

- ❖ *Measures* the degree to which young people in out-of-school time programs experience program features and opportunities that define a high-quality out of school time program.
- ❖ *Provides* DAP information along with a deeper understanding of how out-of-school time programs work in the broader context of young people's strengths and supports.

How Are Alliance Partners Doing From The Youth Perspective?

Youth and Program Strengths Survey (YAPS)
Afterschool Alliance-2015-2016



A Few Takeaways From The YAPS

- 78% of youth surveyed report feeling physically and psychologically safe in Afterschool Alliance programs, and that programs are well-run with appropriate structure.
- 80% of youth surveyed report having opportunities to build skills and develop supportive relationships.
- 85% of youth surveyed report Afterschool Alliance programs promote positive social norms (making healthy decisions, solving conflict peacefully and avoiding alcohol and other drugs).
- Lowest scores came in the area of efficacy and mattering (opportunities to contribute opinions, chances to feel capable). especially from youth in Grades 9 and 11.



THE GEORGETOWN PROJECT

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**Boys & Girls Club
of Georgetown**



"Lighting the fires of knowledge..."

