



# SAN MARCOS





# THE SAN MARCOS VISION FOR YOUNG PEOPLE



**We envision** San Marcos as a community where all children, youth and young adults are healthy, active and safe (physically and emotionally), and academically productive and motivated.

**We envision** San Marcos as a place where all young people will develop positive social and life skills; be socially and civically knowledgeable and connected; and demonstrate integrity, good character and values.

**We envision** our young people as emerging leaders who exhibit sound stewardship of resources, are globally and culturally aware, grow up prepared for college and career, demonstrate a healthy work ethic, and serve as productive and contributing members of the community.



# Table of Contents

<b>OVERVIEW</b>	<b>6</b>
Message from the Mayor	7
The Power of a Youth Master Plan	7
<b>THE PEOPLE BEHIND THE PLAN</b>	<b>8</b>
Creation of the San Marcos Youth Master Plan	10
<b>CORE PRINCIPLES GUIDING PLAN DEVELOPMENT</b>	<b>12</b>
<b>DESIRED CHILD AND YOUTH OUTCOMES</b>	<b>14</b>
Recommended Indicators for Measuring Progress	15
<b>BUILDING THE INFRASTRUCTURE TO SUPPORT PLAN IMPLEMENTATION</b>	<b>18</b>
Recommendations for Ongoing Leadership and Accountability	19
<b>PRIORITY AREAS FOR ACTION: RECOMMENDED STRATEGIES AND ACTION STEPS</b>	<b>20</b>
Priority Area for Action 1: Increase and improve economic opportunities, conditions and preparation for young people and their families.	22
Priority Area for Action 2: Equip and empower parents/families to support child development and success.	26
Priority Area for Action 3: Increase and improve availability and access to developmental activities, opportunities and supports.	30
Priority Area for Action 4: Increase and improve mental health, resilience, wellness and healthy life choices.	34
Priority Area for Action 5: Build engaging and supportive networks and systems throughout the education lifecycle.	36
Priority Area for Action 6: Improve communications, coordination and community engagement in support of children and youth.	40
<b>WHAT'S NEXT: IMPLEMENTING THE YOUTH MASTER PLAN</b>	<b>44</b>
<b>APPENDICES</b>	<b>46</b>
A: Review of Existing Local Plans and Documents on Child and Youth Well-being – Summary Report	47
B: Out-of-School Time Inventory – Greater San Marcos, compiled by United Way of Hays County	58
C: Core Four Education Subcommittee recommendations	66
D: Youth Advisory Council subcommittee recommendations	74
E: Gallup Student Poll results	77

This Youth Master Plan was developed through a partnership of the City of San Marcos and the Forum for Youth Investment, at the direction of the San Marcos City Council. The Forum for Youth Investment is a nonprofit, nonpartisan action tank that forges ideas, tools and partnerships to strengthen solutions for young people and those who care about them. Ready by 21<sup>®</sup> is a set of innovative strategies developed by the Forum to help communities and states make sure all young people are ready for college, work and life. [www.readyby21.org](http://www.readyby21.org)

The City Manager's Office coordinated development of the plan for the City of San Marcos. For more information about the Youth Master Plan, contact the City Manager's Office at (512) 393-8100.

# OVERVIEW



## MESSAGE FROM THE MAYOR

Dear Neighbors:

I am proud to introduce the Youth Master Plan for the City of San Marcos, Texas – the result of a visioning process and dedicated collaboration by our community. This plan seeks to create and implement a blueprint for opportunities, strategies, leadership and desired outcomes for ALL the young people of our community, from birth to young adulthood, to assure their futures – and the destiny of San Marcos.



The Youth Master Plan was developed over the past year through a series of community conversations, sharing the results of a Gallup Student Poll, and engaging youth and adults from across San Marcos to capture their dreams for the future. Our Youth Master Plan Steering Committee has been meeting since January 2013 to crystalize the vision and aspirations into the action plan presented here.

The vision they created sees San Marcos as a community where all children, youth and adults are healthy, active and safe, and academically productive and motivated. Where young people become socially and civically connected and demonstrate integrity, good character and values. Where our youth emerge as leaders, stewards of our resources, globally and culturally aware, prepared for college and career, and intent on becoming productive and contributing members of our community.

San Marcos is becoming a community of choice – a place where people choose to live, to work and to raise their families.

Committing to our children and youth by implementing the Youth Master Plan will help us achieve our dreams for our families, neighborhoods, community and economic opportunities. Thank you to all who contributed to this important plan.

Sincerely,

Daniel Guerrero  
Mayor

## THE POWER OF A YOUTH MASTER PLAN

A Youth Master Plan (YMP) is an actionable community plan that leverages the ideas, resources and commitments of a community to improve conditions and outcomes for children and youth. The youth master plan brings together leaders from all sectors – including government, business, education, nonprofits, neighborhoods and families – to work together to ensure that all young people thrive and reach adulthood ready for college, work and life.

### The San Marcos Youth Master Plan:

- Recognizes that the long-term viability of San Marcos requires all children and youth to have the resources they need to succeed;
- Uses the best information available about the well-being and conditions of young people;
- Establishes a comprehensive set of cradle-to-career goals;
- Provides strategies to achieve those goals; and
- Calls for collaboration among people and organizations to carry out those strategies.

The Youth Master Plan focuses on young people from birth through age 24 who live within the 210-square-mile geographic footprint of the San Marcos Consolidated Independent School District (SMCISD), which serves over 7,500 youth in Hays County and portions of neighboring Guadalupe and Caldwell counties. This plan was created with input from and a focus on the private school and home-school populations, as well as children and youth from the SMCISD.

### How the Youth Master Plan relates to the City's Comprehensive Plan

The City of San Marcos recently undertook a process to develop a Comprehensive Plan for the city. The Comprehensive Plan addresses the areas of economic development, environment and resource protection, land use, neighborhoods and housing, parks, public spaces and facilities, and transportation. The YMP recommendations will be incorporated into the Comprehensive Plan.

## THE PEOPLE BEHIND THE PLAN

The citizens of San Marcos thank the many people who contributed to the development of the Youth Master Plan.

### Youth Master Plan Steering Committee

#### Co-Chairs

Bea Flores, San Marcos Consolidated Independent School District  
Mark Newton, First Baptist Church and San Marcos Education Foundation  
Gage Sears, Youth Advisory Council, San Marcos High School

#### Members

Danny Arredondo, San Marcos Police Department  
Grace Davis, Hays Caldwell Council on Alcohol and Drug Abuse  
Erick del Angel, Texas State University, Associated Student Government  
Mark Eads, San Marcos Consolidated Independent School District  
Elton Fite, Boys & Girls Clubs of South Central Texas  
Gary Gannon, Greater San Marcos Partnership  
John Garrison, San Marcos Academy  
Debbie Gonzales-Ingalsbe, Hays County  
Daniel Guerrero, City of San Marcos and San Marcos Education Foundation  
Michelle Hamilton, Texas State University  
Andrew Hansen, Youth Advisory Council, San Marcos Academy  
Michelle Harper, United Way of Hays County  
Arlis Hiebert, San Marcos Academy  
Suad Hooper, Head Start  
Christian Huenergardt, Youth Advisory Council  
Sam Huenergardt, Central Texas Medical Center  
Reverend Jim Lanning, Redwood Baptist Church  
Stephanie Langenkamp, City of San Marcos  
Margaret Lindsey, San Marcos Education Foundation  
Paul Mayhew, San Marcos Consolidated Independent School District Board  
of Trustees and Capital Area Boy Scouts  
John McGlothlin, Riverstone Church  
Lindsey Mena, City of San Marcos  
Marty Nelson, SUNSET Afterschool Program  
Jim Nuse, City of San Marcos  
Kim Porterfield, City of San Marcos, Texas State University and United Way of Hays County  
Sara Jo Porterfield, Youth Advisory Council, San Marcos High School  
Rene Robles, Youth Advisory Council, San Marcos High School  
Dan Stauffer, San Marcos Area Chamber of Commerce and McCoy Corporation  
Jennifer Vogel, San Marcos Consolidated Independent School District Student  
Health Advisory Committee  
Shelly Williams, Hays County Juvenile Probation Department

### Youth Master Plan Design Team

The Design Team served as the core planning group for the Youth Master Plan.

Rodney Cobb, City of San Marcos  
Michelle Hamilton, Texas State University  
Michelle Harper, United Way of Hays County  
Jenny McGinty, Youth Advisory Council, San Marcos High School  
Kim Porterfield (adjunct), City of San Marcos, Texas State University and United Way of Hays County  
Stephanie Reyes, City of San Marcos  
Sierra Rowe, Youth Advisory Council, San Marcos High School  
Rosemary Suniga, Greater San Marcos Partnership  
Yvette Velasquez, San Marcos Consolidated Independent School District

### Special Data Team for Indicator Recommendations

The Data Team reviewed the YMP youth outcomes and recommended indicators for the plan.

Danny Arredondo, San Marcos Police Department  
Rodney Cobb, City of San Marcos  
Grace Davis, Hays Caldwell Council on Alcohol and Drug Abuse  
Michelle Hamilton, Texas State University  
Michelle Harper, United Way of Hays County  
DerryAnn Martinez, WIC, City of San Marcos  
Lindsey Mena, San Marcos Municipal Court  
Kim Porterfield, City of San Marcos, Texas State University  
Stephanie Reyes, City of San Marcos  
Greg Rodriguez, San Marcos Consolidated Independent School District  
Chase Stapp, San Marcos Police Department  
Ronda Stonecipher, San Marcos Consolidated Independent School District  
Rosemary Suniga, Greater San Marcos Partnership  
Yvette Velasquez, San Marcos Consolidated Independent School District

### Mayor and City Council

(pictured left to right)  
John Thomaidis, Mayor Pro-Tem  
Daniel Guerrero, Mayor  
Ryan Thomason, Place 5  
Kim Porterfield, Place 1  
Jude Prather, Place 2  
Shane Scott, Place 6  
Wayne Becak, Deputy Mayor Pro-Tem





## City of San Marcos Staff

The following staff helped to coordinate efforts, gather information and produce the YMP.

- Jim Nuse, City Manager
- Collette Jamison, Assistant City Manager
- Steve Parker, Assistant City Manager
- Stephanie Reyes, Assistant Director of Human Resources and Youth Master Plan Project Manager
- Rodney Cobb, Executive Director of Community Services
- Matthew Lewis, Director of Planning and Development Services, and the Development Services Staff
- Melissa Millecam, Communications Director
- Trey Hatt, Communications Specialist
- Shanna Brown, Intern, Texas State University, Candidate for Master of Public Administration

## The Youth Advisory Council (YAC)

The YAC provided input in preparation for and throughout all phases of the YMP.

### Officers

- Jenny McGinty, Chair, San Marcos High School
- Sierra Rowe, Vice Chair, San Marcos High School
- Jon Delgado, Officer, San Marcos High School
- Joey Dolan-Galaviz, Officer, San Marcos High School
- Samantha Govea, Officer, San Marcos High School
- Erin Jacques, Officer, San Marcos High School
- Sara Jo Porterfield, Officer, San Marcos High School
- Rene Robles, Officer, San Marcos High School
- Kelsey Rollings, Officer, San Marcos High School
- Devon Von Miller, Officer, San Marcos High School

### Members

- Elijah Benouis, San Marcos High School
- Dakota Burklund, Home-school
- Maya Duran, San Marcos High School
- Michael Fox, San Marcos High School
- Andrew Hansen, San Marcos Academy
- Emma Kypuros, Wimberley High School
- Alexis McGinty, San Marcos High School
- Jamilyn Patton, San Marcos Academy
- Carl Rindahl, San Marcos Academy
- Matt Roark, San Marcos High School
- Gage Sears, San Marcos High School
- Caroline Soechting, San Marcos High School
- Rusti Wade, San Marcos Academy
- Isabel White, San Marcos High School

## Texas State University Interns

- Ian Alba
- Miguel Arredondo
- Meghan Bates
- Erick del Angel
- Ashton Douglas
- Ashlyn Levan

*The Youth Advisory Council*



## The Core Four Education Subcommittee

The Core Four Education Subcommittee was appointed by San Marcos Mayor Daniel Guerrero and the City Council as a result of the “Dream San Marcos” project, which developed a long-term collaborative vision for the city. “Core Four” refers to Hays County, the City of San Marcos, the San Marcos Consolidated Independent School District and Texas State University.

The Core Four Education Subcommittee was charged with identifying up to three actions that its members could commit to over the long term for the benefit of the community. The subcommittee decided to focus on early-childhood education, in the form of universal, full-day pre-school and out-of-school-time activities, both academic and non-academic.

Dr. Denise Trauth, President, Texas State University (chair)  
Dr. Gene Bourgeois, Provost, Texas State University  
Dr. Michelle Hamilton, Director of Center for P-16 Initiatives, Texas State University  
Daniel Guerrero, Mayor, City of San Marcos  
Kim Porterfield, City Council Place 1, City of San Marcos  
Jim Nuse, City Manager, City of San Marcos  
Stephanie Reyes, Assistant to the City Manager, City of San Marcos  
Mark Eads, Superintendent, SMCISD  
Rosemary Garza, Principal, Hernandez Elementary School, SMCISD  
Michelle Darling, Principal, San Marcos High School, SMCISD  
Lon Shell, Chief of Staff to County Judge, Hays County  
Shelly Williams, Chief Juvenile Probation Officer, Hays County  
Cherri Schmidt, Public Health Educator, Hays County Personal Health Department  
Nina Wright, Director of Development, Texas Higher Education Coordinating Board

### A special thank you ...

...to all the parents, youth, business people and other community members who participated in the community conversations and provided input into the YMP.

## CREATION OF THE SAN MARCOS YOUTH MASTER PLAN

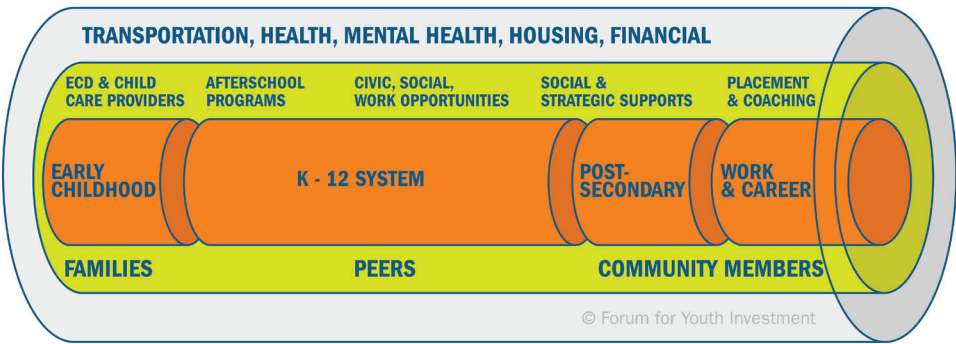
The San Marcos Youth Master Plan (YMP) reflects a great deal of work, input and analysis by diverse members of our community. The people and organizations of San Marcos – including the city government, public and private schools, nonprofit organizations, businesses, service providers, parents and youth – collaborated to create a shared vision for young people and a plan to achieve that vision.

**January 2012:** After hearing about the success of youth master plans from the National League of Cities’ Council on Youth, Education and Families, the San Marcos City Council named a council subcommittee to research and make recommendations about the creation of a San Marcos YMP. Councilmembers Kim Porterfield, Shane Scott and Jude Prather recommended moving forward to develop a YMP with the underlying principle that San Marcos will be a community where all youth thrive.

**Spring 2012:** City Councilmember Kim Porterfield and an intrepid group of high school students established a Youth Advisory Council (YAC) consisting of youth representatives from public, private and home schools. YAC members were later selected as representatives for the YMP Design Team and Steering Committee.

**August 2012:** The City of San Marcos partnered with the Forum for Youth Investment, a nonprofit youth development action tank in Washington, D.C., to facilitate development of the YMP. The YMP was built with the Forum’s Ready by 21 strategies, which help communities improve services, supports and opportunities for all children and youth along the “Insulated Education Pipeline” – the full complement of settings where learning and development happens.

# The Ready by 21 Insulated Education Pipeline



© Forum for Youth Investment

**September 2012:** During the fall semester, the San Marcos Consolidated Independent School District (SMCISD) administered the Gallup Student Poll as part of the YMP process. More than 3,500 students from grades 5-12 participated. The poll measured hope, engagement and well-being, and provided valuable insight into the perspectives of young people on their own lives.

**October 2012:** Members of the city staff formed a Design Team (the core planning group for the YMP), which identified a diverse group of citizens to serve on the YMP Steering Committee; reviewed data and reports; organized and moderated community conversations; and contributed expertise to the planning process. The Design Team also identified existing local plans and reports to build upon (and to avoid duplicating work conducted previously) as a foundation for the YMP process. (Please see Appendix A for the Review of Existing Local Plans and Documents on Child and Youth Well-being – Summary Report.)

**December 2012:** The mayor appointed the Steering Committee, which began meeting in January. The committee determined the core principles and desired child and youth outcomes that would guide the YMP.

**March 2013:** People from all sectors of the community turned out at public meetings – at the San Marcos Activity Center, Redwood Baptist Church, Cuauhtémoc Hall and First Baptist Church – to discuss the results of the Gallup Student Poll, issues impeding success for young people, and how to help more young people achieve success.

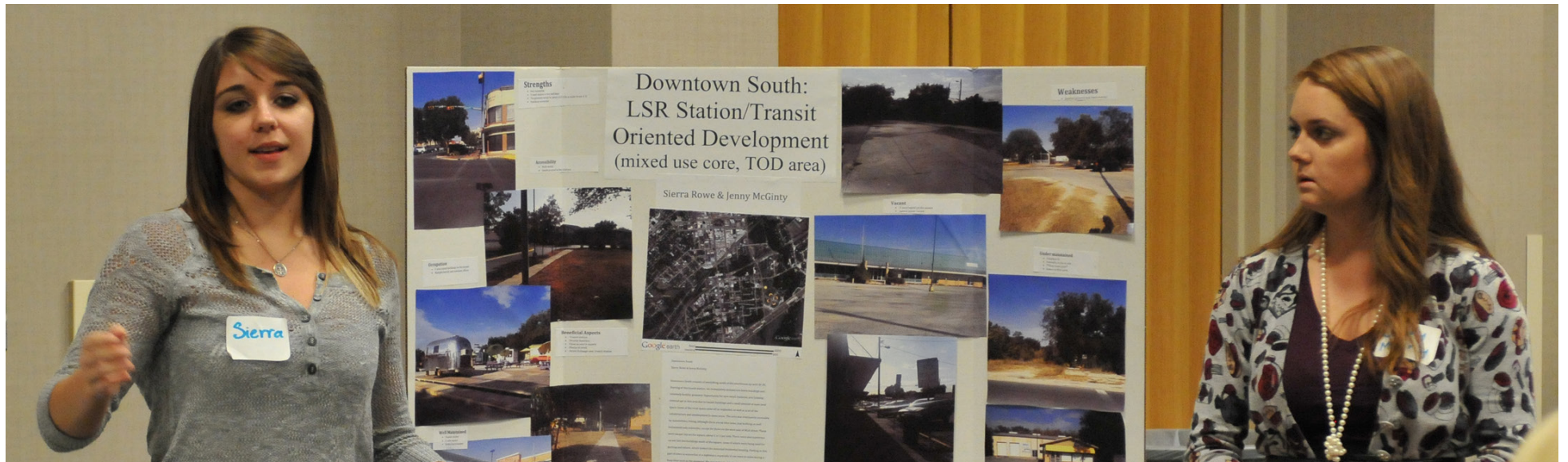
**April 2013:** The Steering Committee used data from various sources (including the Gallup Poll) along with public input to identify the common causes that influence child and youth outcomes and indicators in the areas of education, juvenile crime, abuse, employment and health. These common causes became the six Priority Areas for Action to be addressed in the YMP.

**May 2013:** The Steering Committee broke into Strategy Teams charged with developing strategies to address the critical underlying causes in each Priority Area. Members of the community gathered for a public input session to review the proposed action areas, strategies and major tasks, and to make suggestions. The Steering Committee finalized the Recommended Strategies and Action Steps of the YMP.

The Design Team and Youth Advisory Council recommended establishing a Collaborative Commission on Children and Youth (composed of community leaders) to ensure oversight, accountability and implementation of the YMP. In addition, a recommendation was made to establish a Youth Commission (composed of young people) to foster youth engagement and leadership in the city.



# CORE PRINCIPLES





## CORE PRINCIPLES GUIDING PLAN DEVELOPMENT

The Forum for Youth Investment recommends that communities invest time at the beginning of their planning process to explore and reflect upon research-based principles of youth development and community change. In doing so, a community will increase its ability to ensure recommended strategies for action are sound and aimed at the outcomes desired. The Steering Committee took principles developed by the Forum - based on its expertise on effective practices for youth development, improving community supports and bolstering leaders to enact community change - and adapted them to create these principles for the development of the YMP:



### ABOUT YOUTH

Invest early and sustain investments over time.

Support the whole child.

Focus attention on youth and families most in need.

Build on strengths; don't just focus on problem-reduction.

### ABOUT COMMUNITY SUPPORTS

Programs are available when fundamental supports provided by families are absent. Programs help to fill in the gaps.

Support a full range of learning opportunities, formal/informal, in school and out, that fit and meet the needs of youth.

Assess and improve quality, reach and impact across all the places young people live and hang out.

Recruit, train and retain good staff.

### ABOUT LEADERS

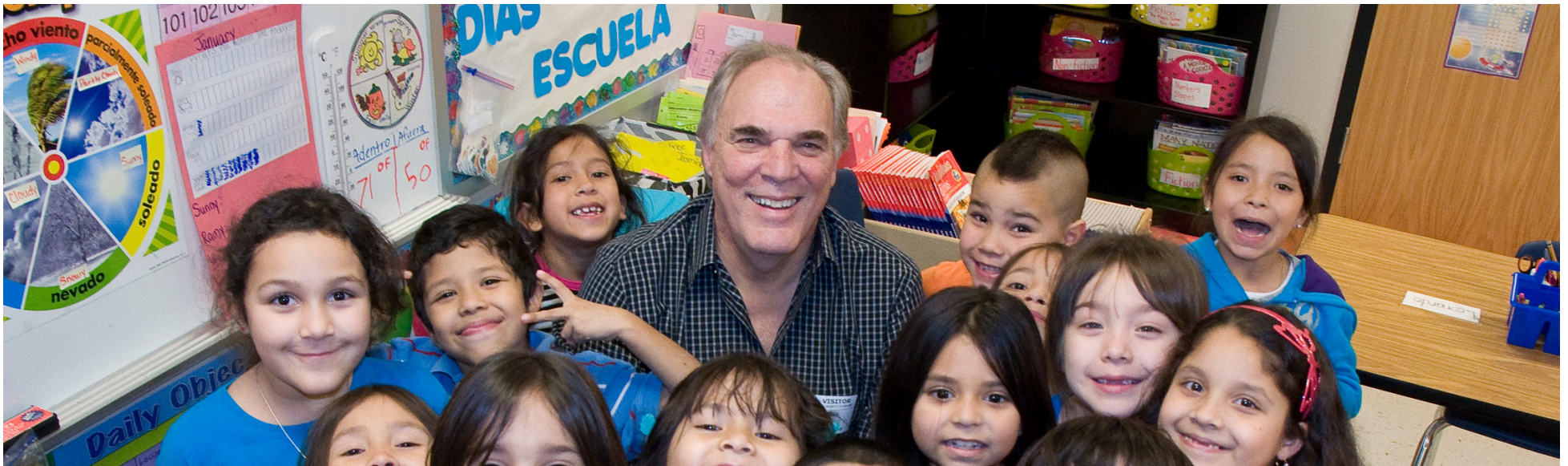
See youth and families as change agents, not clients.

Engage all sectors and stakeholders in creating solutions.

Coordinate efforts, align resources.

Inspire and inform the public.

# DESIRED CHILD & YOUTH OUTCOMES





The San Marcos YMP focuses on the development of children, youth and young adults from birth through age 24. As a community, we will strive to ensure that all of our young people are:

**Academically successful and workforce ready. They will:**

- Enter school ready to learn.
- Be academically productive and motivated.
- Be prepared for college and career.
- Have a healthy work ethic and skills needed by employers.

**Healthy, active and safe (physically and emotionally). They will:**

- Be hopeful and engaged with a sense of well-being.
- Make healthy choices.

**Productive and contributing members of the community. They will:**

- Have established integrity, character and values.
- Have positive social and life skills.
- Be good stewards of resources.
- Be globally and culturally aware.
- Be socially and civically knowledgeable and connected.

## RECOMMENDED INDICATORS FOR MEASURING PROGRESS

What gets measured gets done. To ensure that the YMP is effectively implemented, the City of San Marcos will track progress over time. The Youth Master Plan Priorities for Action were designed to address the underlying issues that “get in the way” of young people achieving desired outcomes. The YMP Design Team convened a Data Team to recommend the best indicators for measuring and tracking progress toward the goals of the plan.

As part of ongoing implementation of the YMP, it is recommended that community leaders agree upon and provide regular progress reports on a balanced set of indicators, and use that data to determine what strategies are working and what strategies need to be adjusted. For this to happen, data need to be collected and reported accurately and consistently.

Reliable, accurate and consistent data do not exist for some of the recommended indicators for the San Marcos area. In cases where good indicator data were not available, Data Team members suggested collecting other information – including from beyond San Marcos Consolidated Independent School District students – to get a sense of the conditions for non-SMCISD students (including private, charter and home-schooled students), even if the data are not strictly comparable. Leaders are urged to determine how to obtain the best information in order to gauge results and progress on an ongoing basis.

### Demographics And Community Context

The City of San Marcos is a historic community in the heart of Central Texas. The city, home to Texas State University and the seat of Hays County, has a population of approximately 50,000 residents and lies within one of the fastest growing regions in the United States. The YMP effort focuses on the 210-square-mile geographic footprint of the San Marcos Consolidated Independent School District, well beyond the City of San Marcos municipal boundaries, in Hays County and portions of neighboring Guadalupe and Caldwell counties. Texas State is now the fifth-largest university in Texas, with nationally renowned programs in geography, criminal justice and music.

- City of San Marcos, population under 18 years of age: 6,375 (14.2%) (U.S. Census, 2010)
- Texas State University students: 34,225 (university website, 2012)
- San Marcos Consolidated Independent School District:
  - › Number of students: 7,546 (fall 2012)
  - › Race/Ethnicity: 71.9% Hispanic, 21.5% White/Anglo, 4.5% African American, 1.2% Asian/Pacific Islander
  - › Bilingual/ESL: 6.4%
  - › Limited English Proficiency: 8.5%
  - › Receiving free/reduced lunch: 70%
  - › Daily bus ridership: 6,049

(SMCISD Quick Facts 2012 <http://www.smcisd.net/files/filesystem/2012%20Fact%20Sheet.pdf>)

## Academically successful and workforce ready

- Percent ready for kindergarten\*
- Percent reading on grade level (3rd grade)
- Percent passing state math assessments (5th, 8th grades)
- Percent passing Algebra I by the end of 9th grade
- 9th grade retention (first-time freshmen who repeat grade 9)
- Students earning college credit while still in high school
- Dropout rate
- Graduation rate (four- and five-year)
- Percent college-ready
- Percent career- or workforce-ready\*
- Youth employment\*
- Postsecondary enrollments

\*Indicates that good measurement data are not available for the San Marcos area. Getting such data is recommended for the Data Development Agenda.



## How Are Young People Doing?

- SMCISD 5th grade **passing rates** were 72% for reading, 78% for math and 71% for science, compared with state passing rates of 77%, 77% and 73%, respectively (Texas Education Agency [http://www.tea.state.tx.us/news\\_release.aspx?id=2147511653](http://www.tea.state.tx.us/news_release.aspx?id=2147511653)), on the new State of Texas Assessments of Academic Readiness (STAAR). That assessment replaces TAKS, the previous state accountability test. The STAAR passing standard will become more stringent over time. (Austin Chamber of Commerce San Marcos CISD 2012 Education Progress Report.)
- 84.6% of the SMCISD class of 2011 **graduated from high school** within four years, compared with 85.9% of students statewide. 82.5% of the class of 2010 graduated within five years, compared with 88% of students throughout the state.
  - › The longitudinal dropout rate fluctuated over the past four years, for both SMCISD students and statewide: It was 8.7% for SMCISD's class of 2011 and 6.8% across the state. (SMCISD and Texas Education Agency AEIS data.)
- San Marcos High School received the 2012 **College Readiness** Award from the Texas ACT Council for increasing the number of students taking the ACT assessment over the past five years while significantly increasing the level of achievement and college readiness. (San Marcos CISD 2012-2013 Fact Sheet.)
- 60% of San Marcos High School's 2012 seniors reported **working for pay** during the school year; 21% worked 16 or more hours per week.
  - › 18% reported that their primary motivation for working was to save money for college, 29% worked primarily to help their families with expenses, and almost half did so because they liked the freedom of having their own money. (Student Futures Project Senior Survey, 2012.)



## Healthy, active and safe (physically and emotionally)

- Born healthy (healthy birth weight)
- Percent Insured/Uninsured\*
- Percent in Healthy Weight Zone (Body Mass Index)
- Percent reporting no health problems that interfere with normal activities
- Percent reporting having “enough energy to get things done”
- Percent hopeful, engaged and thriving (with a sense of well-being)
- Food insecurity and nutrition\*
- Founded cases of child abuse
- Health data on injuries/illnesses (emergency room usage)
- Teen pregnancy\*
- Risky behaviors (smoking, alcohol, substance abuse)\*

### How are young people doing?

- 86% of SMCISD 5th-12th graders reported that they did not have **health problems** interfering with normal activities, but 14% reported that they did. When reporting on their well-being, student responses indicated that more than 60% are thriving, but 37% are struggling. (Gallup Student Poll, Fall 2012.)
- The numbers of young people seen by the Central Texas Medical Center (CTMC) **emergency room** have declined steadily over the past several years, from 6,673 in 2008 to 5,376 in 2012. (CTMC data, provided upon request.) More research should be conducted to determine if fewer young people are experiencing illness or injuries that require emergency care or if something else is going on to reduce this number.
- 84% of SMCISD 5th graders reported having **enough energy to get things done**, but only 76% of 8th graders and 64% of seniors felt that way. More than 40% of students indicated that they were not engaged in school. (Gallup Student Poll, Fall 2012.) While this trend is typical across the country, the community should look for innovative ways to boost energy and engagement through high school.
- Almost half of SMCISD 5th-12th graders are **hopeful about their futures**. However, 37% feel “stuck” and 16% are discouraged. These results were similar to those for both a Texas and a national sample. (Gallup Student Poll, Fall 2012.)

- When school is out for the summer, kids still need **healthy meals**, and low-income families often struggle to provide them. SMCISD offers a summer program providing breakfast and lunch to low-income students. During June 2012, the district provided 674 lunches and 219 breakfasts a day. (Purple Bus Rolls with Mobile Meals for Families, <http://www.smcisd.net/news.cfm?story=1583>.)
- In 2012, there were 315 confirmed victims of **child abuse and neglect** in Hays County, a rate of 7.3 cases per 1,000 children, compared with 9.1 statewide. The rate in Hays County declined from 10.1 in 2008. (Texas Department of Family and Protective Services, Data Books 2008-2012.) San Marcos-level data were not available, but might be obtainable in the future.
- During the 2012-13 school year, SMCISD had 34 **pregnant students**, the lowest number in more than 10 years. There were no pregnant junior high students; there have typically been 6-12 in previous years. (SMCISD data.)

## Productive and contributing to the community

- Youth volunteerism/service\*
- Juvenile crime and delinquency (assault, disorderly conduct, controlled substances, etc.)

### How are young people doing?

- 42% of San Marcos High School seniors reported participating in a **service club** for at least one year of high school; 8% reported participating all four years. (Student Futures Project Senior Survey, 2012.)
- The number of “Class C” **juvenile offenses** – and offenders – in cases filed against San Marcos youth has declined since 2010, from 242 to 215 cases and from 197 to 152 offenders. Property crimes dropped as well, from 85 cases in 2010 to 60 in 2012.
  - › Over the same period, however, the number of assaults by juveniles (including aggravated assaults and assault on a public servant) rose by more than 50%, from 57 to 86. (San Marcos Municipal Court and San Marcos Police Department data.)

# BUILDING THE INFRASTRUCTURE TO SUPPORT PLAN IMPLEMENTATION



Many individuals and representatives of organizations contributed to the strategies and action steps in this plan. The plan was designed to take a comprehensive, community-based approach. Because of the breadth of the recommendations and the importance of the community contributing to solutions, no single organization can facilitate the changes on its own. As a result, the Design Team presents these recommendations for ongoing leadership and accountability, as well as recommendations for staffing, to help carry out the “backbone functions” of coordination and project support necessary for plan implementation.

## RECOMMENDATIONS FOR ONGOING LEADERSHIP AND ACCOUNTABILITY

### Establish a Collaborative Commission on Children and Youth

Establish a collaborative Commission on Children and Youth (composed of community leaders) to oversee implementation of the Youth Master Plan and to coordinate policies, resources, data on results, progress reviews and strategy adjustments on an ongoing basis, in order to leverage the supports that young people need to achieve desired outcomes.

#### Initial Recommendations:

- Commission members will be executives of key resource-holding agencies, at the board, top-executive or deputy level, or be recognized/elected representatives of key constituency groups.
  - › The Commission would include representatives of the City of San Marcos, San Marcos Consolidated Independent School District, United Way of Hays County, Texas State University, Hays County, Austin Community College, Capital Area Rural Transit System and city transportation officials, Youth Commission (see below), parent groups, youth service providers, faith-based community, and workforce/economic development representatives.
- Meetings will focus on how partners can support effective implementation of the YMP and ongoing efforts to achieve desired outcomes for young people, including resource generation, allocation and coordination/alignment.

### Establish a Youth Commission

Establish a Youth Commission consisting of young leaders who will advise elected officials and other policymakers about issues affecting and of interest to youth. The members of the Youth Commission will be recognized by the community as a leadership and advisory body representing the diverse needs, goals and voices of young people.

#### Initial Recommendations:

- › The Youth Commission will consist of representatives from: San Marcos High School (4), Phoenix Academy (1), San Marcos Academy (1), private school/charter school (1), outside city limits/inside school district boundary (1), Texas State/post-secondary student (1), Gary Job Corps (1), and at-large representatives (5).
- › The application process would be similar to the current commission appointment process.
- › Terms: One-year commitment, with possible two-year terms in the future (staggered so that experienced members can help integrate new members).
- › The group will meet monthly and its scope will include reviewing the YMP annually and ensuring its implementation, as well as hosting annual Youth Summits and Student Government Day.

The two commissions will be staffed by one full-time employee who handles the official duties of staffing a commission and provides coordination to support implementation of the YMP.

# PRIORITY AREAS FOR ACTION

## RECOMMENDED STRATEGIES & ACTION STEPS

Based on input from the community conversations about the underlying issues facing young people and how to address those issues, and on Steering Committee analysis of the common factors contributing to successful youth outcomes.

1. Increase and improve economic opportunities, conditions and preparation for young people and their families
2. Equip and empower parents/families to support child development and success
3. Increase and improve availability and access to developmental activities, opportunities and supports
4. Increase and improve mental health, resilience, wellness and healthy life choices
5. Build engaging and supportive networks and systems throughout the education lifecycle
6. Improve communications, coordination and community engagement in support of children and youth

Several important strategies and approaches were repeatedly recommended to address different priorities. For example, in every community conversation session, participants described the need to improve transportation options to ensure access to developmental opportunities for all of San Marcos' young people. Similarly, multiple working groups recommended a comprehensive mentoring program. For consistency, these recommendations were consolidated in the YMP recommendations. (Please find "transportation recommendations" in Priority Area 3 and "mentoring recommendations" in Priority Area 5.)

A number of strategy teams also recommended establishing a coalition of service providers to address their priority areas. These recommendations remain in the plan separately, under Priority Areas for Action 3, 4 and 6, and are cross-referenced so that they can be considered together, consolidated at the appropriate time and connected to the leadership infrastructure.

The priority areas are not listed in order of importance.

# **PRIORITY AREA FOR ACTION 1:**

Increase and improve economic opportunities, conditions and preparation for young people and their families



## STRATEGY 1:

### SUPPORT FAMILIES TO BECOME FINANCIALLY SELF-SUFFICIENT AND SUPPORT YOUTH.

#### Major Tasks/Action Steps:

- Create a coalition (public-private-nonprofit) to coordinate financial literacy awareness and training for parents and young people for “real world” needs.
  - » Include representatives from all educational institutions to ensure that teachers can convey financial literacy concepts aimed at teens and young adults.
  - » Focus on “real world” topics, such as planning/budgeting, college loans and financial aid applications, credit card management, predatory lending, comparison shopping, cooking vs. fast food/prepared food (home economics), advice to get out of debt, and microfinance for budding entrepreneurs.
  - » Partner with businesses to help provide financial literacy education to students. Encourage businesses (especially those that do not provide benefits), churches neighborhoods and community organizations to provide financial literacy and job training workshops for employees and members. (Connect with Bank On Central Texas.)
- Expand, coordinate and promote free or inexpensive programs and services to help families become self-sufficient, such as the Housing Authority’s self-sufficiency program, library classes led by volunteers to help earn a GED, English as a Second Language (ESL) classes, basic computer skills training and assistance with college financial aid forms. Make available child care, computer skills training and financial aid where possible to prevent those from being barriers to participation.
- Ensure that the transportation component of the city’s Comprehensive Plan addresses the needs of families across the San Marcos area who are striving to become financially self-sufficient. (See Priority Area 3 for other transportation recommendations.)

## STRATEGY 2:

### PREPARE STUDENTS IN DEVELOPING THE NON-TECHNICAL WORKFORCE SKILLS (COMMONLY REFERRED TO AS “SOFT SKILLS”) NEEDED TO BE EFFECTIVE IN TODAY’S COLLABORATIVE, COMMUNICATION-RICH AND SYSTEMICALLY COMPLEX WORK ENVIRONMENTS.

#### Major Tasks/Action Steps:

- Engage businesses to provide teacher in-service and presentations and/or interaction with students to create “soft skill” expectations in all classrooms and address gaps in preparation that are tacitly understood aspects of workplace culture (e.g., professional behaviors, language and appearance; technology use at work; managing competing demands and workplace conflicts; and long-term career planning).
- Provide support for teachers and outside presenters to deliver presentations on workforce skills in an effective, engaging and authentic manner. (For example, assign a staff liaison to outside presenters to provide context for student needs in workforce skills; create a presenter’s checklist/tip sheet so that the messages come across as “real talk, not preaching.”) Communicate how business needs for literacy, reading, written communication and math apply to school content.
- Request that local businesses require high school transcripts as part of their job application process, demonstrating the value of education.
- Encourage schools to create incentives and accessible opportunities and/or requirements for community service for all students to learn and demonstrate community values and “soft skills.”
- Link to Bobcat Build community service and peer-mentoring programs at Texas State University.

### **STRATEGY 3:**

**DEVELOP A SYSTEMIC PROGRAM OF CAREER EXPLORATION IN PARTNERSHIP WITH LOCAL BUSINESSES FOR ALL EDUCATION PARTNERS THAT CREATES STUDENT EXCITEMENT FOR COLLEGE, TRADE SCHOOLS AND SOFT SKILLS LEARNING.**

#### **Major Tasks/Action Steps:**

- Build in systematic exposure to career exploration starting in middle school for all students that engages the business community.
- Organize/build a Neighborhood Youth Corps for summer/afterschool activities. Develop summer youth employment opportunities that are career-oriented with a counseling component.
- Coordinate messaging campaigns that link continuing education to better jobs and more income.

### **STRATEGY 4:**

**PARTNER WITH ECONOMIC DEVELOPMENT ENTITIES AND TRAINING PROVIDERS TO DEVELOP JOB OPPORTUNITIES AND TRAINING THAT ARE A GOOD FIT FOR SAN MARCOS RESIDENTS IN TARGETED AREAS.**

#### **Major Tasks/Action Steps:**

- Provide city incentives for companies bringing good-paying jobs that would support/attract families. (Such as, support continued learning and moving employees “up the ladder.”) Consider the viability of promoting/developing the river area in San Marcos for tourism/economic development.
- Reduce barriers for businesses to offer apprenticeships and other on-the-job training for students and adults.
- Investigate workforce training partnership opportunities with Austin Community College.







## **Priority Area for Action 2:**

Equip and empower parents/families to support child development and success

**STRATEGY 1:****DEVELOP NEIGHBORHOOD NETWORKS OF PARENT LIAISONS TO ENGAGE PARENTS AND IMPROVE COMMUNICATION, AWARENESS AND INVOLVEMENT WITH EDUCATION AND YOUTH SERVICES.****Major Tasks/Action Steps:**

- Create a network of parent leaders and neighborhood liaisons (patterned after and/or connected with Las Comadres, a network of parent and neighborhood liaisons/volunteers) to engage parents throughout the San Marcos area. Engage families to engage families: that is, identify and use parent leaders and parent-to-parent relationships to encourage involvement, networking and sharing of resources.
- Create liaisons at schools to connect with neighborhood/parent liaisons.
- Involve the Neighborhood Commission in facilitating support and connections.
- Use the neighborhood networks for needs assessments and outreach related to job training/education opportunities for parents.

**STRATEGY 2:****ENGAGE PARENTS IN THEIR CHILDREN'S ACADEMIC AND FUTURE SUCCESS.****Major Tasks/Action Steps:**

- Coordinate and utilize parent information for early childhood strategies to help ensure children enter school ready to learn (e.g., Born Learning/Born 2 Read).
- Provide special workshops (possibly involving parent coordinators) or use Parent-Community Days to:
  - » Increase parents' understanding of coursework requirements, the importance of attendance, postsecondary requirements, and how to talk about future goal-setting.
  - » Ensure that parents understand how to use online school resources to monitor grades, attendance and other indicators of student progress and to inform families about specific action steps to improve attendance and performance, such as having students participate in out-of-school time programs.
  - » Connect families to relevant student support services in and out of the school, and reinforce/connect with the youth services coalition(s) recommended for establishment under Priority Areas 3, 4 and 6.
  - » Ensure that parents with less proficiency with reading/language/math learn about techniques and resources to encourage their children and improve their own skills.
- Identify and use parent leaders/liaisons and parent-to-parent relationships to encourage involvement, networking and sharing of resources. (Connected to Strategy 1.)
- Review past experience with Head Start and the San Marcos Family Learning Center for lessons that could be applied to future comprehensive efforts.

### **STRATEGY 3:**

#### **INSTITUTE TEACHER HOME VISITS TO ENGAGE PARENTS WITH THE GOAL OF GETTING EVERY STUDENT ON GRADE LEVEL IN MATH AND LANGUAGE ARTS/READING.**

##### **Major Tasks/Action Steps:**

Start with a focus on 3rd and 8th grade:

- Connect efforts to early childhood initiatives that involve home visits.
- At elementary school level, 2nd grade teachers compile data to indicate which students are not on grade level. A vertical team\* of 2nd, 3rd and 4th grade and Title I teachers develop a plan of action for each student.
- At middle school level, 7th grade teachers compile data to indicate which students are not on grade level. A vertical team\* of 7th and 8th grade teachers and instructional coaches develop a plan of action for each student.
- At the beginning of the school year, 3rd and 8th grade teachers make home visits to students who are not on grade level. Teachers discuss individual student action plans with the parent.
- The school teams conduct student reviews for each of the identified students to evaluate progress and continue to modify the action plan as needed. Parents are invited to the team meeting and are contacted about the student's progress each grading period.

*\* The campus principal may make changes in the team structure as needed.*

### **STRATEGY 4:**

#### **CREATE OR COORDINATE OPPORTUNITIES FOR PARENT TRAINING.**

##### **Major Tasks/Action Steps:**

- Identify and take inventory of existing parent training and support options.
- Convene providers to coordinate parent training that engages and supports families as their child's first teacher, utilizing the processes and programs in place as well as others to be developed, including workshops and working with pediatricians.
- Ensure that training is accessible and useful and that supports are provided, because many families are stretched economically and for time (having multiple jobs and transportation barriers).
  - » This training should build on and coordinate among existing resources (such as services provided through the library) to provide and promote technology training for productive uses, such as obtaining email accounts and using Wi-Fi to access school online resources to support student success. (See Strategy 2.)
- Promote opportunities creatively. (See Priority Area 6, Strategy 1.)



**Priority Area for Action 3:**  
Increase and improve availability and  
access to developmental activities,  
opportunities and supports

*Ensure that all youth from toddlers through 12th grade have access to year-round, high-quality, developmentally appropriate out-of-school activities that help them develop academically, emotionally and physically.*

**STRATEGY 1:**

**INVEST IN AND COORDINATE/ALIGN EXISTING SUCCESSFUL PROGRAMS TO EXPAND AND ENSURE ACCESS FOR YOUNG PEOPLE ACROSS THE COMMUNITY.**

**Major Tasks/Action Steps:**

- Expand/adjust successful programs to ensure that they are available at appropriate times and locations, and with fee structures that meet the needs of working families and young people.
  - » Extend the Sunset program into the middle school years; broaden its quality and scope to include more afterschool clubs, tutoring and other age-appropriate programming. Ensure its affordability.
  - » Ensure that the City Parks and Recreation Department, San Marcos Area Youth Soccer Organization, CFPO-Police Athletics League, Little League and other youth sports organizations continue to grow and improve their ability to provide low-cost opportunities for youth to participate in a wide range of year-round recreational sports activities.
  - » Ensure that the Youth Service Bureau, Boys & Girls Clubs, the public library, the nature center, El Centro, the Mariachi Academy and other programs continue to offer children and teens a wide variety of year-round cultural, educational and service opportunities.
  - » Ensure that the public library offers a wide variety of programs designed to promote early reading skills and that the programming is expanded to out-of-library venues with evening and weekend hours.
- Institute Communities in Schools in San Marcos.

**STRATEGY 2:**

**DEVELOP AND STRENGTHEN PARTNERSHIPS THAT WILL IMPROVE THE AVAILABILITY AND EFFICACY OF OUT-OF-SCHOOL ACTIVITIES.**

**Major Tasks/Action Steps:**

- Create a youth services coalition with a strong base of “out-of-school time” providers that will serve as a network to improve availability, coordination and quality of programming.
  - » Take inventory of services and programs (who, what, where).
  - » Share information and strategies to improve the reach and effectiveness of all the programs.
  - » Coordinate activities to address gaps, overlaps and transitions.
  - » Explicitly link to existing or new coalitions (such as the planned early childhood coalition or the mental health/prevention coalition recommended in Priority Area 4) or establish committee structures to facilitate coordination across collaborative groups.
- Explore public-private partnerships and other methods to ensure that the cost of participating in youth activities – including sports, school, Summer Fun, City Parks and Recreation Department and library programs – are free or affordable for families.
- Set up an effective system of matching volunteers of all ages with volunteer opportunities, and implement programs that increase the involvement of high school and college students in volunteering with youth programs.
- Explore and encourage facility-sharing agreements so that school playgrounds, gymnasiums and other facilities are available for community use when school is not in session, and so that city facilities can be used by school districts.
- Explore a common method of assessing and ensuring that programs are achieving desired outcomes.

### **STRATEGY 3:**

**IMPROVE THE PUBLIC TRANSPORTATION SYSTEM TO ENSURE THAT YOUTH OF ALL AGES CAN SAFELY, EASILY AND AFFORDABLY GET TO AND FROM HOME, SCHOOL AND OUT-OF-SCHOOL ACTIVITIES AND/OR WORK THROUGHOUT THE YEAR, INCLUDING EVENINGS AND WEEKENDS.**

#### **Major Tasks/Action Steps:**

- Convene transportation department leaders to discuss how to implement policies and innovative funding strategies that connect/integrate the three bus systems (school, university and CARTS) into one public transportation system that:
  - » Provides a safe, efficient and reliable way for young people and their families to get around town.
  - » Runs well into the evenings and on weekends.
  - » Has important routes designed for youth and includes routes which go to Redwood, Rancho Vista, Martindale and other nearby communities. It should keep the price of the bus affordable (free or nearly free) for young people (under 18) and senior citizens (over 60).
  - » Explores options for “community building” or developmental time on school busses.
- Incorporate and link these transportation recommendations to the transit elements in the city’s Comprehensive Plan.

### **STRATEGY 4:**

**DEVELOP AND STAFF TEEN CENTERS AND/OR EVENTS THAT PROVIDE SAFE, FREE PLACES FOR TEENS TO GATHER AFTER SCHOOL AND ON WEEKENDS TO HAVE FUN, DO HOMEWORK AND PARTICIPATE IN A VARIETY OF CLUBS AND ACTIVITIES.**

#### **Major Tasks/Action Steps:**

- Work with the ministerial alliance and service clubs to organize and staff neighborhood community/teen centers throughout the greater San Marcos area, including outlying areas like Redwood, Rancho Vista and Martindale.
- Utilize volunteers, university students and service clubs to develop low-cost, fun and effective programming and tutoring services at the centers.
- Explore the need and potential for developing a centrally-located teen center or YMCA. If the need and the capacity are established, develop a plan to raise funds for the facility and operations. (Consider a capital campaign and/or 2014 bond issue.)





## **Priority Area for Action 4:**

Increase and improve mental health, resilience, wellness and healthy life choices

**STRATEGY 1:****EXPAND OPPORTUNITIES AND SERVICES GEARED TOWARD IMPROVING MENTAL HEALTH AND WELLNESS TO PREVENT RISKY BEHAVIORS.****Major Tasks/Action Steps:**

- Create a coalition to address the mental health needs of youth, increase collaboration among prevention service providers and increase the number of individuals served. (See also Priority Area 3, Strategy 2, about creating a broad youth services coalition.)
  - » The coalition will identify groups of youth facing particular risk factors, such as those with substance abuse issues, students whose parents have arrest records, children in foster care and other youth populations needing special attention and advocacy, to ensure that their needs are considered in planning, service delivery and coordination.
  - » The coalition will coordinate among members and recommend if services or programs should be expanded or created (e.g., Communities in Schools).

**STRATEGY 2:****REVIEW AND DEVELOP CHILD ABUSE PREVENTION STRATEGIES, INCLUDING BULLYING PREVENTION, TO EMPHASIZE BOTH DEVELOPMENT NEEDS OF CHILDREN AND THE IMPORTANCE OF COMMUNITY-BASED SUPPORTS FOR FAMILIES.****Major Tasks/Action Steps:**

- Institute zero tolerance for child abuse in San Marcos.
- Provide media outreach to and community services for survivors and family members.
- Build on work by effective organizations, such as the Greater San Marcos Youth Council, Hays-Caldwell Women's Center and Court Appointed Special Advocates.

**STRATEGY 3:****COMMUNITIES, SCHOOLS AND OTHER INSTITUTIONS INCREASE OPPORTUNITIES FOR PHYSICAL ACTIVITY AND HEALTHY NUTRITION FOR YOUTH.****Major Tasks/Action Steps:**

- Create a wellness culture in schools by incorporating activities at all grade levels (Pre-K to 12) throughout the day, with curriculum groups involved in planning how to implement these (such as before and after lunch, "fitness bucks" in all schools, "Take Ten" and becoming a "Let's Move" community).
- Educate students and parents about healthy eating options and on how to incorporate regular exercise outside of school, through media events and other approaches.
- Create effective and structured physical education programs.
- Rethink school lunch menus (specifically free lunches). Eliminate junk food and implement school vegetable gardens.

**STRATEGY 4:****ENSURE THAT EVERY CHILD HAS A MEDICAL HOME: A REGULAR MEDICAL CARE PROVIDER THAT CAN MONITOR A CHILD'S HEALTH AND WELLNESS.****Major Tasks/Action Steps:**

- Purchase a mobile medical unit to travel throughout the service area. Seek funding through Seton Health Care system and multiple other sponsors for this effort.
- Develop clinics in schools modeled after Hays CISD.
- Promote enrollment in benefits programs for health insurance.
- Encourage the medical community to accept more Medicaid/CHIP clients.

## **Priority Area for Action 5:**

Build engaging and supportive networks and systems throughout the education lifecycle

**STRATEGY 1:**

**PROVIDE FULL-DAY, UNIVERSAL PRE-K FOR 4-YEAR-OLDS IN THE SMCISD. (BASED ON RECOMMENDATIONS BY THE CORE FOUR'S EARLY CHILDHOOD SUBCOMMITTEE.)**

**Major Tasks/Action Steps:**

- Develop estimates of resources needed to implement universal Pre-K program.
- Expand the current half-day program to a full-day program beginning in the 2013-2014 school year.

**STRATEGY 2:**

**IMPROVE THE QUALITY OF EARLY LEARNING OPPORTUNITIES FOR YOUNG CHILDREN IN FORMAL EDUCATIONAL SETTINGS AND IN THE INFORMAL SETTINGS OF THEIR FAMILIES AND CAREGIVERS.**

**Major Tasks/Action Steps:**

- Engage and support families as their child's first teacher, utilizing the processes and programs in place and others to be developed.
- Ensure that children have access to high-quality toys, books and spaces that promote early learning (e.g., Children's Museum, San Marcos history, culture, businesses and outdoor spaces).
- Get information about supporting high-quality early learning development to caregivers, both formal and informal.
- Build systems to ensure that programs meet quality standards.

**STRATEGY 3:**

**SUPPORT TEACHERS, PRINCIPALS AND SCHOOLS IN IMPROVING STUDENT AND TEACHER ENGAGEMENT IN THE LEARNING ENVIRONMENT.**

**Major Tasks/Action Steps:**

- Create a team of community partners and school personnel to create the new, data-driven or best practice strategies that will work in the classrooms.
- As part of the staff development package in area schools, engage teachers in exploring the YMP priority areas, strategies and actions, to get their input on and involvement in implementation. (Explore a conversation format similar to the May 16, 2013, YMP community input session.)
- Better utilize Texas State University students as classroom interns and in other support roles.



#### **STRATEGY 4:**

**ESTABLISH A COLLABORATIVE AND UNIVERSAL MENTORSHIP AND TUTORING PROGRAM TO REACH STUDENTS FROM ELEMENTARY TO EARLY COLLEGE, UTILIZING PEER-BASED AND MENTORING MODELS THAT EMPHASIZE SOCIAL INTERACTION DURING OUT-OF-SCHOOL TIME IN COMMUNITY-BASED PROGRAMS.**

##### **Major Tasks/Action Steps:**

- Build a partnership with Texas State University, United Way of Hays County, service organizations and churches to coordinate mentors. Identify and coordinate among effective models – such as peer tutoring, PAL Program, Advancement Via Individual Determination and Senior-Freshman mentor program – to provide mentors for 1st, 5th and 9th graders. Coordinate as appropriate with other programs, such as GENAustin, Boy Scouts and Girl Scouts.
  - » Create a website to establish a communication network to meet mentorship needs.
  - » Ensure staffing, processes and coordination to ensure effective matching and deployment of mentors and tutors.
  - » Ensure that this mentoring network is connected to the Youth Services Coalition recommended under Priority Areas 3, 4 and 6.

#### **STRATEGY 5:**

**EXPAND MODES OF LEARNING AND WHAT COUNTS AS LEARNING AND INSTRUCTION FROM ELEMENTARY SCHOOL AGE THROUGH HIGH SCHOOL — BOTH IN SCHOOLS AND WITHIN THE BROADER COMMUNITY — THROUGH EXPANDED LEARNING OPPORTUNITIES AND IN PARTNERSHIP WITH COMMUNITY-BASED ORGANIZATIONS, COMMUNITY COLLEGES AND CULTURAL INSTITUTIONS.**

##### **Major Tasks/Action Steps:**

- Foster the relationship between business groups, such as the San Marcos Manufacturing Association (SMMA) and the San Marcos Area Chamber of Commerce with San Marcos area schools.
  - » Involve a board position at SMMA to work with the schools to expand learning opportunities in the classrooms and out-of-school time programs.
- Create a local speakers bureau that teachers and out-of-school time providers can access to facilitate Expanded Learning Opportunities for all students. Ensure appropriate planning so that processes and coordination are in place for effective use.
- Expand and formalize the job shadowing and internship programs at local businesses to offer opportunities to more students.
- Expand Texas State University collaboration to bring college students in as guest teachers and to support expanded learning.

**STRATEGY 6:****IMPLEMENT STRATEGIES THAT INTEGRATE RELATIONSHIP BUILDING AND MOTIVATION.****Major Tasks/Action Steps:**

- Create a handbook to introduce all incoming 9th graders to their teachers and vice-versa.
- Expand relationships between community partners and schools to improve student motivation in and out of school. This might include expanding the Girl Scouts' and Boy Scouts' in-school programs, GENAustin's ClubGEN OST program, Centro Cultural Hispano de San Marcos' Students in Service program, in- and out-of-school mentoring, and other programs.
- Encourage (through promotion, incentives, opportunities and/or requirements) at least two years of extracurricular or club participation for all high school students, with lunchtime participation options available.
- Reinforce the academy model by providing information to the community about academies. Get volunteers from businesses and community services to advocate for academies to students beginning at the middle school level. Involve students and parents in academic advising and on how to select academies.

**STRATEGY 7:****ENSURE THAT ALL STUDENTS ARE OFFERED SUPPORTS TO UNDERSTAND HOW TO RESEARCH OPTIONS FOR, APPLY TO, PAY FOR AND ENROLL IN COLLEGE OR TRADE/VOCATIONAL SCHOOL, AND HOW TO OBTAIN OTHER SUPPORTS ONCE THERE.****Major Tasks/Action Steps:**

- Encourage students to enroll in the career exploration class in middle school and encourage guest speakers from businesses. (See Strategy 4.)
- Use community partnerships to increase the reach of messaging about college and post-secondary training to students and parents (through, for example, an education fair, Volunteer Income Tax Assistance programs to help students complete the Free Application for Federal Student Aid, OST programs, National Hispanic Institute, ads in newspapers).
- Coordinate better school system communication with parents and students about college, trade/vocational school, and high school and post-secondary academic requirements for specific degree/career field programs.
- Aggressively promote the Bobcat Promise to parents and students.

**Priority Area for Action 6:** Improve communications, coordination and community engagement in support of children and youth





## STRATEGY 1:

### INCREASE COMMUNITY AWARENESS ABOUT AVAILABLE PROGRAMS AND SERVICES.

#### Major Tasks/Action Steps:

- Create and maintain an up-to-date, youth-friendly website and smartphone app where all youth-oriented programs, clubs, tutoring, internships and volunteer opportunities are posted.
- Organize a creative, broad-based promotional campaign that could include:
  - » Spreading awareness through electronic media (Facebook, city website, etc.).
  - » Exploring partnerships to provide messages in theaters (before movies) about programs and services. (One suggested partner: Grande Communications.)
  - » Providing a message board at each school for information about community events and opportunities.
  - » Increase communication about programs by distributing announcements for businesses (HEB, Walmart, etc.) to post or make available.
  - » Periodically update students and parents about activities and programs.
- Evaluate communication practices aimed at reaching parents (such as electronic newsletters, paper newsletters, social media postings, radio announcements, etc.).
  - » Ensure a mix of communications options to reach parents. (Some prefer written, email messages to auto-voicemails; others may have difficulty with written information due to literacy, language or technology barriers).
  - » Determine which communications need to be bilingual and target audiences as appropriate.
  - » Reach out to young people who do not have the means or resources to become involved.
  - » Spread awareness about opportunities aimed at financially disadvantaged students (e.g., college scholarships for first-generation students).

## STRATEGY 2:

### DEVELOP A STRATEGIC PLAN OF IMPLEMENTATION ACROSS THE AGE CONTINUUM THAT COORDINATES SERVICES AND INCREASES INVOLVEMENT OF KEY ORGANIZATIONS AND INSTITUTIONS.

#### Major Tasks/Action Steps:

- Create a connected network of social service agencies. (See Priority Area 3, Strategy 2, on establishing a youth services coalition).
  - » Present workshops for relevant agencies to meet and collaborate.
  - » Organize an annual presentation and recognition ceremony with all key organizations to celebrate achievements and successes.
- Conduct service mapping and fiscal mapping to determine how best to invest and align resources with needs.

## STRATEGY 3:

### CREATE YOUTH POSITIONS FOR CITY GOVERNMENT, SCHOOL BOARD, AND OTHER COUNCILS AND COMMISSIONS, MODELED AFTER THE EXISTING CITY COUNCIL ASSOCIATED STUDENT GOVERNMENT STUDENT LIAISON POSITION OR THE PLANNING AND ZONING COMMISSION UNIVERSITY STUDENT LIAISON POSITION.

#### Major Tasks/Action Steps:

- Create a process to appoint youth representatives appropriate to serve as adjunct members.
- Establish appropriate meetings for youth representatives to voice priorities and concerns.

## STRATEGY 4:

### CREATE A PUBLICITY CAMPAIGN FOR COMMUNITY INVOLVEMENT

#### Major Tasks/Action Steps:

- Have the city's Public Information Office work with information offices of public and private partners (Texas State University, San Marcos CISD, San Marcos Academy, businesses with strong communications departments, etc.) to create an ad campaign for community involvement.
  - » Recruit public relations experts as volunteers.
  - » Go through Texas State University to seek engagement from students and professors across university departments. (For example: marketing classes for those interested in working with nonprofit organizations.)
- Ensure that the community involvement campaign will address parent and business involvement to support elements of the YMP.





# WHAT'S NEXT: IMPLEMENTING THE YOUTH MASTER PLAN



The development of this plan benefitted from the expertise, energy and commitment of many individuals and organizations. It is up to the members of the San Marcos community to bring the plan's recommendations to fruition.

The plan was developed with the intent that it will guide implementation for three to five years. The Collaborative Commission on Children and Youth will be established to lead implementation of the YMP. The Commission will review the plan, investigate resources that can be brought to the table by the organizations and constituencies that the commission members represent, and organize implementation teams to carry out strategies. The Commission will conduct or oversee service mapping and fiscal mapping of local resources in support of children and youth (as recommended in Priority Area 6) to inform the investment in and alignment of resources.

The Commission is expected to conduct an annual review of progress and make appropriate updates to the strategies and action steps, as some items are completed and others are adjusted based on implementation results and emerging needs in the community.

The Commission will organize implementation teams to address the priority areas for action. The teams will use the recommended strategies, action steps and major tasks as guides for building and delivering a detailed plan of action to carry out changes to programs, policies, coordination or communications, with the leadership and support of the Commission. The implementation teams will determine how to jointly address cross-cutting recommendations, such as transportation and the establishment of a youth services coalition, which was recommended as a key strategy for several priority areas.

It is anticipated that many members of the Youth Master Plan Steering Committee will continue to be involved through implementation teams. Other community members who have organizational roles, expertise and passion will have opportunities to contribute to successful YMP implementation. As the implementation plans take shape, it may make sense to combine some teams. Youth appointed to the new Youth Commission will play an essential role in implementing the plan and in engaging more young people to contribute to a stronger San Marcos.



# APPENDICES





# Review of Existing Local Plans and Documents on Child and Youth Wellbeing – Summary Report

## City of San Marcos Ready by 21 Document Review

Prepared by Ian Faigley, Suzanne Hershey and Merita Irby

for the City of San Marcos

Working Draft Document as of February 26, 2012

### Project Summary

The Forum for Youth Investment has prepared a document review and analysis of planning documents and materials identified by community leaders to provide context about the status of child and youth outcomes and the landscape of supports, opportunities and outcomes for San Marcos area youth. The goal of this review is to inform the work of the City of San Marcos by condensing multiple documents and data points, including statistical data and previous documented community input or recommendations, to avoid reinventing the wheel and to build on information that is already available for the Youth Master Plan.

San Marcos is an historic community in the heart of Central Texas midway between Austin and San Antonio whose leaders are undertaking a planning effort to ensure it is a first class city for years to come. The City of San Marcos, home to Texas State University and the seat of Hays County, has a population of 50,001 residents and lies within one of the fastest growing regions in the U.S. The Youth Master Plan efforts will focus on the 210 square mile geographic footprint of the San Marcos Consolidated Independent School District, which serves over 7,500 youth in Hays County and portions of neighboring Guadalupe and Caldwell Counties. This plan will include ALL San Marcos youth; the private and home school populations are very important to consider throughout this planning work.

Ethnically, 72.4% of the student population identifies as Hispanic, 20.8% as white, 4.7% as African American, 0.9% as Asian/Pacific Islander, 0.2% as American Indian and 1.0% identify as two or more races. 7 out of every 10 students are classified as economically disadvantaged and over 43 percent are at-risk. The E3 Alliance has determined that only half of Central Texas children enter kindergarten ready to learn, and the rate is significantly lower for boys, Hispanics and African Americans.

On the other end of the education pipeline the numbers don't look much better. For the class of 2011, 84.6% graduated on time while 8.7% dropped out. Only 38% of the 2011 graduates were deemed college-ready in math and English, far lower than the state rate of 52%. [AEIS data] The on-time graduation rate significantly lags the state rate as does AP course completion. Of the 442 graduates in the 2010 class, less than half (197) went on to a college or university the next year. [TEA]

Texas State University offers a wealth of opportunities for improving outcomes for San Marcos youth, such as Bobcat Promise which provides free tuition and mandatory fees for new resident freshmen from San Marcos High School whose families have adjusted gross incomes of \$35,000 or less. While this program is available to all local students who meet the eligibility criteria, only thirteen (13) freshman students from San Marcos High School participated in the program in fall 2012.

Texas State is now the 5<sup>th</sup> largest university in Texas with nationally renowned programs in geography, criminal justice and music. It is also the largest employer in San Marcos and an active participant in city planning and change efforts, including this one. On the other hand, the university is made up of a transient population nearly the same size as the city itself with needs that don't necessarily align completely with the needs of city residents. Figuring out how to make San Marcos equally welcoming and attractive to prospective college students as well as families and new businesses is essential for this plan.

### Project Background

The City of San Marcos is working to develop and implement a Youth Master Plan (YMP) in conjunction with the Comprehensive Master Plan currently under development. It is working to address key gaps in the quantity, quality and

consistency of services and opportunities for children and youth from birth through age twenty-five. In the context of this work, there is a need to clearly understand which areas the city should prioritize. The city acknowledges the importance of ensuring that its work addresses the most pressing community needs (issues, geographic areas, age groups) and taking a holistic approach. This document review will provide one lens to the many perspectives that will be gathered in the work of planning teams and committees over the next several months.

Based on documents and reports provided by community leaders, this review poses some key questions:

- How are children and youth in San Marcos actually doing? Are they developmentally on track, productive, connected, healthy and safe?
- Are community supports and opportunities for children, youth and families accessible, high quality, coordinated and well-attended?
- What actionable information about San Marcos youth is already available for planning? Where is better information needed to make sound decisions?

### **Summary Analysis of San Marcos' Landscape for Children and Youth**

The picture for children and youth in the San Marcos area is that overall, children and youth are doing fairly well in learning and health, but there are disparities in need of attention. The Redwood and Rancho Vista subdivisions are key areas of concern, as they lie outside city and county limits but are included in the San Marcos Consolidated Independent School District. The city of Martindale also lies outside the San Marcos city and county limits but is included in the school district boundaries. There is little available data for how youth are doing in other key areas like leading, connecting to adults and peers, and preparing to take a role in the workforce of tomorrow. There is also the looming opportunity and concern about the future of San Marcos. As San Marcos grows and expands, how can that growth be planned for and managed in a way to maximize the happiness and outcomes for resident families and youth?

In San Marcos, there are pockets in which certain populations are faring less well. Overall, the region is experiencing and planning for increased population growth and shifts in the demographics of its residents, including numbers of children, youth and families in need of assistance with basic supports such as food security assistance and access to low-cost health insurance and services. While school readiness and school achievement rates within schools across jurisdictions appear

to have improved overall, the picture is less robust in several areas related to young people's connectedness and engagement to schools, to communities, to families. The current implementation of the Gallup Student Poll should help to better determine what young people feel about their community and their opportunities for success.

With connectedness surfacing as a theme warranting further exploration, a parallel investigation of the nature and variety of opportunities for youth leadership and youth voice is also warranted. In this initial review of documents from across the region, we found little documentation of efforts focused on this aspect of youth well-being and engagement, though we are aware of YMP Youth Advisory Council members' interest in continuing to help shape and contribute to the Youth Master Plan and their involvement in the Comprehensive Master Plan process. How coordinated and evenly distributed are such opportunities among various populations of youth across the city? How connected are these efforts to overall neighborhood and community development efforts? To what extent do young people see their engagement as central and important? These questions may be particularly salient for older youth as they transition into young adult roles and require ongoing supports to be healthy, connected and productive. A fuller understanding of the well-being of young adults may inform strategies and approaches for supporting younger children and youth, especially given the interests of San Marcos to attract and retain young professionals who will contribute to economic and civic vitality and eventually start families of their own.

Two main themes meriting further community examination of supports and services for children and youth emerge from our reading of the findings. These themes include: a) better understanding and clarifying the existing coordination efforts underway such as Core Four, a task force of the City of San Marcos, Hays County, San Marcos CISD and Texas State University, and the economic development work; and b) exploring the role out-of-school time (OST) programming plays in San Marcos. The data suggest that while numerous partnerships exist and that readiness to collaborate is strong, further investigation of how much coordination adds up to meet intended outcomes in addition to cutting deeply across systems may be warranted. This may be particularly important in the youth master planning process, as it is beginning to emerge as a body of work and more key stakeholders are brought in to the process.





The role of out-of-school time (OST) programming in supporting youth development is difficult to decipher based on the evidence provided. The United Way of Hays County provided an inventory of the OST programs that they work with in the community. There were 49 programs identified with a range of target age groups. Many of the programs focused on Pre-Kindergarten and many were focused on summer learning. Some key questions to explore around this space include:

- Are supports equitably distributed across the community? Across age ranges? Across times of need?
  - Are they in or near the areas with the highest needs?
  - Do they offer a wide range of activities and interactions that enrich the lives of youth?
- Is there an adequate number of OST providers for the population? How many have waiting lists?
  - Do families and youth know or have easy access to information about what's available?
  - Do the OST providers track program usage, program quality, and program outcomes?
  - How do OST providers connect and communicate with each other? Do they connect with other sectors, like education and the business community?
  - What OST providers are seen as leaders in the community?

# San Marcos Systems & Supports Dashboard

ARE SUPPORTS (INITIATIVES, PROGRAMS, SERVICES):	Education	Out-of-School Time	Juvenile Justice/ Child Welfare	Health/Prevention	Economic Development
<p><b>Coordinated?</b></p>	<p><b>Highlights</b></p> <p><i>Plans/Goals:</i></p> <ul style="list-style-type: none"> <li>United Way of Hays County Impact Goals, 2012- Helping children and youth reach their potential through education</li> <li>Greater San Marcos Benchmarks and Performance Measures</li> </ul> <p><i>Partnerships:</i></p> <ul style="list-style-type: none"> <li>Core Four Recommendations- “1- The community will partner with and support the San Marcos Consolidated Independent School District (SMCISD) to provide a full-day pre-K program for four-year old students in the San Marcos district.</li> <li>2- As the first step toward providing a full-day pre-K program for all four-year olds in the community, the task force recommends that the existing SMCISD pre-K program for students eligible to enroll in the state-mandated program be expanded from a half-day to a full-day program beginning in 2013-2014.”</li> </ul>	<p><b>Highlights</b></p> <p><i>Plans/Goals:</i></p> <ul style="list-style-type: none"> <li>Set goals and priorities around program quality</li> <li>Track outcomes</li> </ul> <p><i>Partnerships:</i></p> <ul style="list-style-type: none"> <li>Core Four Recommendations- “a robust menu of out-of-school time activities of both an academic and non-academic nature.”</li> </ul>	<p><b>Highlights</b></p> <p><i>Plans/Goals:</i></p> <p>Human Services Needs Assessment Study recommends:</p> <ul style="list-style-type: none"> <li>“Prioritize sustainability and multi-level impact and ... assist grantees with outcome measurement... designate funds for San Marcos residents only...”</li> <li>Prioritize essential services such as poverty and immigration, and balance sustainability and skills improvement supports.</li> </ul> <p><i>Data/Status:</i></p> <ul style="list-style-type: none"> <li>Survey of service providers indicate minimal overlaps in funding, and that HSAB is reaching an optimal # of residents despite restricted financial resources. [Human Services Needs Assessment Study]</li> </ul>	<p><b>Highlights</b></p> <p><i>Plans/Goals:</i></p> <ul style="list-style-type: none"> <li>City Council “Community Wellness/Develop Middle Class” goal</li> <li>Texas Education Code Outlines coordinated school health requirements and guidelines, amended 2005</li> <li>Human Services Needs Assessment Study recommends: “Prioritize sustainability and multi-level impact and ... assist grantees with outcome measurement... designate funds for San Marcos residents only...”</li> <li>Prioritize essential services such as poverty and immigration, and balance sustainability and skills improvement supports.</li> </ul> <p><i>Data/Status:</i></p> <ul style="list-style-type: none"> <li>Survey of service providers indicate minimal overlaps in funding, and that HSAB is reaching an optimal # of residents despite restricted financial resources. [Human Services Needs Assessment Study]</li> </ul> <p><i>Partnerships:</i></p> <ul style="list-style-type: none"> <li>It’s Time School Summit, 2011</li> <li>Healthy City Task Force</li> </ul>	<p><b>Highlights</b></p> <p><i>Plans/Goals:</i></p> <ul style="list-style-type: none"> <li>City Council “Community Wellness/Develop Middle Class” goal</li> <li>City Council Economic Development Goals</li> <li>Greater San Marcos Benchmarks and Performance Measures</li> </ul> <p><i>Data/Status:</i></p> <ul style="list-style-type: none"> <li>Sustainable and managed growth seen as key needs for community- specifically more single-family housing, patterns of growth to align with new transportation infrastructure, ramifications of new airport project. [Visualizing San Marcos]</li> </ul> <p><i>Partnerships:</i></p> <ul style="list-style-type: none"> <li>Greater San Marcos Partnership</li> <li>Texas State Partnering with City Manager’s Office and Center for Research and Commercialization</li> <li>City Council/Planning &amp; Zoning Commission</li> </ul>



ARE SUPPORTS-	Education	Out-of-School Time	Juvenile Justice/ Child Welfare	Health/Prevention	Economic Development
<p><b>Well-attended?</b></p> <p><i>No reports on participation data were submitted.</i></p>	<ul style="list-style-type: none"> <li>The attendance rate for SMCISD was 95.5% in 2011-12 school year (through the 5<sup>th</sup> six weeks of school). [SMICSD Attendance Rates]</li> </ul>	<ul style="list-style-type: none"> <li>Out-of-School Time Inventory included maximum number of slots for many programs, but no data regarding usage.</li> </ul>	<p><i>No Data/Reports Provided</i></p>	<p><i>No Data/Reports Provided</i></p>	<p><i>No Data/Reports Provided</i></p>
<p><b>Accessible?</b></p> <p><i>Document review reveals light survey and focus group data on accessibility, but there is little information and data in this area.</i></p> <p><i>According to a few reports, new population shifts and transportation access present growing concerns about accessibility.</i></p>	<p><i>No Data/Reports Provided</i></p>	<p><b>Highlights</b></p> <ul style="list-style-type: none"> <li>Focus groups and surveys of area residents highlighted concerns about transportation, including the lack of evening/weekend service, no sheltered bus stops, and slow service schedules. [Human Services Needs Assessment Study]</li> </ul>	<p><b>Highlights</b></p> <ul style="list-style-type: none"> <li>According to survey and focus group data or residents, there are a number of concerns around accessibility. The main concerns are program cost, lack of information about services, wait lists, and transportation. [Human Services Needs Assessment Study]</li> <li>Under transportation, the lack of evening/weekend service, no sheltered bus stops, and slow service schedules were all cited as concerns. [Human Services Needs Assessment Study]</li> </ul>	<p><b>Highlights</b></p> <p><i>Plans/Goals:</i></p> <ul style="list-style-type: none"> <li>United Way of Hays County Impact Goals, 2012- Increase access to quality primary care and prevention programs</li> </ul> <p><i>Demand:</i></p> <ul style="list-style-type: none"> <li>According to survey and focus group data or residents, there are a number of concerns around accessibility. The main concerns are program cost, lack of information about services, wait lists, and transportation. [Human Services Needs Assessment Study]</li> <li>Under transportation, the lack of evening/weekend service, no sheltered bus stops, and slow service schedules were all cited as concerns. [Human Services Needs Assessment Study]</li> </ul>	<p><i>No Data/Reports Provided</i></p>
<p><b>High Quality?</b></p> <p><i>There are no reports or resources related to quality.</i></p>	<p><i>No Data/Reports Provided</i></p>	<p><i>No Data/Reports Provided related to OST quality</i></p>	<p><i>No Data/Reports Provided</i></p>	<p><i>No Data/Reports Provided</i></p>	<p><i>No Data/Reports Provided</i></p>

# San Marcos Youth Outcomes Dashboard

Are children & youth:	Birth – Pre-K	K – 5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> Grade	9 <sup>th</sup> – 12 <sup>th</sup> Grade	College Age/ Young Adults	Adults
<p><b>Learning? (Developing positive basic and applied academic attitudes, skills and behaviors)</b></p>	<p><u>Youth Under Age 5: Involvement in Education</u></p> <ul style="list-style-type: none"> <li>The number of children ages 3-4 enrolled in Head Start has stayed roughly the same from 1999 to 2008, but the percent of all children age 3-4 this represents has decreased significantly, from 9.0% in 1999-2000 to 6.3% in 2008. [Kids Count]</li> <li>Numbers of children ages 3-4 attending any type of Pre-Kindergarten has increased every year from 1992 to 2011. The % of the total 3-4 year population this represents has stayed relatively stable, now at 23.4%. [Kids Count]</li> <li>52% of central Texas children entered kindergarten ready to learn. 42% of economically disadvantaged children who attended pre-kindergarten were ready for kindergarten, three and a half times the rate for those who did not attend pre-K (12%). [Ready or Not]</li> </ul>	<p><u>Achievement</u></p> <ul style="list-style-type: none"> <li>Percentage of students in Gifted and Talented is 8.53% [PEIMS]</li> <li>Percentage of students across all grades meeting the TAKS standard for math has increased every year, from 72% in 2006 to 83% in 2011. [AEIS Report]</li> <li>Percentage of students meeting the TAKS standard for science has also increased, and was at 77% for 2011. [AEIS Report]</li> <li>As of 2011, 82 % of SMCISD 3<sup>rd</sup> graders were reading at or above grade level. [SMCISD 3<sup>rd</sup> Grade Reading Levels by Lexile 2011]</li> </ul>	<p><u>Attachment to School</u></p> <ul style="list-style-type: none"> <li>Attendance rates for middle schools were 95.7%, slightly higher than the state average of 95.5%. [SMICSD Attendance Rates]</li> </ul> <p><u>Achievement</u></p> <ul style="list-style-type: none"> <li>Percentage of students across all grades meeting the TAKS standard has increased every year, from 72% in 2006 to 83% in 2011. [AEIS Report]</li> <li>Percentage of students meeting the TAKS standard for science has also increased, and was at 77% for 2011. [AEIS Report]</li> <li>96% of central Texas 8<sup>th</sup> graders passed the reading/ELA portion of the 2009 TAKS. The state rate was 95%. [What We Know About Central Texas]</li> </ul>	<p><u>Attachment to School</u></p> <ul style="list-style-type: none"> <li>Attendance rates for SMHS students fluctuated from 93.5% in 2004-05 school year to 93.6% in 2010-11. Spring 2012 saw a significant increase to 94.1%, mirroring increases district-wide. [PEIMS]</li> <li>The dropout rate spiked in 2011 to 5.6%, more than double state rate of 2.4%. [TEA AEIS Report]</li> <li>10% of central Texas 9<sup>th</sup> graders are retained. Those 10% are 10 times more likely to drop out than their peers, and they represent 49% of dropouts. [Central Texas Attendance]</li> </ul> <p><u>Achievement</u></p> <ul style="list-style-type: none"> <li># of students completing dual credit courses in 2010-11 school year was 182. [PEIMS]</li> <li># of students in Advanced Placement courses increased significantly from 2009-10 to 2011-12 from 243 to 303, despite slightly lower # of students. # of AP courses offered also increased significantly, from 29 to 48. [PEIMS]</li> <li>79% of students graduated in 2010 within 4 years, a 5% increase over 2009 and a 3% increase over 2007 and 2008. The performance gap between subgroups has decreased significantly in that time frame. [San Marcos CISD 2011 Education Progress Report]</li> <li>Percentage of students across all grades meeting the TAKS standard has increased every year, from 72% in 2006 to 83% in 2011. [AEIS Report]</li> </ul>	<p><u>Graduation and Post Secondary Matriculation</u></p> <ul style="list-style-type: none"> <li>San Marcos graduates between 411 and 457 students every year from 2002-2011. [Texas Higher Education Coordinating Board]</li> <li>Post secondary matriculation rates have ranged from 35% to 43% in this time frame. Enrollment at ACC has decreased despite accepting every graduate, and TSU enrollment has increased steadily. [Texas Higher Education Coordinating Board]</li> <li>Percentage of 2010 graduates enrolling directly in high school was 45%, a slight increase over 2009 (43%) and 2008 (44%). [San Marcos CISD 2011 Education Progress Report]</li> </ul>	<p><u>Education levels</u></p> <ul style="list-style-type: none"> <li>As of 2010, 83.3% of San Marcos residents attained a High school degree or higher, much higher than the statewide rate of 80%. 29.8% attained a bachelor's degree or higher. [American Community Survey]</li> </ul>



Are children & youth:	Birth – Pre-K	K – 5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> Grade	9 <sup>th</sup> – 12 <sup>th</sup> Grade	College Age/ Young Adults	Adults
<b>Working? (Developing positive vocational Attitudes, skills and behaviors)</b>	<i>No Data/Reports Provided</i>	<i>No Data/Reports Provided</i>	<i>No Data/Reports Provided</i>	<u>Career Readiness</u> <ul style="list-style-type: none"> <li>Percentage of students academically prepared for higher education or the high-performance workforce increased dramatically for the 2010 graduating class. 50% of graduates were ready in both English language arts and Math, an increase of 17% over the previous year and well above the previous high of 39% in 2008. [San Marcos CISD 2011 Education Progress Report]</li> </ul>	<u>Employment</u> <ul style="list-style-type: none"> <li>74% of graduating seniors in San Marcos in 2011 planned to work while attending college or technical school. [Findings from the 2011 Senior Surveys]</li> </ul>	<u>Employment</u> <ul style="list-style-type: none"> <li>Percentage of unemployed residents has decreased from 6.0% in 2000 to 5.1% in 2010. However, that rate remains significantly higher than the rates for Hays County (4.4% in 2000 to 4.3% in 2010) and Texas (3.8% in 2000 to 4.6% in 2010). [Human Services Needs Assessment Study]</li> <li>29.8% of residents work in service industries and 16.5% work in the retail sector as of 2010, compared to 16.9% and 11.5% for statewide rates. [Human Services Needs Assessment Study]</li> </ul>

Are children & youth:	Birth – Pre-K	K – 5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> Grade	9 <sup>th</sup> – 12 <sup>th</sup> Grade	College Age/ Young Adults	Adults
<p><b>Thriving? (Developing physically healthy attitudes, skills and behaviors)</b></p>	<p><u>Infant Mortality and Birth Weight</u></p> <ul style="list-style-type: none"> <li>The percentage of low birth weight births was just over 6% in 2004, significantly lower than the state rate of 8%. [Data Appendix]</li> </ul> <p><u>Food Security</u></p> <ul style="list-style-type: none"> <li>Percentage of children ages 0-18 whose parents participate in TANF program has stayed around 1% from 2006 to 2010. [KIDS COUNT]</li> <li>The number and percentage of children receiving WIC have increased every year. In 2010, 3,253 children received WIC, 30.8% of children. [Kids Count]</li> <li>The number of children living in poverty decreased from 6,620 in 2009 to 5,493 in 2010. [Kids Count]</li> </ul> <p><u>Access to Health Services</u></p> <ul style="list-style-type: none"> <li>Numbers and percentages of children 0-12 in state subsidized child care were at 964 served (3.4%) in 2009, a massive drop from the previous year's 1,021 (4.5%). [Kids Count]</li> </ul>	<p><u>Food Security</u></p> <ul style="list-style-type: none"> <li>In 2010, the % of households participating in the Supplemental Nutrition Assistance Program (SNAP) was 8.2%, compared to 5.0% for all of Hays County and 10.4% for Texas [Human Services Needs Assessment Study]</li> <li>Percentage of public school students K-12 approved for free/reduced lunch was 69.8% in 2011-2012 school year. [PEIMS]</li> <li>The number and percentage of children receiving WIC have increased every year. In 2010, 3,253 children received WIC, 30.8% of children. [Kids Count]</li> </ul> <p><u>Access to Health Services</u></p> <ul style="list-style-type: none"> <li>Percentage of uninsured children in Hays County was approximately 19% in 2005, less than the state rate of 23% and lower than neighboring Travis and Caldwell counties. [Data Appendix]</li> </ul>	<p><u>Healthy Behaviors/Conditions</u></p> <ul style="list-style-type: none"> <li>Total arrests for drug offenses for youth under the age of 18 was 77 in 2003 [#17, slide 11]</li> <li>Total arrests for driving under the influence was only 2 in 2003 [17, slide 13]</li> </ul> <p><u>Food Security</u></p> <ul style="list-style-type: none"> <li>Percentage of children ages 0-18 whose parents participate in TANF program has stayed around 1% from 2006 to 2010. [KIDS COUNT]</li> <li>The number of public school students K-12 approved for free/reduced lunch has risen every year since 1999-2000, reaching an all-time high of 14,483 students in 2010-11. [KIDS COUNT]</li> </ul> <p><u>Access to Health Services</u></p> <ul style="list-style-type: none"> <li>Percentage of uninsured children in Hays County was approximately 19% in 2005, less than state rate of 23% and lower than neighboring Travis and Caldwell counties. [Data Appendix]</li> </ul> <p><u>Healthy Weight</u></p> <ul style="list-style-type: none"> <li>44% of SMCISD 7<sup>th</sup> graders were classified as overweight or obese, while 31% were classified as obese. [BMI-for-Age]</li> </ul>	<p><u>Healthy Behaviors</u></p> <ul style="list-style-type: none"> <li>Total arrests for drug offenses for youth under the age of 18 was 77 in 2003 [#17, slide 11]</li> <li>Total arrests for driving under the influence was only 2 in 2003 [17, slide 13]</li> <li>The Juvenile violent crime total number and rate per 1,000 youth age 10-17 dropped significantly from 2009 (20 crimes) to 2010 (15 crimes). [Kids Count]</li> </ul> <p><u>Food Security</u></p> <ul style="list-style-type: none"> <li>Percentage of children ages 0-18 whose parents participate in TANF program has stayed around 1% from 2006 to 2010. [KIDS COUNT]</li> <li>Percentage of public school students K-12 approved for free/reduced lunch was 69.8% in 2011-2012 school year. [PEIMS]</li> <li>The number of public school students K-12 approved for free/reduced lunch has risen every year since 1999-2000, reaching an all-time high of 14,483 students in 2010-11. [KIDS COUNT]</li> </ul> <p><u>Access to Health Services</u></p> <ul style="list-style-type: none"> <li>Percentage of uninsured children in Hays County was approximately 19% in 2005, less than state rate of 23% and lower than neighboring Travis and Caldwell counties. [Data Appendix]</li> </ul>		



Are children & youth:	Birth – Pre-K	K – 5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> Grade	9 <sup>th</sup> – 12 <sup>th</sup> Grade	College Age/ Young Adults	Adults
<b>Connecting? (Developing positive social attitudes, skills and behaviors)</b>	<u>Foster Care</u> <ul style="list-style-type: none"> <li>Number of children in foster care increased from 77 in 2010 to 104 in 2011, though this is still far below the 165 total in 2007. [KIDS COUNT]</li> </ul>	<u>Foster Care</u> <ul style="list-style-type: none"> <li>Number of children in foster care increased from 77 in 2010 to 104 in 2011, though this is still far below the 165 total in 2007. [KIDS COUNT]</li> </ul>	<u>Juvenile Justice Rates</u> <ul style="list-style-type: none"> <li>The Juvenile violent crime total number and rate per 1,000 youth age 10-17 dropped significantly from 2009 (20 crimes) to 2010 (15 crimes). [Kids Count]</li> </ul>	<u>Child Welfare and Juvenile Justice Rates</u> <ul style="list-style-type: none"> <li>Number of children in foster care increased from 77 in 2010 to 104 in 2011, though this is still far below the 165 total in 2007. [KIDS COUNT]</li> <li>The Juvenile violent crime total number and rate per 1,000 youth age 10-17 dropped significantly from 2009 (20 crimes) to 2010 (15 crimes). [Kids Count]</li> </ul>		<u>Crime</u> <ul style="list-style-type: none"> <li>Crime rates are rising as the population grows, consistent with expected rates for a small city experiencing growth. [Human Services Needs Assessment Study]</li> </ul>
<b>Leading? (Developing positive civic attitudes, skills and behaviors)</b>	<i>No Data/Reports Provided</i>	<i>No Data/Reports Provided</i>	<i>No Data/Reports Provided</i>	<u>Volunteering and Community Service</u> <ul style="list-style-type: none"> <li>60% of graduating seniors in San Marcos in 2011 reported having done at least one hour of community service per week. [Findings from the 2011 Senior Surveys]</li> </ul>	<i>No Data/Reports Provided</i>	<i>No Data/Reports Provided</i>

### Key Findings & Analysis for San Marcos Systems and Supports

- There are clear efforts underway in multiple sectors to improve the coordination of services and systems. The Comprehensive Master Plan process is really doing a lot to guide coordination and alignment across sectors.
- In the reports and documents provided, there was a consistent missing sector- the out-of-school time (OST) provider community. None of the documents provided speak to anything out of school time providers are doing in San Marcos and whether what is done is coordinated, of high quality, etc.
- Because there is little information about the availability and coordination of program services, there was also no common compiled information available on program quality. A focus on defining quality environments and quality engagement of all youth across contexts may address some concerns for a more coordinated system.

- There is a clear focus on the San Marcos of tomorrow, a city that is likely to grow rapidly in the coming years, especially in the economic development sector.

### Key Findings & Analysis for San Marcos Youth Outcomes

- The bulk of the resources provided by San Marcos for this document review focused on health and academic outcomes. In those areas, overall San Marcos seems to be doing well, compared to the state and neighboring counties and cities.
- There was little data and information provided about student opportunities to lead, efforts to prepare college and career ready graduates, and connectedness. These data points are harder to collect and quantify, but there should be some type of data collection and

analysis related to this critical outcome areas. The Gallup Student Poll will aid in this effort.

- Demographic projections will put a major strain on the existing services and supports available to youth in San Marcos. Most basic indicators are trending in a positive direction, but the service population has remained relatively stable for the past several years.
- Based on the admittedly limited document review, some potential gaps to investigate further include:
  - Rising needs of children and families to use basic support systems – food security, low cost health insurance, etc.
  - Needs of certain sub-populations of youth.
  - Leadership Opportunities for youth- clearly, there are youth engaged in change efforts- how can this be incorporated into the framework of services.

#### Documents Included in this Review:

- Austin Chamber of Commerce (2011). *San Marcos CISD 2011 Education Progress Report*. Austin, TX.
- Center for Social Inquiry, Texas State University (2011). *Needs Assessment Study of Human Services for the City of San Marcos, Texas*. San Marcos, TX [PowerPoint slides].
- City of San Marcos (2012). *BMI for Age, San Marcos 7<sup>th</sup> Grade Students*.
- College Board (2011). *Current Year AP Score Summary (2011)*.
- Core Four (2012). *Core Four Out-of-School-Time (OST) Task Force Recommendation Summary Matrix*.
- CTMC (2011). *HealthCheck 2011 Community Health Report*. San Marcos, TX [PowerPoint slides].
- Dauenhauer, B. (2005). *A Review of Texas Education Agency Approved Coordinated School Health Programs*. Austin, TX: American Cancer Society, Austin Metro., School Health Initiative.
- Davis, G. and Cumpton, G. (2012). *Findings from the 2011 Senior Surveys*. Austin, TX: Ray Marshall Center for the Study of Human Resources.
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## Out of School Time Inventory Greater San Marcos compiled by United Way of Hays County

Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
St. Marks Episcopal Preschool	Pre-K	3- 4 Years Old	16	Incorporates a play-based curriculum that utilizes playful discovery as a teaching tool in all areas of development.	8:00AM-3:00PM 8:00AM-12:00PM Monday- Friday		Supply Fee: \$40 Registration: \$75 Tuition: \$325/mo (full time) \$190/mo (part time)
Lil' Pee Wee's Childcare and Learning Center	Pre-K	Birth- 5 Years Old	80	Provide a fun, nurturing, loving environment filled with the best learning environment possible Extend the ministry of the church	7:00AM- 6:00PM Monday-Friday	January- December	Registration: \$95 Tuition: \$530- \$645
Mother's Day Out-First Baptist Church	Pre-K	3 Months- 5 Years Old		by providing a safe, nurturing environment with a biblically based curriculum	9:00AM- 3:00PM Tuesdays & Thursdays	Academic Year	Registration: \$75 Tuition: \$160/month
Mother's Day Out-First United Methodist Church	Pre-K	3 Months- Pre-K	90	Ministry that provides care and educational oppurtunities	9:00AM- 3:00PM Monday- Thursday	Academic Year	
A. Washington Child Development Center	Pre-K	Pre-K	49	Enrollment of children from families that are working and/or in school	7:30AM- 3:00PM Monday- Friday	Academic Year	
Henry Bush Child Development Center	Pre-K	Pre-K	68	Full day services to working and/or in school families	7:30AM- 1:30PM 7:30AM- 3:00PM Monday-Friday	Academic Year	
Presbyterian Parent Cooperative Pre-School	Pre-K	3-5 Years Old	15	Seeks to create an inclusive environment in which the parents and Director work together in the classroom.	8:30AM- 12:30PM Tuesday- Thursday	First Tuesday after Labor Day- Last Thursday in May	Registration: \$100 Tuition: \$140/ month
Imagination Station	Pre-K	Pre-K	63	Early learning academy	6:30AM- 6:30PM Monday-Friday		



Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
Kactus Kidz LLC	Pre-K	18 Months-5 Years Old	150	Child care provider	7:00AM- 6:00PM Monday-Friday		\$440/ month
First Step, Inc	Pre-K	Pre-K	90	Child care provider	7:00AM- 6:00PM Monday-Friday		
Second Step Child Care	Pre-K	1 Month - 5 Years Old		Enhancement of the child's emotional, social, and cognitive development.	6:30AM- 6:00PM Monday-Friday	Academic Year	Registration: \$35 Supplies Fee: \$55 Tuition: \$85/ year
Academic Beginnings Child Development	Pre-K	Infants-Kindergarten	46	Child care provider			
Blanco Vista Early Learning Center	Pre-K	Infants- Pre-K	27	Provides integrated, planned activities, taking into consideration each child's individual rate and style of assimilating information and acquiring skills.	6:45AM- 5:30PM Monday- Friday		
Early Learning: Boys and Girls Club	Pre-K	Ages 4-5	40	Promote and enhance members' sense of accomplishment and ability to make positive, healthy life choices.	7:00AM- 6:30PM Monday-Friday	Academic Year	Registration: \$50 Tuition: \$400/month
Campfire Kids Nature Tikes	Pre-K	Pre-School aged	No Limit	Families with toddlers experience nature together. Fun and educational nature-related activities.	10AM	Every 3rd Saturday of the Month	\$2 per child
SMCISD Child Development Center: SAPP	Pre-K	Newborn- 3 Years Old	Average: 90	The center provides a safe and educationally sound place where all parents are part of a team in their child's development.	Monday-Friday: 7:00AM- 5:00PM	Academic Year	FREE

Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
Torch Club: Boys and Girls Club	Community Participation	7th- 8th Grade	Capacity: 60	Identify club and community needs, develop programs and activities and actively participate in the community. They give young kids the opportunity to contribute something of value to others.	7:30AM- 6:00PM Monday-Friday	August-May	Registration: \$10
Kids of the Kingdom	Lutheran Child Development Center	6 weeks- 11 Years Old	Capacity: 119	Program strives to foster self-esteem, self confidence, and independence in a fun-filled, loving atmosphere. Weekly chapel and bible scriptures are an essential part.	7AM- 12PM (part time) 7:00AM- 6:00PM Monday-Friday	January- December	Registration Fee: \$25 Tuition: \$245- \$575/ mo. Depends on child's age. Enrollment Fee Coupon on website.
Wonderland School	Educational Alternative	Preschool- 6th Grade	Capacity: 110	The mastery of basic skills aided by a process of guided learning. A continuous and sequential academic program. Includes a summer program.	Open: 7AM-6PM. School Hours: 8:15-2:45 Monday- Friday Part-Time: 3 days per week	Academic Year & Summer Program	Tuition: \$410- \$580/ month. Depends on child's age. Part-time: \$345.
Small Fries Child Care	Child Care & Learning Program	Infants- 6 Years Old	Capacity: 90	Strive to maximize children's social, learning, and creative skills.	7:00AM- 6:00PM Monday-Friday	January- December	Supply Fee: \$60 Enrollment Fee: \$75 \$525- \$630/ month
SM Public Housing Authority	Youth Development Services	School Aged Youth	Capacity: 90	Safe environment to get help with school work. Provide seminars that build self- respect, teach conflict resolution, and teach leadership skills. Learn personal responsibility, goal setting, communication skills, and the importance of community involvement.	Monday- Thursday: 8:30AM- 6:00PM Friday: 8:30AM- 12:30PM		



Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
School Age Parenting Program	Academic Learning for Teen Parents or Parents-to-be	12-21 Years Old	Average:90	Reduces the number of students who drop out of school due to pregnancy and parenthood. Empower each student with the skills and education that will allow them to meet their short and long term goals. Homework time, cooperative	Monday-Friday 7:00AM- 5:00PM	Academic Year	FREE
Sunset Afterschool Program	After School Program	K- 5th Grade	Capacity: 68	play, activities, friendship building, social skills, and fitness/nutrition activities	Monday- Friday 3:00PM- 6:30PM	Academic Year	\$115-\$180/ month
After School: Boys and Girls Club	After School	K-6th Grade	Capacity: 60	Promote and enhance members' sense of accomplishment and ability to make positive, healthy life choices	3:00PM- 6:30PM Monday-Friday	August-May	Registration: \$50 Tution Fee: \$60/month
KLUB Connect: Boys and Girls Club	After School Program	14- 18 Years Old		Positive place for teens who are faced with negative influences and overwhelming peer pressures, especially during non-school hours.	4PM- 6PM Monday-Friday 12PM-4PM 1st & 3rd Saturday/ Month	August-May	FREE
Wonderland School: Extended Hours	Before & After School Program	Infants- 6th Grade	Capacity: 110	The mastery of basic skills aided by a provess of guided learning. A continuous and sequential academic program. Includes a summer program.	7AM- 8:15AM & 2:45PM- 6:00PM	Academic Year	7:00-8:15: +\$15 After-school care: \$2.25/hour
Blanco Vista Extend-A-Care	After School Program	Infant-School Grade	Capacity: 85	There for the community to provide a safe, enriching program for children and peace of mind for parents at work or in training. Give hope for the future of the nation and leave a legacy for tomorrow.	3:00PM- 6:30PM Monday-Friday		

Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
San Marcos Youth Service Bureau	After School Program & Summer Program	11- 17 Years Old		Tutoring, volunteer work, recreational activities, educational games, and workshops	Fall/ Spring: 4PM-6:30PM Summer: 12PM-5:15PM	Academic Year & Summer	FREE
Village Sensei	Tutoring Service	3rd- 10th Grade		Tutoring services			
Nature Center	After School Program	Kindergarten- 5th grade	Capacity: 12	Nature programs that teach children about things found in nature. Program strives to foster self-esteem, self confidence, and independence in a fun-filled, loving atmosphere. Weekly chapel and bible scriptures are an essential part.	3:30PM- 5:15PM	Year Round	\$20/ 3 days \$25/ 4days
Kids of the Kingdom: Summer Program	Summer Program	School Age Kids	Capacity: 119	Tutoring, Mentoring & Recreation; promote and enhance members' sense of accomplishment and ability to make positive, healthy life choices	7:00AM- 6:00PM Monday-Friday	June & July	Summer Enrollment: \$25 \$500/ mo. Enrollment Fee Coupon on website.
Primary Learning Summer Enrichment Program: Boys and Girls Club	Summer Program	1st-6th Grade	Capacity: 60	Introduces students to the beginning concepts of algebra through play-acting and dramathics, to a more advanced program in problem solving and discrete math.	7:30AM- 6:00PM Monday-Friday	June & July	Registration: \$50 Weekly Fee: \$50
Half-Day Junior Summer Math Camp: TX State University	Summer Program	4th- 8th grade	180- 200	The residential program includes recreation in the afternoon, supervised study groups in the evenings, and special guest lectures. Classes are attended	2 Weeks: Monday- Friday 7:30AM-12:30PM	June	\$345
Residential Junior Summer Math Camp: TX State University	Summer Program	6th- 8th grade	Capacity: 32		2 Weeks: overnight stay	June	\$1,145



Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
Honors Summer Math Camp: TX State University	Summer Program	High School Students	Capacity: 60	Develop talented youth of all backgrounds by an immersive and in-depth experience in a unique learning environment. Develop important skills for future degrees and careers in math, science, engineering, etc.	Overnight	End of June- Beginning of August	\$2,945
Aquatic Sciences Adventure Camp: Texas State University	Summer Program	9- 15 Years Old		Experience the fun and excitement of learning about freshwater ecosystems in Central Texas Hill Country. Children with autism have access to quality summer camp experiences, ensuring their safety and enjoyment while being sensitive to each child's unique abilities. Therapeutic and educational goals. Help to prepare for college.	1 Week Camps: Sunday- Saturday & 2 Day Sessions: 8:30AM- 5:00PM	Summer	Week Long: Deposit- \$150 & \$750/ student. 2- Day Session: \$150
Austism Summer Camp: TX State University	Summer Program	5- 11 Years Old		Children with autism have access to quality summer camp experiences, ensuring their safety and enjoyment while being sensitive to each child's unique abilities. Therapeutic and educational goals. Help to prepare for college.	1 Week Camps: 9:00AM- 1:00PM	July	One Session: \$100 Two Sessions: \$200 Three Sessions: \$285 Four Sessions: \$360
College Access Project Summer Leadership Camp: TX State University	Summer Program	High School Juniors & Seniors	Capacity: 40	Topics such as college applications, financial aid, admission essay topics, SAT/ACT preparation, life as a college freshmen, and many more	Juniors: 1 Week Camps Seniors: 2 Week Camps Monday- Friday; not overnight	June	FREE
Performing Arts Camp: TX State University	Summer Program	3- 9 Years Old		Shape problem solving skills, spatial awareness, self esteem and kinesthetic recognition. Develop emotional intelligence while creating a unique sense of self within a community. Teaches vocal warm ups, technique and an understanding of music.	1 Week Camp Monday- Friday 9AM-1PM	August	\$145

Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
Play and Inquiry Summer Workshop: TX State University	Summer Program	3- 10 Years Old		The university's educational students guide children's activities in art, music, woodworking, science, language arts, sand and water, and much more.	Monday- Thursday 8:30AM- 11:30AM	June	1 Child: \$90 2 Children: \$165 3 Children: \$240
Fitness University Summer Camp: TX State University	Summer Program	6- 12 Years Old	Capacity: 25	Learn to improve health, fitness, nutrition, and overall wellbeing in our summer wellness program. Designed to teach youth how to live a long and healthy life.	Monday- Friday 8:00AM- 5:00PM	1 Week in June & 1 Week in July	One Session: \$200 Two Session: \$350
Kids Kollege of Art: TX State University	Summer Program	6- 12 Years Old		Art activities in various media including painting, sculpture, printmaking, and photo related projects.	2 Hours a Day for a Week Long		
Athletic Trainer Student Camps: TX State University	Summer Program	Junior & Senior High		Provide students with an opportunity to learn first aid and athletic training skills	3 and a half days; over night	June	On- Campus: \$375 Commuters: \$295
Band Camps: TX State University	Summer Program	7th- High School Senior		Students enjoy both performance and educational opportunities with plenty of time for extracurricular activities, including a talent show	Week Long	June	On- Campus: \$410-\$435 Tuition: \$210-\$225 Depending on which camp
Stop Motion Animation Film Clip: TX State University	Summer Program	7 Years Old- High School		Learn how to make their own stop motion animated film shorts. They will write a story, create characters and setting using a variety of mediums then will direct their shorts.	Week Long; Ages 7- 11 9AM-Noon Ages 12+ 1PM- 4PM	August	\$135





Name of Provider	Category	Ages Served	Max # of Participants	Description of Program	Hours of Operation	Months of Operation	Amount
High School Theatre Camp: TX State University	Summer Program	High School Aged		Committed to the process of training and production that encourages thinking, responsive individuals in a diverse society. View the training and practice of theatre as necessary and integral to our lives. A workshop for students who are interested in composing their own songs and/or who are already exploring their abilities as songwriters. Work on their own original material with other student songwriters and under the guidance of musicians/songwriters who already established on the Central Texas music scene.	2 Weeks; overnight	July	Residential Fee: \$850 Deposit: \$300
Young Songwriters' Camp: TX State University	Summer Program	High School Aged		Summer programs will inspire creative thinking and writing. The young writers will explore various writing styles and methods of self-expression. They will meet and write with new friends.	1 Week; Monday-Saturday 9AM-Noon	June	\$175
Young Writers' Club: TX State University	Summer Program	6-18 Years Old	Capacity: 60	Summer programs will inspire creative thinking and writing. The young writers will explore various writing styles and methods of self-expression. They will meet and write with new friends.	2 Week Program; Ages 6-10 9AM-12:15PM Ages 11-18 1PM-4:15PM	July	One Child: \$225 More than one child: \$200/each
The City of San Marcos Summer Fun Program	Summer Program	7-14 Years Old		Campers will participate in board games, basketball, crafts and one field trip per week	Monday- Friday 7:30AM- 5:30PM	4 Week Session in June/ July 4 Week Session in July/ August	Residents: \$32/ week Non-Residents: \$50/ week

## **Final Report**

### **Core Four Education Subcommittee Meeting**

#### **City of San Marcos**

#### **630 East Hopkins**

#### **San Marcos, Texas 78666**

#### **November 27, 2012**

The Core Four Education Subcommittee was constituted by San Marcos Mayor Daniel Guerrero and city Manager Jim Nuse as a result of the “Dream San Marcos” project which developed a long-term collaborative vision for the city. “Core Four” refers to the four institutions in the city that will endure: Hays County, the City of San Marcos, the San Marcos Independent School District, and Texas State University.

“Dream San Marcos” identified six elements of “communities of choice.” Good public schools is one of these six elements along with safety, stable neighborhoods, family-wage jobs, community amenities like libraries, and identity as a community. Additionally, “communities of choice” have sustained economic development and produce an educated work force.

The Executive Summary of the “Dream San Marcos” report stated: “San Marcos does have good schools but there are public perception issues as well as the real issues of public education nation-wide today which make this an issue for the community.”

The Core Four Education Subcommittee was charged to identify “one to three actions we believe we can commit to over the long term for the benefit of the community” - a small number of issues that, if addressed properly, could transform the San Marcos school system into a “system of choice” and thereby transform San Marcos into a “community of choice.” The Subcommittee was guided by the perspective articulated in the Executive Summary that “Superior school systems develop in part due to community ownership and investment. As people make their community more attractive and opportunistic, ensuring high quality educational experiences becomes more important.”

## **Members**

The following people served on the Core Four Education Subcommittee:

Dr. Denise Trauth, President, Texas State University (chair)  
Dr. Gene Bourgeois, Provost, Texas State University  
Dr. Michelle Hamilton, Director of Center for P-16 Initiatives, Texas State University  
Daniel Guerrero, Mayor, City of San Marcos  
Kim Porterfield, City Council Place 1, City of San Marcos  
Jim Nuse, City Manager, City of San Marcos  
Stephanie Reyes, Assistant to the City Manager, City of San Marcos  
Mark Eads, Superintendent, SMCISD  
Rosemary Garza, Principal, Hernandez Elementary School, SMCISD  
Michelle Darling, Principal, San Marcos High School, SMCISD  
Lon Shell, Chief of Staff to County Judge, Hays County  
Shelley Williams, Chief Juvenile Probation Officer, Hays County  
Cherri Schmidt, Public Health Educator, Hays County Personal Health Department  
Nina Wright, Director of Development, Texas Higher Education Coordinating Board

## **Dates of meetings**

The Core Four Subcommittee met 10 times during spring, summer, and fall of 2012 on the following dates: April 30, May 14, May 29, June 11, June 28, July 24, August 13, September 10, October 15, and November 27.

## **Focus Areas**

During its early meetings, the Subcommittee determined the issues it wished to focus on; it then studied the following issues through analysis of data, presentations by outside experts, and discussions led by Subcommittee members who were subject-area experts:

1. Attendance and days missed
2. Post-high school matriculation
3. Drop-out rate
4. Interventions: identifying the “right” students and using the “right” intervention
5. Aligned parent development
6. Teenage Pregnancy
7. After School Programs
8. Enrollment at Austin Community College
9. Advanced Placement Classes
10. Activities for high-achieving students, e.g. debate



11. 9th Grade Retention
12. Early-Childhood Education
13. Out-of-School Time Activities
14. Math-Science Test Scores
15. 3rd Grade Reading Level

At its August 13 meeting, the Subcommittee decided that there were two interventions that if implemented properly could transform the San Marcos public schools into a system of choice: (1) early-childhood education in the form of universal full-day pre-school, and (2) a robust menu of out-of-school time activities of both an academic and non-academic nature.

Universal full-day pre-school. The members of the task force who worked on the early-childhood education component are:

Dr. Gene Bourgeois, Provost, Texas State University (chair)  
 Dr. Stan Carpenter, Dean, College of Education, Texas State University  
 Dr. Jaime Chahin, Dean, College of Applied Arts, Texas State University  
 Dr. Barbara Breier, Vice President for University Advancement, Texas State University  
 Mr. Mark Eads, Superintendent, SMCISD  
 Ms. Rosemary Garza, Principal, Hernandez Elementary School, SMCISD  
 Ms. Evy Gonzales, Director of Research Development, Texas State University  
 Mr. Jason Gossett, Assistant Superintendent of Business, SMCISD  
 Mr. Daniel Guenero, Mayor, City of San Marcos  
 Dr. Michelle Hamilton, Director, Center for P-16 Initiatives, Texas State University  
 Ms. Michelle Harper, Executive Director, United Way Hays County  
 Ms. Suad Hooper, Head Start Program Director, Community Action, Inc. of Central Texas  
 Ms. Amy Madison, President and CEO, Greater San Marcos Partnership  
 Ms. Rosina Valle, Early-Childhood Coordinator, Hernandez Elementary School, SMCISD

### Recommendations

The Early-Childhood Education Task Force examined and considered various proposals concerning pre-K educational programs for the San Marcos community, in order to further the values expressed in the city's long-term vision. The work of this group seeks to lay a foundation for achieving higher educational quality beginning with pre-K programming.

The Early-Childhood Education Task Force offers the following recommendations:

1. The community will partner with and support the San Marcos Consolidated Independent School District (SMCISD) to provide a full-day pre-K program for four-year old students in the San Marcos district. The task force will continue to develop estimates of the resources needed to implement this program, including facilities, staffing, and an operational budget. (The annual operational cost is probably in the realm of \$1.2 million; facilities cost are in addition to this.)
2. As the first step toward providing a full-day pre-K program for all four-year olds in the community, the task force recommends that the existing SMCISD pre-K program for students eligible to enroll in the state-mandated program be expanded from a half-day to a full-day program beginning in 2013-2014. (The cost of this is estimated at \$200,000 per year for staff plus the cost of the curriculum which has not yet been calculated.)

Furthermore, members of the Early-Childhood Education Task Force are willing to assist during the months to come in the planning for and implementation of the recommendations expressed above, if they are endorsed and pursued.

Out-of-school-time activities. The members of the task force who worked on out-of-school time activities are:

Kim Porterfield, City Council Place 1, City of San Marcos (co-chair)  
 Stephanie Reyes, Assistant to the City Manager, City of San Marcos (co-chair)  
 Daniel Guerrero, Mayor, City of San Marcos  
 Rodney Cobb, Director of Community Services, City of San Marcos  
 Mark Eads, Superintendent, SMCISD  
 Yvette Velasquez, Teacher, San Marcos High School, SMCISD  
 Niki Konecki, Principal, Travis Elementary School, SMCISD  
 Michelle Hamilton, Director of Center for P-16 Initiatives, Texas State University  
 Suad Hooper, Head Start Program Director, Community Action, Inc. of Central Texas

The following elements were agreed upon as a backdrop for an out-of-school-time program:

1. This program will be a part of the San Marcos Youth Master Plan and what the task force recommends will be folded into this Plan.
2. The program will focus on the transition from middle school to high school (starting in the 5th grade) and then persistence in high school.
3. The program will have as a goal for participating students (1) decreasing absenteeism and (2) graduating from high school.

Recommendations. The key recommendations of the out-of-school-time task force are:

1. Assemble team of program planners representing each of the Core Four entities to prepare a service delivery implementation model.
2. Determine days of week and times OST programs are to be offered.
3. Analyze community assessment data obtained from Youth Master Plan.
4. Estimate high and low costs for program delivery.

Appendix A was compiled by the task force.

## **Conclusion**

As indicated above, over the course of its deliberations, the Subcommittee studied 15 different issues which impact the school lives of young people in San Marcos. All of these issues are important. However, Subcommittee members felt strongly that the two initiatives addressed above- early-childhood education and out-of-school-time activities- have the most power to transform the school system and, in turn, the community.

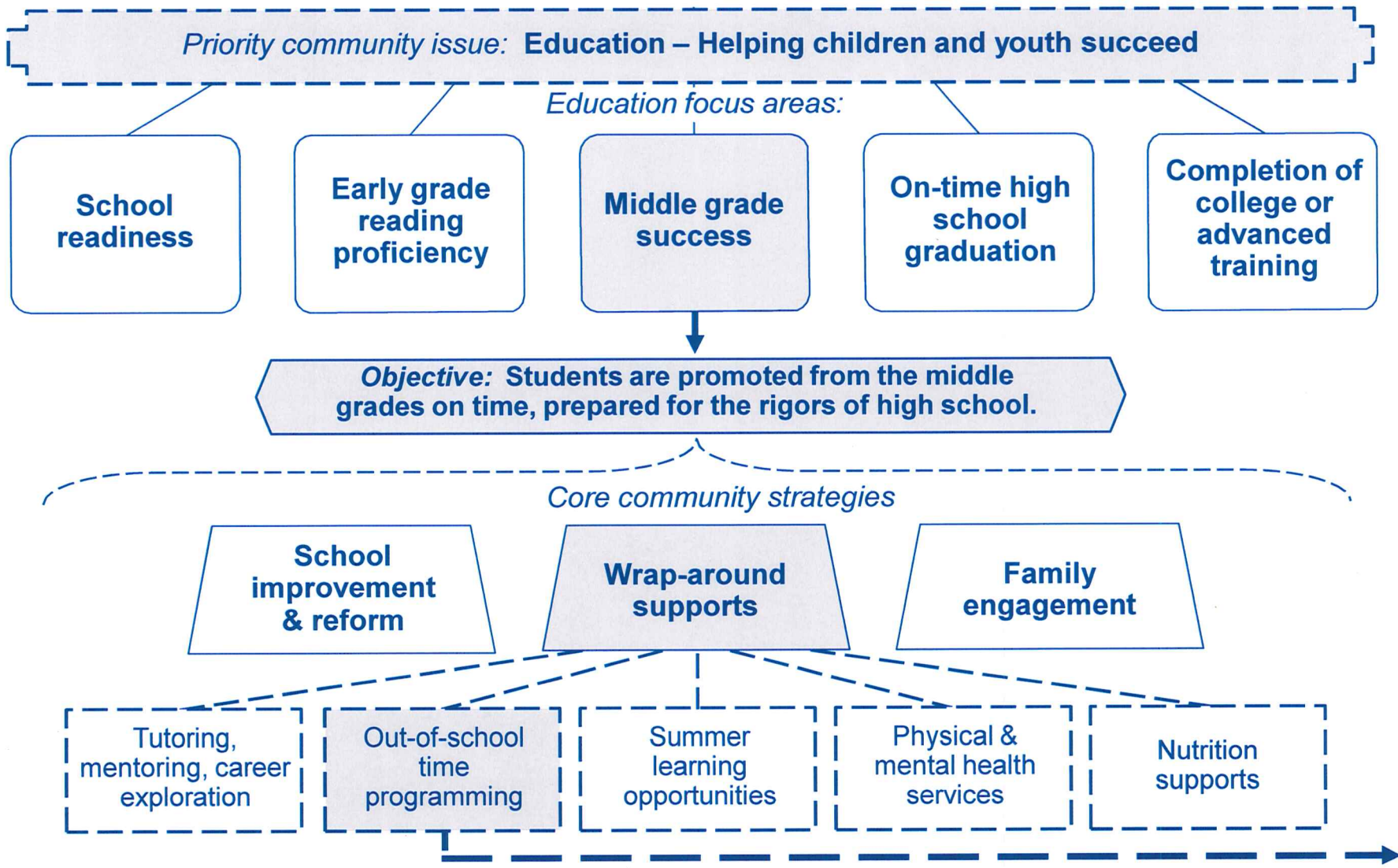
In closing, we thank the city staff who facilitated the Subcommittee's work. Great organizations grow out of great people.

San Marcos Components		Best Practices	Local Resources
<b>Wellness, Fitness &amp; Nutrition</b>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Physical fitness/ Physical activity</li> <li>• Health lifestyle habits</li> <li>• Mental health wellness (e.g. stress management techniques and anxiety reduction, support positive self-image, healthy relationships)</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated school health programs</li> <li>• Nutrition education: child and parent/guardian</li> <li>• Provide afterschool snack or meals through federal nutrition funds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>City</b>- Healthy City Task Force, COSM Parks &amp; Recreation Programs, grants</li> <li>• <b>SMCISD</b>- staff, SHAC team; program development</li> <li>• <b>TX State</b>- Health &amp; Human Performance, grants</li> <li>• <b>County</b> - Nutrition counseling, parks</li> <li>• <b>Community</b>- Communicare for mental health, Central Texas Medical Center</li> </ul>
<b>Sustainable Financing &amp; Program Affordability</b>	<ul style="list-style-type: none"> <li>• Federal Reimbursement for snacks or meals</li> <li>• Programming: Staffing, curriculum, operating funds, facilities</li> <li>• If a fee is necessary, investigate a low-cost sliding scale fee</li> <li>• Investigate scholarship opportunities for students who cannot afford the program</li> </ul>	<ul style="list-style-type: none"> <li>• Local government General Fund investments, local tax levies dedicated to youth programs and services, state and federal funding, business and corporate sponsor, individuals and philanthropic organizations.</li> <li>• Leverage existing local funding to meet outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>City</b>-CDBG, social service funding, grants, general fund budget</li> <li>• <b>SMCISD</b>-Title funds, meal funds, grants, general fund budget</li> <li>• <b>TX State</b>-grants, provide staff &amp; graduate students</li> <li>• <b>County</b>-general fund budget, social service funding</li> <li>• <b>Community</b>-align civic and social service funding with plan goals, volunteers</li> </ul>
<b>Curriculum &amp; Planning</b>	<ul style="list-style-type: none"> <li>• Academic enrichment</li> <li>• Interest-based enrichment</li> <li>• Civic and community engagement</li> <li>• Career and interest exploration</li> <li>• Summer job placement</li> <li>• Internships</li> <li>• Leadership</li> <li>• Collaboration of youth</li> <li>• Tutorials</li> <li>• Career counseling</li> <li>• Youth input for curriculum &amp; programming</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that OST programming complements school curriculum and instruction.</li> <li>• Ensure that OST programming applies research-based best practices.</li> <li>• High-quality, engaging programs attract more youth.</li> <li>• Wide range of programming to serve a broad audience with varying interest levels grades 5 thru 12</li> <li>• Create a Sustainability Task Force for multi-year planning to set goals and priorities</li> <li>• RFP/ outcome-based contract for OST services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>City</b>- summer jobs, internships, civic engagement</li> <li>• <b>TX State</b>- leadership development, summer jobs, career counseling, staff and student volunteers</li> <li>• <b>County</b>- leadership, civic engagement, summer jobs, internships</li> <li>• <b>Community</b>- Chamber of Commerce, Leadership San Marcos, Toastmasters, volunteers, faith-based community</li> </ul>

San Marcos Components		Best Practices	Local Resources
<b>Transportation</b>	<ul style="list-style-type: none"> <li>To and from OST activities</li> </ul>	<ul style="list-style-type: none"> <li>City/County/ District/ University collaboration</li> <li>Essential component for successful OST program</li> </ul>	<ul style="list-style-type: none"> <li>City, SMCISD, &amp; Community- School busses and CARTS</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>Parents</li> <li>Families</li> <li>Volunteerism, service learning, community service</li> <li>Mentoring</li> <li>City</li> <li>University</li> <li>County</li> <li>Local non-profits</li> <li>Business/chamber</li> <li>Faith-based community</li> <li>Core Four</li> <li>Youth Master Plan</li> <li>Sunset Afterschool Program</li> <li>United Way of Hays County Afterschool tool kit</li> </ul>	<ul style="list-style-type: none"> <li>Develop a focused action agenda for OST time.</li> <li>Create meaningful partnerships with service providers, parent/ guardians, local non-profits and faith-based groups.</li> <li>Align OST outcomes with Youth Master Plan, San Marcos Comprehensive Plan, Core Four and San Marcos CISD goals</li> <li>Conduct targeted outreach to parents of local students encouraging them to enroll in an OST program: phone calls, parent-teacher conferences, back-to-school nights.</li> </ul>	<ul style="list-style-type: none"> <li>City- press releases, website, cable channels, low power radio when available</li> <li>SMCISD- outreach to parents/ community partners</li> <li>TX State- assist with program development, staff and students</li> <li>County- press releases, website, probation</li> <li>Community- Hands of Hope program from Redwood Baptist Church, United Way Worldwide and United Way of Hays County</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Program Quality- Set goals, priorities and desired outcomes</li> <li>Track outcomes (increase graduation rates and decrease absenteeism)</li> <li>Collection and use of data to improve program quality</li> <li>Data-based decision-making</li> <li>Develop ways to hold key players accountable for results and identify resources</li> </ul>	<ul style="list-style-type: none"> <li>Collect reliable information through survey research, questionnaires, observation and interviews</li> <li>Collect attendance, participation information</li> <li>Market research to assess ongoing family, youth and community needs</li> <li>Citywide program quality assessment tool</li> <li>Use cross-system data collection to conduct community-wide evaluations</li> <li>Use common system-wide outcome measures and indicators</li> </ul>	<ul style="list-style-type: none"> <li>City, County, TX State- conduct external evaluation, be data partners for trend analysis</li> <li>SMCISD- collect and share data (AEIS) and other relevant information</li> <li>Community- participation in surveys to determine other performance indicators and assess how OST services are impacting indicators</li> </ul>



# A Community's Framework for Action on Education



*(example of a community's initiative to build an Out-of-School Time system)*

**Target outcome:** In the district's three lowest-performing schools\*, students in middle grades who test below the proficiency level on state reading and math assessments improve their in-school attendance, homework completion rates, and classroom grades.

**Strategy 1:** Ensure that students testing below proficiency levels in target middle schools are enrolled and participate in an OST program.

- Identify students for OST program participation based on early warning system and state assessment data.
- Offer programs at no cost to eligible participants.
- Conduct targeted outreach to parents of focal students – phone calls, parent-teacher conferences, Back-to-School nights, etc. – encouraging them to enroll students in an OST program.
- Track students' program attendance.
- Implement ongoing activities to engage parents in the OST program during the evening hours and on weekends; offer childcare and meals.
- Ensure that afterschool snack is provided and, where possible, meals; access federal nutrition funds to support this program element.
- Advocate for district policies that allow the flexible use of Title I, and Supplemental Educational Services funds to support afterschool programming.
- Provide transportation (e.g., a late school bus) to take students home when afterschool programming ends.

**Strategy 2:** Ensure that OST programming complements school curricula and instruction.

- Integrate OST programs into school improvement plans & include OST staff representative on school's improvement team.
- Jointly plan OST programming with school personnel (including the school building principals) and community-based organizations.
- Locate OST programs in target school buildings.
- Embed OST program coordinators in school buildings during the regular school day.
- Provide joint professional development for OST program and school staff focused on the school curriculum, state standards, and how to provide academic content in an afterschool setting.
- Include OST program staff in teacher team meetings and use this time to share data and feedback on individual student progress.
- Use school staff, in addition to trained volunteers, to support academic elements of OST programming.
- Engage school district leaders as full participants in existing OST networks or coalitions.

**Strategy 3:** Ensure that OST programming applies research-based best practice.

- Provide high-quality homework help that ensures students complete assignments accurately.
- Include engaging activities that promote skill development and mastery in reading and mathematics.
- Provide ongoing opportunities for staff professional development focused on program quality and meeting the needs of students who are struggling academically.
- Offer comprehensive programming and high-quality curricula that allow middle grade students a structured choice of activities.
- Implement a quality rating system or program certification process, or require the use of research-based program standards.
- Offer pathways for staff to get credentialed in youth development and/or afterschool programming; hire staff with these credentials.
- Build opportunities for participants to develop positive relationships with program staff and their peers as part of the program content.
- Engage adults with specific expertise as trained mentors and/or volunteers.
- Use planning tools and frameworks to align program goals/activities/intended outcomes/performance measures.
- Coordinate with schools to track and share students' program and school performance data.
- Offer programming 5x a week and in the summers.

\* "Lowest-performing schools": Schools with the lowest average scores on state reading and math assessments.





## **Youth Advisory Council (YAC) subcommittee recommendations**

### **San Marcos Youth Advisory Council**

**April 21, 2013**

*Vision Statement:* We envision the youth of San Marcos to be proud of our educational institutions, to be able to participate in accessible youth-centered social and recreational activities, and to be able to live in a clean, safe, and enjoyable environment and home life. We want our youth to have opportunities including arts, culture and community service to prepare them to be future leaders in business and civic engagement of our community.

## **SUBCOMMITTEE STRUCTURE**

### **Education Committee**

*Chair:* Erin Jaques

*Vice-Chair:* Devon Von Miller

*Mission:* Ensure a motivational and aspiring education environment

*Vision:* We envision an education system in which students have a desire to learn and succeed and schools have the capacity to meet their needs

### **Jobs/Internships Committee**

*Chair:* Joey Galaviz

*Vice-Chair:* Jon Delgado

*Members:* Michael Fox

*Mission:* Making sure students have access to connections with local businesses/information about jobs

*Vision:* We envision the youth of San Marcos to be motivated to seek out readily available job/internship opportunities while at the same time, gaining experience in the workplace as well as learning how to manage finances.

### **Environment Committee**

*Chair:* Gage Sears

*Vice Chair:* Isabel White

*Vision:* We envision an environment-friendly community that is aware of the beauty of the natural environment and its surroundings as well as a community that encourages the youth to preserve the green space and the river, partake and support outdoor activities, and promote the practice of energy efficient living.

### **Transportation Committee**

*Chair:* Elijah Benouis

*Vice-Chair:* Dakota Burklund

*Members:* Jenny McGinty

*Vision:* We envision San Marcos to have safe and accessible multimodal public transportation and parking options and for youth to be fully aware of the transportation alternatives in their city.

### **Health and Wellness Committee**

*Chair:* Andrew Hansen

*Vice-Chair:* Sierra Rowe

*Members:* Rene Robles, Sara Jo Porterfield

*Vision:* We envision a community where youth develop in a stable, healthy, safe environment. We want all children to have access to proper medical treatment, as well other mental and physical health services. We envision youth striving to be physically and mentally well while adult counterparts support and guide them. We want parents to be informed and involved in the education and well being of their children and for opportunities for youth to reach out for any support needed.

### **Recreation Committee**

*Co-Chair:* Tammy Patton

*Members:* Samantha Govea and Jenny McGinty

*Vision:* We envision our community to have opportunities for free, age-appropriate, year-round activities, facilities available for education, enjoyment and athletics, and to expose youth to different cultures and spiritual beliefs through community activities.



## STRATEGIES

### **Increase economic opportunities, conditions and preparation for young people and their families**

#### **(Address socioeconomic, cultural, and language barriers, poverty/ economic opportunity)**

1. Promote and encourage all post-secondary high school education including trade and vocational school, increase preparation, reduce need for remediation
2. Create/offer broad internship and hands-on work experience opportunities for ages 15+
3. Create awareness campaigns for schools and city about alternative forms of transportation- new trails, bus routes, two-wheeled vehicles, etc. Public Transportation plan needs to promote green space awareness and use.
4. Increase financial literacy through self-sufficiency, banking, financial planning education programs

### **Equip and empower parents/families to support child development and success(Parental Involvement, Education, and Support)**

1. Mandate all parents to attend parent-teacher conference day-add manned education/resource tables
2. Work to engage parent involvement at home
3. Make already-available programs more advertised (Send home information about WIC, United Way, Benefit Bank, Parks and Rec, Library, etc. or put in back-to-school packets)

### **Increase mental health/resilience, wellness and healthy life choices (Mental Health, Wellness, and Healthy Choices)**

1. Make available both mental health and career/college professionals at all levels of school in systemic way (not self-identified)
2. Develop Mentor Programs: peer, business, PALs
3. Encourage sports, active lifestyles, healthy nutrition, offer financial aid for participation
4. Incorporate educational aspects into recreational activities
5. Strengthen violence/bullying prevention. Website to report bullying anonymously (Talk About It)
6. Reduce youth crime, ride-alongs with police for students, develop better relationships with law enforcement, court systems and youth
7. Support San Marcos CISD and City of San Marcos single-stream recycling and composting programs , environmental education, more youth opportunities for helping local environment/parks/greenspace

### **Increase availability and access to developmental activities, opportunities, and supports (Developmental Activities, Opportunities and Support)**

1. Community activities: Cultural fair (city wide)
2. City-Wide fundraisers to fund free activities
3. Transportation: More bus stops and after-school buses to activity center, jobs, etc., Bus System- Propose to city Council that SMCISD work with city to expand CARTS routes to be more compatible with youth needs. Need complete street policy for vehicles, bikes, pedestrians, off-street greenway trails, pedestrian multi-module safe paths
4. Create programs for families to attend free cooking classes
5. Expand after-school, weekend and summer programming, events and activities for youth and families

## **Build engaging and supportive networks and systems for the education lifecycle**

### **(Education Systems, Policies Focus)**

1. Bilingual classes/language classes at younger ages, Teach second languages
2. Implement school uniforms
3. Mandate extra-curricular/club participation for ALL high school students
4. Support for dual enrollment, AP and certificate programs, mandatory tutorials for ALL classes
5. College Advising-Mandatory counselor meetings for ALL students
6. Focus on teacher student relationships
7. Local speaker's bureau/field trip opportunities/internships/job shadowing showcasing different jobs
8. Public transportation needs to support independence and access to learning and working centers

## **Improve communications, coordination, community engagement in support of children and youth**

### **(Communications, Relationships, and Community Engagement)**

1. More announcements, email information to parents
2. Increase newspaper communication, begin newspaper at high school
3. Leaflets
4. Community meetings
5. Policies to support youth voice and engagement: create a youth position for every city and school district board and commission, youth to attend school district faculty meetings and establish youth positions in non-profits, chamber, school district and other local organizations, create a city youth commission
6. Focus on the learning environment-student input important. Develop positive influences for motivating students and teachers

## Thank you for participating in the Gallup Student Poll!



For more than 70 years, Gallup has built its reputation on delivering relevant, timely, and visionary research on what humans around the world think and feel.

Gallup's research has shown that hope, engagement, and wellbeing are key factors that drive students' grades, achievement scores, retention, and future employment.

By measuring students' hope, engagement, and wellbeing, the Gallup Student Poll will help create a more hopeful story about American education in which students and teachers get to do what they do best every day, students' wellbeing and success matter to the community, and their personal flourishing leads to school and community success.

Over 1.2 million students drop out of high school every year. Everyone in the community is asked to do a small part to make a neighborhood a better place for young people.

### Hope

**Hope** | The ideas and energy we have for the future, drives effort, academic achievement, credits earned, and retention of students of all ages.

- Hope is more predictive of academic success than traditional measures
- Hope items correlate positively with academic achievement and predict academic success in college better than high school GPA and ACT/SAT.

### Engagement

**Engagement** | The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

- Student engagement declines from grades 5 through 12\*
- Engagement items distinguish between high and low performing schools.\*

### Wellbeing

**Wellbeing** | How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

- Gallup studies show that about 2/3 of students are thriving and about 1/3 are struggling or suffering.
- Suffering students are much more likely to be actively disengaged at school\*

### Your Scorecard >>

Use the following questions to prompt interpretation of the data on the Gallup Student Poll Scorecard:

- What is the biggest highlight on your Gallup Student Poll Scorecard?
- What result on the Gallup Student Poll Scorecard most concerns you?
- In addition to the highlight and biggest concern, what is the one finding you want to share with the broader community?

\*Source: Gallup student survey data collected via Web and scan 2006 through 2008, ngt; 97,000

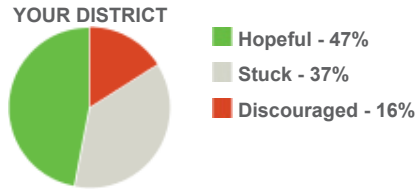
## GALLUP Student Poll

National Cohort Fall 2012

San Marcos Cisd | Texas | USA Overall Data

The Gallup Student Poll is a brief measure of hope, engagement, and wellbeing. The poll taps into the hearts and minds of American students to determine what drives wellbeing and achievement. Distribution and discussion of the Gallup Student Poll data will help create a more hopeful story about American youth and education, and will engage parents, teachers, and community leaders in social entrepreneurship.

Hope | GrandMean: 4.35 (out of 5) n=3559



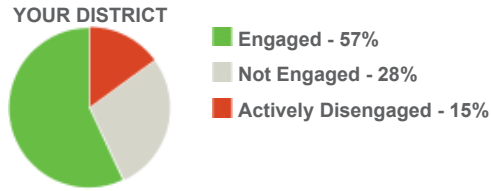
HOPE BY GRADE  
(GrandMean)

5th	6th	7th	8th	9th	10th	11th	12th
4.39	4.39	4.34	4.33	4.32	4.32	4.36	4.36

72% of hopeful students are engaged.

Hope by Grade values not shown when n < 10

Engagement | GrandMean: 4.10 (out of 5) n=3581



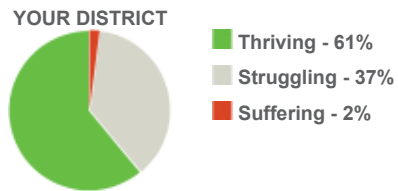
ENGAGEMENT BY GRADE  
(GrandMean)

5th	6th	7th	8th	9th	10th	11th	12th
4.44	4.37	4.26	4.12	3.97	3.77	3.84	3.82

82% of students who strongly agree their school is committed to building strengths are engaged.

Your school must have an n-size of at least 30 to receive Engagement Index data. Engagement by Grade values not shown when n < 10

Wellbeing | GrandMean: 8.47 (out of 10) n=3782\*



WELLBEING BY GRADE  
(GrandMean)

5th	6th	7th	8th	9th	10th	11th	12th
8.33	8.59	8.49	8.50	8.57	8.27	8.56	8.47

66% of thriving students are engaged.

Wellbeing by Grade values not shown when n < 10

- No data available

\* The wellbeing n size represents the total respondent population. Hope, engagement and wellbeing n sizes differ if students chose not to answer one or more hope or engagement items.

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**GALLUP Student Poll**  
National Cohort Fall 2012

San Marcos Cisd | Texas | USA Overall Data

Hope | GrandMean:

<b>YOUR DISTRICT</b>	<b>YOUR STATE**</b>	<b>YOUR NATION**</b>
<b>4.35</b>	<b>4.40</b>	<b>4.40</b>
(out of 5) n = 3559	(out of 5) n = 81168	(out of 5) n = 458638

**YOUR DISTRICT**



- Hopeful - 47%
- Stuck - 37%
- Discouraged - 16%

**Hopeful Stuck Discouraged**

<b>YOUR DISTRICT</b>	<b>47</b>	<b>37</b>	<b>16</b>
<b>YOUR STATE**</b>	<b>52</b>	<b>33</b>	<b>15</b>
<b>YOUR NATION**</b>	<b>54</b>	<b>32</b>	<b>14</b>

Hope Items	Total n	Item Responses					Mean Score by Grade								Overall Item GrandMean	
		%1	%2	%3	%4	%5	5th	6th	7th	8th	9th	10th	11th	12th		
Graduate	YOUR DISTRICT	3732	1	1	5	15	78	4.62	4.61	4.61	4.66	4.72	4.72	4.83	4.82	4.69
	YOUR STATE**	84002	1	1	4	12	82	4.60	4.68	4.73	4.76	4.76	4.83	4.84	4.85	4.74
Adult cares	YOUR DISTRICT	3763	1	1	4	8	86	4.71	4.74	4.83	4.79	4.76	4.71	4.76	4.74	4.76
	YOUR STATE**	84392	2	1	3	7	87	4.74	4.81	4.81	4.79	4.77	4.77	4.76	4.72	4.78
Get good grades	YOUR DISTRICT	3759	2	2	12	33	51	4.35	4.34	4.26	4.24	4.26	4.28	4.33	4.39	4.30
	YOUR STATE**	84355	2	2	11	33	52	4.33	4.33	4.32	4.30	4.25	4.29	4.31	4.38	4.31
Pursue goals	YOUR DISTRICT	3732	1	4	16	38	41	4.30	4.37	4.20	4.08	4.02	3.98	4.05	4.06	4.14
	YOUR STATE**	83931	1	3	14	37	45	4.32	4.28	4.23	4.18	4.11	4.12	4.12	4.16	4.21
Ways around problem	YOUR DISTRICT	3725	3	6	25	38	28	3.74	3.72	3.72	3.73	3.80	3.89	3.94	4.01	3.81
	YOUR STATE**	84091	3	7	24	36	30	3.78	3.77	3.79	3.83	3.85	3.91	3.97	4.07	3.85
Find a good job	YOUR DISTRICT	3692	1	3	12	27	57	4.58	4.51	4.39	4.35	4.35	4.20	4.19	4.14	4.35
	YOUR STATE**	83370	1	2	10	25	62	4.58	4.56	4.52	4.44	4.36	4.29	4.24	4.18	4.43
Hope GrandMean by Grade	YOUR DISTRICT	3559						4.39	4.39	4.34	4.33	4.32	4.32	4.36	4.36	4.35
	YOUR STATE**	81168						4.41	4.42	4.41	4.39	4.36	4.38	4.38	4.40	4.40

- No data available

\*\* State and overall data reflect an aggregate of the convenience sample of schools and districts and are thereby not representative of the state or U.S. student populations

Engagement | GrandMean:

**YOUR DISTRICT**  
**4.10**  
(out of 5) n = 3581

**YOUR STATE\*\***  
**4.03**  
(out of 5) n = 81103

**YOUR NATION\*\***  
**4.07**  
(out of 5) n = 459143

YOUR DISTRICT



■ Engaged - 57%  
■ Not Engaged - 28%  
■ Actively Disengaged - 15%

Engaged Not Engaged Actively Disengaged

YOUR DISTRICT	57	28	15
YOUR STATE**	55	27	18
YOUR NATION**	57	27	16

Engagement Items	Total n	Item Responses					Mean Score by Grade								Overall Item GrandMean	
		%1	%2	%3	%4	%5	5th	6th	7th	8th	9th	10th	11th	12th		
Best friend	YOUR DISTRICT	3746	5	2	6	11	76	4.74	4.73	4.68	4.54	4.44	4.30	4.22	4.10	4.50
	YOUR STATE**	83980	5	3	6	12	74	4.67	4.67	4.62	4.50	4.32	4.25	4.15	4.07	4.47
Feel safe	YOUR DISTRICT	3754	4	5	13	28	50	4.48	4.38	4.27	4.24	3.99	3.75	4.00	3.89	4.14
	YOUR STATE**	84224	6	6	15	29	44	4.37	4.17	4.00	3.88	3.82	3.78	3.71	3.77	3.99
Schoolwork important	YOUR DISTRICT	3759	3	3	13	30	51	4.62	4.51	4.40	4.28	4.07	3.85	3.93	3.93	4.23
	YOUR STATE**	84333	4	5	13	28	50	4.57	4.42	4.21	4.06	3.97	3.85	3.78	3.82	4.15
Opportunity to do best	YOUR DISTRICT	3739	4	6	14	30	46	4.38	4.33	4.18	4.03	4.07	3.76	3.81	3.87	4.07
	YOUR STATE**	84098	6	6	16	30	42	4.31	4.18	4.02	3.83	3.88	3.76	3.70	3.70	3.98
Recognition	YOUR DISTRICT	3678	12	11	19	28	30	4.00	3.85	3.73	3.50	3.27	3.08	3.22	3.26	3.51
	YOUR STATE**	82944	14	11	18	26	31	3.98	3.80	3.57	3.38	3.30	3.20	3.15	3.16	3.51
*School committed to strengths	YOUR DISTRICT	3656	4	6	16	29	45	4.50	4.45	4.24	4.14	4.02	3.65	3.59	3.62	4.06
	YOUR STATE**	82805	6	7	17	28	42	4.45	4.34	4.06	3.79	3.75	3.54	3.40	3.38	3.93
*Volunteered time	YOUR DISTRICT	3674	12	11	21	26	30	4.05	3.63	3.44	3.50	3.24	3.25	3.31	3.46	3.50
	YOUR STATE**	82279	11	11	20	25	33	3.89	3.66	3.55	3.50	3.33	3.40	3.47	3.62	3.58
Engagement GrandMean by Grade	YOUR DISTRICT	3581						4.44	4.37	4.26	4.12	3.97	3.77	3.84	3.82	4.10
	YOUR STATE**	81103						4.39	4.25	4.09	3.94	3.87	3.77	3.70	3.71	4.03

- No data available

\*\* State and overall data reflect an aggregate of the convenience sample of schools and districts and are thereby not representative of the state or U.S. student populations

\* Not included in Engagement Index or Engagement GrandMean calculations

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**GALLUP Student Poll**  
National Cohort Fall 2012

San Marcos Cisd | Texas | USA Overall Data

Wellbeing | GrandMean:

**YOUR DISTRICT**  
**8.47**  
(out of 10) n = 3782

**YOUR STATE\*\***  
**8.61**  
(out of 10) n = 84874

**YOUR NATION\*\***  
**8.56**  
(out of 10) n = 479439

**YOUR DISTRICT**



■ Thriving - 61%  
■ Struggling - 37%  
■ Suffering - 2%

	Thriving	Struggling	Suffering
YOUR DISTRICT	61	37	2
YOUR STATE**	66	33	1
YOUR NATION**	67	32	1

**Wellbeing Items <sup>1</sup>**

	YOUR DISTRICT	YOUR STATE**	Total n	Item Responses %No %Yes	Mean Score by Grade								Overall Item GrandMean
					5th	6th	7th	8th	9th	10th	11th	12th	
<b>YOUR DISTRICT</b> Step at This Time    Step in 5 Years Best life %10 16    32 %9 14    28 %8 23    20 %7 17    10 %6 11    4 %5 11    3 %4 4    1 %3 2    1 %2 1    0 %1 0    0 %0 1    1 Worst life	Step at this time	YOUR DISTRICT YOUR STATE**	3782 84874		7.72 7.74	7.61 7.62	7.57 7.53	7.29 7.54	7.28 7.41	7.02 7.24	7.07 7.28	7.11 7.37	7.35 7.50
	Step in five years	YOUR DISTRICT YOUR STATE**	3782 84874		8.33 8.51	8.59 8.66	8.49 8.63	8.50 8.69	8.57 8.65	8.27 8.56	8.56 8.60	8.47 8.58	8.61
	*Treated with respect	YOUR DISTRICT YOUR STATE**	3498 78163	27% No, 73% Yes 33% No, 67% Yes	74 75	80 69	76 67	72 63	72 65	66 65	67 63	69 63	
	*Smile or laugh	YOUR DISTRICT YOUR STATE**	3695 82577	14% No, 86% Yes 16% No, 84% Yes	83 81	88 84	84 86	90 87	89 85	87 84	89 82	81 81	
	*Learn or do something	YOUR DISTRICT YOUR STATE**	3659 82134	22% No, 78% Yes 24% No, 76% Yes	85 83	81 80	80 77	79 75	73 73	73 70	77 71	74 70	
	*Enough energy	YOUR DISTRICT YOUR STATE**	3645 81950	26% No, 74% Yes 26% No, 74% Yes	84 84	83 82	79 79	76 75	67 67	66 62	65 62	64 61	
	*Health problems	YOUR DISTRICT YOUR STATE**	3554 80350	86% No, 14% Yes 85% No, 15% Yes	19 19	14 16	11 15	15 14	11 14	12 14	15 14	12 15	
	*Family or friends	YOUR DISTRICT YOUR STATE**	3598 81143	8% No, 92% Yes 7% No, 93% Yes	93 93	95 94	93 94	92 93	92 92	89 92	95 91	88 91	
Wellbeing GrandMean by Grade		YOUR DISTRICT YOUR STATE**	3782 84874		8.33 8.51	8.59 8.66	8.49 8.63	8.50 8.69	8.57 8.65	8.27 8.56	8.56 8.60	8.47 8.58	8.47 8.61

- No data available

\*Not included in Wellbeing Index or GrandMean calculations

\*\*State and overall data reflect an aggregate of the convenience sample of schools and districts and are thereby not representative of the state or U.S. student populations

<sup>1</sup> WB Index calculated from responses to "Step at this time" and "Step in five years". WB GrandMean calculated from responses to "Step in 5 Years".

## Every school has a story ... what's yours?



The Gallup Student Poll Community Solutions are designed to get all Americans involved in preparing our young people for a promising future.

We need to come together to ensure that every student has the best chance of graduating from high school and college and landing a good job.

Without a sound education and a good job, the American dream becomes the American Myth.

The conversation about the future of American youth starts with a shared understanding of hope, engagement, and wellbeing and data collected through the Gallup Student Poll.

### 1<sup>st</sup> Share Your Story

Is your school really known in your community? Share your Gallup Student Poll Scorecard with your local stakeholders. Consider the following questions:

- Which people (in and out of the school system) do you want to share the Gallup Student Poll Scorecard with today?
- How do you want to share a summary of data from the Gallup Student Poll Scorecard with parents next week?
- Which community members and afterschool programs do you want to share a summary of data from the Gallup Student Poll Scorecard within two weeks?

### 2<sup>nd</sup> Act on the Numbers

Your data is a springboard to action. Invite educators in your school and your community to work together and use the data to drive student hope, engagement, and wellbeing by answering these questions:

- What are your goals for changes you would like to see in your school in one, five, and ten years?
- How are these goals linked with specific indicators on the Gallup Student Poll Scorecard?
- The 10-year goals for the Gallup Student Poll are to double hope, build engaged schools, and boost wellbeing. Gallup aims to help 5 million students discover and develop their strengths. How can you achieve these goals in your school?
- As a nation, we must attain a high school graduation rate of 85% or better. What can you do to achieve this in your school?

### 3<sup>rd</sup> Your Solutions

How can you engage your community to pursue these goals with you?



## Sharing Your Gallup Student Poll Results

Gallup encourages schools and districts to share their Gallup Student Poll results with your local community and key stakeholders. Below are some guidelines for the public release of school, district, and the overall convenience sample data and results.

- You may share the Gallup Student Poll participation results for your school and/or district. The total number of respondents for your school or district is represented by the wellbeing n size on the scorecard. Your school or district participation rate is based upon the total number of eligible students in your school. Students in grades 5 through 12 are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll methodology and limitations of polling. If most eligible students in grades five through twelve were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school or district's data to the overall line of data on your scorecard when publicly sharing results. **Since the overall data found in your school or district report is an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in grades 5 through 12 and are thereby not fit for data comparisons.**
- Please communicate ranges in data across schools within the district.
- You may share district or school plans to utilize the data to inform strategies and focus.

If you would like more information on how to publicly share Gallup Student Poll data, please email Gallup at [Studentpoll@gallup.com](mailto:Studentpoll@gallup.com).

## Gallup Student Poll Methodology

The annual Gallup Student Poll is offered at no cost to public schools and districts in the United States. The online poll is completed by a convenience sample of schools and districts each fall. Schools participating in the annual Gallup Student Poll are not randomly selected and are neither charged nor given any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Tuesday through Friday only. The Gallup Student Poll is administered to students in grades 5 through 12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predicts student success in academic and other youth development settings.

## Limitations of Convenience Sample Polling

The overall data from the annual administration of the Gallup Student Poll does not reflect responses from a nationally representative sample of students, and the overall data are not statistically weighted to reflect the U.S. student population; thereby, overall data and scorecards cannot be used by local schools and districts as a fit data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the universe of the participating school or district.

## Community Solutions

The 20 Community Solutions are designed to promote the best in American youth. Every person in a community can do one thing to enhance hope, engagement, or wellbeing. Five of these strategies involve making the most of a student's strengths. When we focus on what is right with students, we help them become more successful.

Learn more about the Gallup Student Poll Education and Consulting Services

	Hope	Engagement	Wellbeing	Strengths
	"I can find lots of ways around any problem."	"At this school, I have the opportunity to do what I do best everyday."	"On which step of the life ladder (0-10) do you think you will stand in five years."	"I can quickly name my own strengths."
	<b>Goal</b>   Double Hope	<b>Goal</b>   Build Engaged Schools	<b>Goal</b>   Boost Wellbeing	<b>Goal</b>   Discover and Develop Strengths
<b>Parents and Other Caregivers</b>	<p><b>Hope</b>   Talk to your child about the future. Make your child's goal(s) a topic of conversation at home. Help your child develop the ideas and energy needed to make a goal a reality.</p> <p><b>Conversation Starter</b>   "What are your hopes and wishes for the future? What do you need to get where you want to go?"</p>	<p><b>Engagement</b>   Give your child personalized feedback, recognition, and praise for effort and doing what he or she does best.</p> <p><b>Conversation Starter</b>   "Let's celebrate your great work on <i>name of specific task</i> by spending the next hour playing your favorite game."</p>	<p><b>Wellbeing</b>   Spend quality social time with your child and create a place in the home where he or she can entertain friends.</p> <p><b>Conversation Starter</b>   "When do you want to invite your friends over to our home? I am happy to help you plan for that."</p>	<p><b>Strengths</b>   Name your child's strengths by administering a strengths measure, printing results, and posting them in the home.</p> <p><b>Conversation Starter</b>   "How did you use <i>name of a specific strength</i> at school today?"</p>
<b>Teachers, Counselors, and Advisors</b>	<p><b>Hope</b>   Help students develop numerous ways to overcome obstacles and to get good grades.</p> <p><b>Classroom Activity</b>   Students get stuck when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.</p>	<p><b>Engagement</b>   Get to know your students even better by connecting with them on an individual level and by identifying the interests and resources of every student.</p> <p><b>Classroom Activity</b>   Conduct a brief, 1 on 1 "Focus on You" with each of your students (during the first term of a school year if possible). Have students answer the following questions:</p>	<p><b>Wellbeing</b>   Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.</p> <p><b>Classroom Activity</b>   Encourage the students to keep a weekly success log that is divided into three sections:</p> <ol style="list-style-type: none"> <li>1. My Successes</li> <li>2. How Are My Successes Connected to my School</li> </ol>	<p><b>Strengths</b>   First, discover and develop your own strengths. Then, help students use strengths in good times and in bad.</p> <p><b>Classroom Activity</b>   Ask the students to write about and/or draw an illustration of a time when one of their strengths helped him/her succeed on a difficult task. Ask for volunteers who wish to read/explain their illustrations to classmates or just to you. Share</p>



1. "What name do you prefer to be called?"
2. "What are your "hot buttons" (i.e., activities/things that interest, excite, or are important to you)?"
3. "Who makes you feel like you matter?"

3. How Are My Successes Connected to My Future

Have students review their log monthly to choose a best success to share with a caring adult. Encourage students to share best successes at parent- teacher conferences.

strengths stories at parent-teacher conferences.

### Principals and Superintendents

**Hope** | Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades in school.

**Engagement** | Demonstrate the relevance of today's elementary and secondary coursework for higher education and the emerging workforce while maintaining the rigor associated with high academic standards.

**Wellbeing** | Invite teachers to nominate alums of your school who are successful community members who appear to have high wellbeing. Work with each role model to develop a plan on how they could share their experiences with young people from their home neighborhood.

**Strengths** | Develop a strengths-based leadership team at your school.

**Leadership and Policy Implication** | Eliminate the barriers to student achievement. Start with small obstacles and work toward necessary policy changes.

**Leadership and Policy Implication** | Students who see schoolwork as important become engaged at school. Schoolwork is considered important if the relevance of what students learn today is linked to what they will be learning in the future and to their chosen field of work.

**Leadership and Policy Implication** | Alums of your school will be considered more appealing role models for success and wellbeing. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.

**Leadership and Policy Implication** | Identify the strengths of the leaders in your school system and work to leverage the strengths of the entire leadership team. Meet follower (teachers, parents, afterschool counselors, community members, students) needs of compassion, trust, stability, and hope.

### Afterschool Counselors and Peer Mentors

**Hope** | Provide at least one mentor to each student through your program or another partner program in the community.

**Engagement** | Conduct some of the after school activities on a nearby school campus.

**Wellbeing** | Always make time for fun and games.

**Strengths** | Program staff builds specialized skills in identifying and developing strengths of students.

**Program Implication** | Afterschool programs in one community can align with other programs and provide higher quality wrap around services for students by strategically linking to one another and ensuring that resources (i.e., mentoring) are maximized.

**Program Implication** | Students flourish in safe places with the support of caring adults. Great schools and afterschool programs that come together in a common place, the school building, help students realize their safety net is big and strong.

**Program Implication** | Positive feelings such as interest, joy, and happiness make each day better and these emotions are associated with good health and wellbeing. Afterschool programs provide unique, specialized services, but all programs should guarantee the outcomes of laughter and smiles.

**Program Implication** | Students have a better chance at being successful when using their strengths rather than managing weaknesses. Trained program staff and other caring adults can help students capitalize on their strengths on a regular basis.

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**Business People  
and Neighbors**

**Hope** | Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.

**Small Act** | Show and tell a young person how sound education and decision-making are related to landing a good job.

**Engagement** | Create a safe zone around your local school. Young people who feel safe in their neighborhood and school become more engaged in daily learning.

**Small Act** | Conduct a safety audit of your local neighborhood, between your home and business and the nearest school building. Bring a young person along with you to see the community through his or her eyes. Visit with school principal about his or her needs to make the school safer. On a monthly basis, pick up trash, remove graffiti and blight, improve street crossings and signage, and report other safety concerns to appropriate city offices.

**Wellbeing** | Give young people a wellbeing boost through a positive experience that may be otherwise unavailable to them.

**Small Act** | Invite a young person to a fun, exciting experience at your home, neighborhood, alma mater, or office.

**Strengths** | Capitalize on what young people and schools in your community are doing right and encourage them to do more of it.

**Small Act** | Ask a young person about the highlight of their week, listen actively, mirror the enthusiasm, and ask two meaningful questions about the highlight.



## Glossary of Terms

### Hope | the ideas and energy we have for the future

**Hopeful** | students possess numerous ideas and abundant energy for the future

**Stuck** | students generate little momentum toward the future

**Discouraged** | students lack ideas and energy for the future

### Engagement | involvement in and enthusiasm for school

**Engaged** | students are highly involved with and enthusiastic about school

**Not Engaged** | students are present but not involved with or enthusiastic about school

**Actively Disengaged** | students undermine the educational process for self and others

### Wellbeing | how we think about and experience our lives

**Thriving** | students think about present and future life in positive terms; they tend to be in good health and have strong social support.

**Struggling** | students lack positive thoughts and experiences; they tend to worry about meeting the daily demands of life.

**Suffering** | students think about current and future life in negative terms; they tend to have less access to basic needs (e.g., good food and healthcare)

The wellbeing pie chart includes responses to questions about students' present *and* future. For example, it includes responses to the questions, "On which step of the ladder would you say you personally feel you stand at this time?" (Present) and "On which step do you think you will stand about five years from now?" (Future).

GrandMean calculations for wellbeing do not include responses to the question about students' present. In other words, they do not include responses to the question, "On which step of the ladder would you say you personally feel you stand at this time?"



# **SAN MARCOS**

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