

Williamson County Juvenile Services FY2015 Annual Report



Building Resilience Through Relationships

Vision Statement

Making a difference in our community:
creating opportunities for positive change
through hope, empowerment, prevention
and accountability.



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Juvenile Board of Judges



Michael Jergins
Chairman
395th Judicial
District Court



Betsy Lambeth
425th Judicial
District Court



Stacey Mathews
277th Judicial
District Court



Rick Kennon
368th Judicial
District Court



Donna King
26th Judicial
District Court



Dan Gattis, Sr.
County Judge

Executive Leadership



Scott Matthew, MBA
Executive Director



Matt Smith, LPC-S
Assistant Executive Director



John Pelczar
Director of
Operations



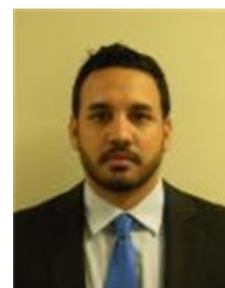
Samara Henderson
Director
Court & Field Services



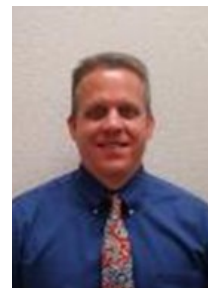
Allen Bijou
Director
Academy & JJAEP



Kurt Hundl
Facility Admin
Detention



Michael Pena
Facility Admin
TRIAD & Trinity



Bob Fischer
Director
Education

From the Desk of the Chief

On behalf of Williamson County Juvenile Services, the Juvenile Board of Judges, interns, volunteers, mentors and community partners, we are proud to present our FY2015 Williamson County Juvenile Services Annual Report.

FY2015 began with anticipation of the 84th meeting of the Texas legislature. Much discussion surrounded the possibility of raising the age of criminal responsibility to age eighteen. Juvenile justice reforms in Texas were receiving national recognition as counties were making changes to meet the requirements of Senate Bill 653, which came out of the 82nd legislature. This bill formed a new juvenile justice system and a new state agency, The Texas Juvenile Justice Department (TJJD). This change meant the Texas Juvenile Probation Commission and The Texas Youth Commission would cease to exist. It also meant all juvenile justice programs and services would be administered under one agency, from prevention at the county level all the way through Determinate Sentencing. The legislature mandated decriminalizing truant conduct, reducing commitments to state facilities and shutting down a number of state facilities.

Here in Williamson County we were able to do our part to meet the legislative demands as we were able to reduce commitments to a twenty-year low of only five youth committed to TJJD in 2015. We believe this was due to our intentional focus of keeping Williamson County youth primarily in Williamson County programs and services where we have ownership of creating a supportive environment for positive change. Our organization maintained a commitment to a trauma-informed approach to treatment. We also maintained our service philosophy of developing assets and attempting to identify the “Spark” that would help to ignite youth’s passion to thrive moving forward.

In February we opened Trinity, our therapeutic secure residential program for girls. We began to house young women who were getting into trouble and struggling with their adverse childhood experiences. Over the year, we treated 104 youth in our residential programs only sending four youth to outside placement facilities. Our referrals to the department followed a state and national trend in decline even though Williamson County’s juvenile age population increased to over 80,000. Central Texas and Williamson County continues to rank in the top three areas of the country with the greatest population increase.

We would like to thank all the youth serving agencies who shared our goal in building resilient and hopeful young people. We know our efforts are magnified when we collectively build a network of support for every child in our community, not just those who are at risk.

We said goodbye to Judge Billy Ray Stubblefield who retired from the 26th District Court and was appointed by Governor Perry as Judge of the 3rd Administrative Judicial District. We welcomed the new 26th District Judge Donna King, who’s previous service included being a juvenile prosecutor here in the County Attorney’s Office, Municipal Judge in Leander and Magistrate at the jail as well as serving as a defense attorney for a number of years. We also said farewell to our longtime Financial Director Robyn Murray who retired in May. I would like to thank Robyn for her leadership throughout her 25-year career, setting the standard for excellence in all that she did.

We eagerly anticipate the coming challenges and opportunities that come along with a growing diverse metropolitan community. We will meet those challenges by continuing to pursue our Department Vision of Making a difference in our community, creating opportunities for positive change through Hope, Empowerment, Prevention and Accountability.

Please enjoy our 2015 report.

Respectfully,



Scott Matthew, MBA
Executive Director

Developmental Assets

Williamson County Juvenile Services continues to integrate the Developmental Assets in all aspects of supervision and programming, from prevention to placement and aftercare services. This approach reinforces the Department's Vision Statement, solidifies relationships with parents, and school and community members, and provides youth with a solid foundation for healthy growth and development. Additionally, the implementation of The 40 Developmental Assets serves the community of Williamson County as a whole by improving quality of life, fostering accountability and personal responsibility, and promoting leadership skills, academics and employability.

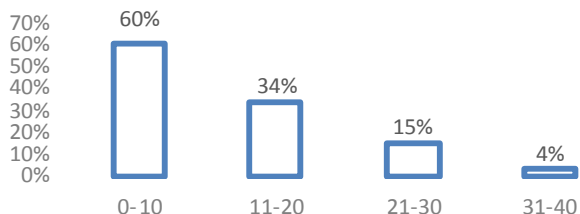
A 2010 Search Institute Survey of 89,000 U.S. students, grades 6-12, revealed compelling information on the power of developmental assets on youth as seen in the charts below.



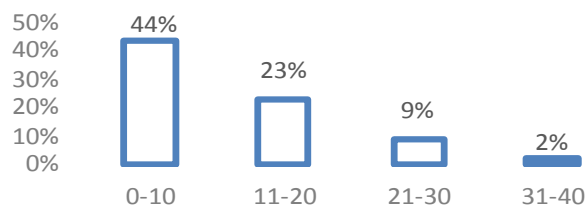
Developmental Assets

PROTECTIVE POWER OF ASSETS

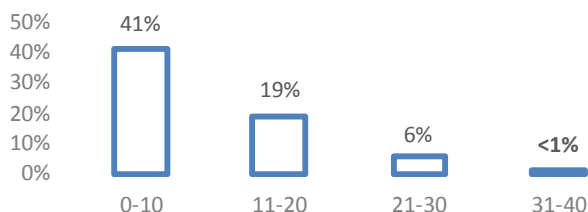
Assets and Youth Violence



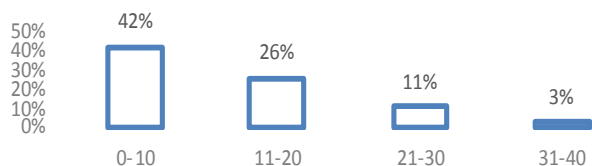
Assets and Underage Drinking



Assets and Illicit Drug Use

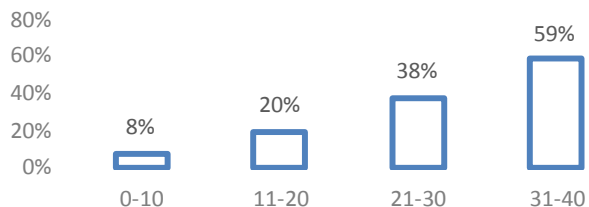


Assets and Depression/Attempted Suicide

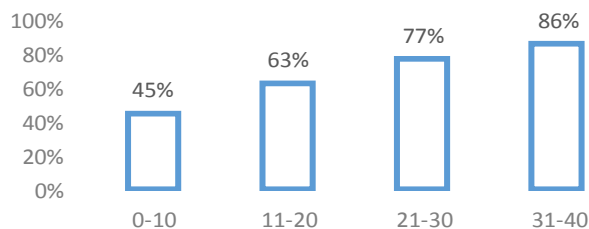


THRIVING POWER OF ASSETS

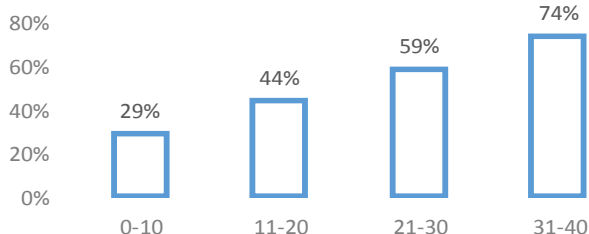
Assets and School Success



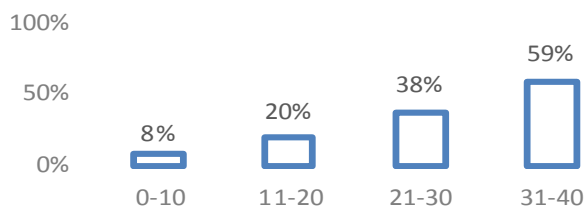
Assets and Youth Leadership



Assets and Financial Responsibility



Assets and Valuing Diversity



Developmental Assets

EXTERNAL ASSETS



SUPPORT

Family Support | Family life provides high levels of love and support.

Positive Family Communication | Young person and parents communicate positively, and young person is willing to seek advice and counsel from parents.

Other Adult Relationships | Young person receives support from three or more non-parent adults.

Caring Neighborhood | Youth experiences caring neighbors

Caring School Climate | School provides a caring, encouraging environment.

Parent Involvement in Schooling | Parents are actively involved in helping child succeed in school.



EMPOWERMENT

Community Youth Values | Young person perceives that adults in the community value youth.

Youth as a Resource | Young people are given useful roles in the community.

Service to Others | Young person serves in the community one hour or more per week.

Safety | Young person feels safe at home, school, and in the neighborhood. in school.



BOUNDARIES AND EXPECTATIONS

Family Boundaries | Family has clear rules and consequences and monitors youth person's whereabouts.

School Boundaries | School provides clear rules and consequences.

Neighborhood Boundaries | Neighbors take responsibility for monitoring young people's behavior.

Adult Role Models | Parents and other adults model positive, responsible behavior.

Positive Peer Influences | Young person's best friends model responsible behavior.

High Expectations | Both parents and teachers encourage the young person to do well.



CONSTRUCTIVE USE OF TIME

Creative Activities | Young person spends three or more hours per week in lessons of practice in music, theater, or other arts.

Youth Programs | Young person spends three or more hours per week in sports, clubs, or organizations at school or in community.

Religious Community | Young person spends one hour or more per week in activities in religious institution.

Time at Home | Young person is out with friends "with nothing special to do" two or fewer nights per week.

Developmental Assets

INTERNAL ASSETS



COMMITMENT TO LEARNING

Achievement Motivation | Young person is motivated to do well in school.

School Engagement | Young person is actively engaged in learning.

Homework | Young person reports doing at least one hour of homework every school day.

Bonding to School | Young person cares about his or her school.

Reading for Pleasure | Young person reads for pleasure three or more hours per week.



POSITIVE VALUES

Caring | Young person places high value on helping other people.

Equality and Social Justice | Young person places high value on promoting equality and reducing hunger and poverty.

Integrity | Young person acts on convictions and stands up for his or her beliefs.

Honesty | Young person tells the truth even when it is not easy.

Responsibility | Young person accepts and takes responsibility.

Restraint | Young person believes it is important not to be sexually active or to use alcohol or other drugs.



SOCIAL COMPETENCIES

Planning and Decision Making | Young person knows how to plan and make choices.

Interpersonal Competence | Young person has empathy, sensitivity, and friendship skills.

Cultural Competence | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

Resistance Skills | Young person can resist negative peer pressure and dangerous situations.

Peaceful Conflict Resolution | Young person seeks to resolve conflict nonviolently.



POSITIVE IDENTITY

Personal Power | Young person feels he or she has control over “things that happen to me.”

Self-Esteem | Young person reports having high self-esteem.

Sense of Purpose | Young person reports that “my life has a purpose.”

Positive View of Personal Future | Young person is optimistic about his or her personal future.

Building Relationships and Supporting Youth: A Positive Approach to Juvenile Justice

Historically, the juvenile justice system has operated from a deficit-based mentality.

“The system would identify problems and try to fix those problems. This ends up being a very negative approach,” says Williamson County (TX) Juvenile Services (WCJS) Executive Director Scott Matthew. This is why around 7 years ago Matthew began looking at how WCJS—which includes a detention center, residential facilities, an on-site school, and community prevention programs—could take a positive approach in their work with youth and families. “These youth are already in what is perceived to be a negative place in a negative situation, so expanding on the positives they have going for them is very powerful.”

That’s when Matthew found The Georgetown Project, a community initiative in Williamson County that has been building Developmental Assets in the lives of youth since the 1990s. Matthew met with The Georgetown Project’s Executive Director Leslie Janca to discuss how his juvenile justice department could tap into the strong network of support for positive youth development already present in the community. “Juvenile services is kind of a nontraditional out-of-school time organization and we were really excited about having them as a partner,” says Janca.



The Developmental Asset categories are painted on the walls in the hallways of WCJS.

(Continued on next page) 10

Building Relationships and Supporting Youth: A Positive Approach to Juvenile Justice

“A big thing for me was that there was already an established language,” says Matthew about the Developmental Assets. He also highlights the fact that the asset framework of youth strengths and supports has been measured and used with millions of young people around the world. “Search Institute provides an evidence-based foundation about how kids thrive and succeed. If we build these things [assets] around them, we know we’re making an impact.”



By adopting the Developmental Assets framework, WCJS staff found that they could more easily connect with other community partners who were also using the asset framework with youth. As Matthew explained, the alignment of philosophies makes young people feel more supported when they leave the juvenile justice system to work with outside agencies, which is a huge benefit for all involved.

Assets have also helped improve staff morale at WCJS. “The change in the organization has been huge,” says Mathew. “If you come to work every day just looking for problems, it’s not pleasant. When people have the feeling that they are doing something good and identifying positive things, it’s motivating.” Matthew says the organization still identifies problems, but the staff now creates positive programs to support those issues using the asset framework.

To build on this work with the Developmental Assets, WCJS recently started incorporating the Developmental Relationships Framework into their programming. “We have found it useful to connect Developmental Assets and developmental relationships,” says Assistant Chief and Director of Mental Health Services Matt Smith. “It’s hard to know how to build relationships. It’s difficult to find time. The Developmental Relationships Framework has helped us narrow our focus and get more strategic in using all that Search has given us.”

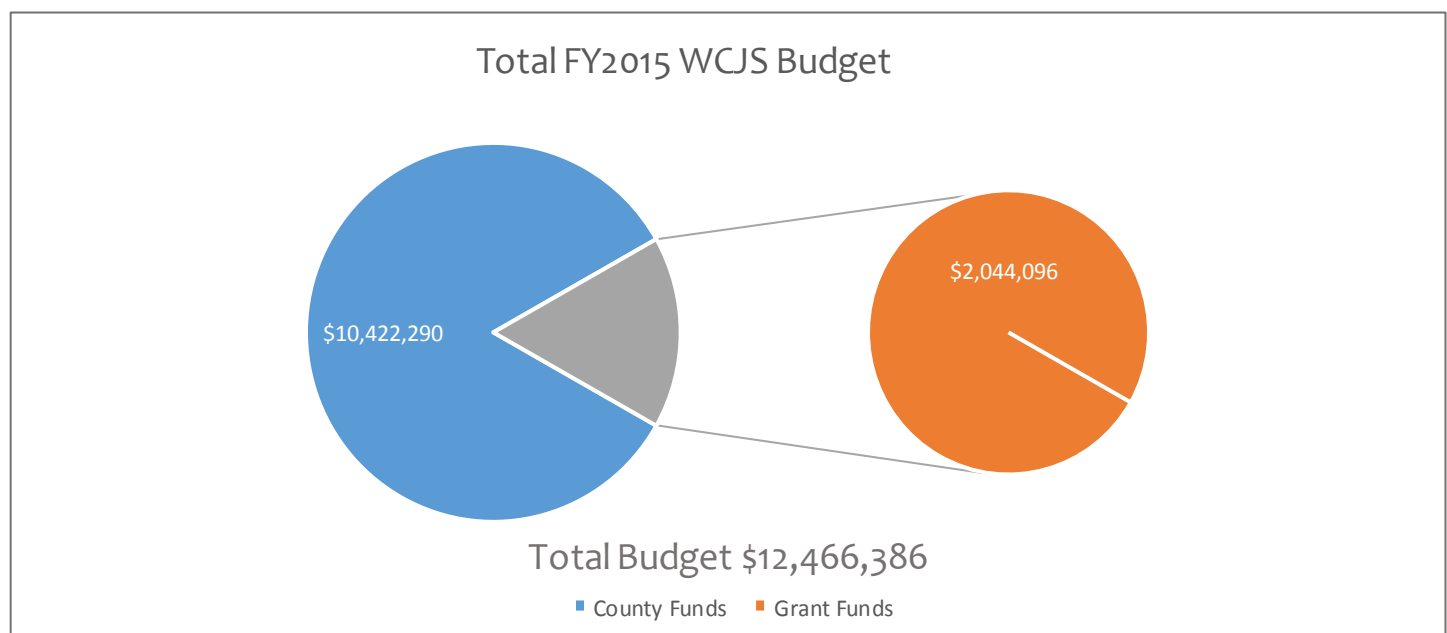
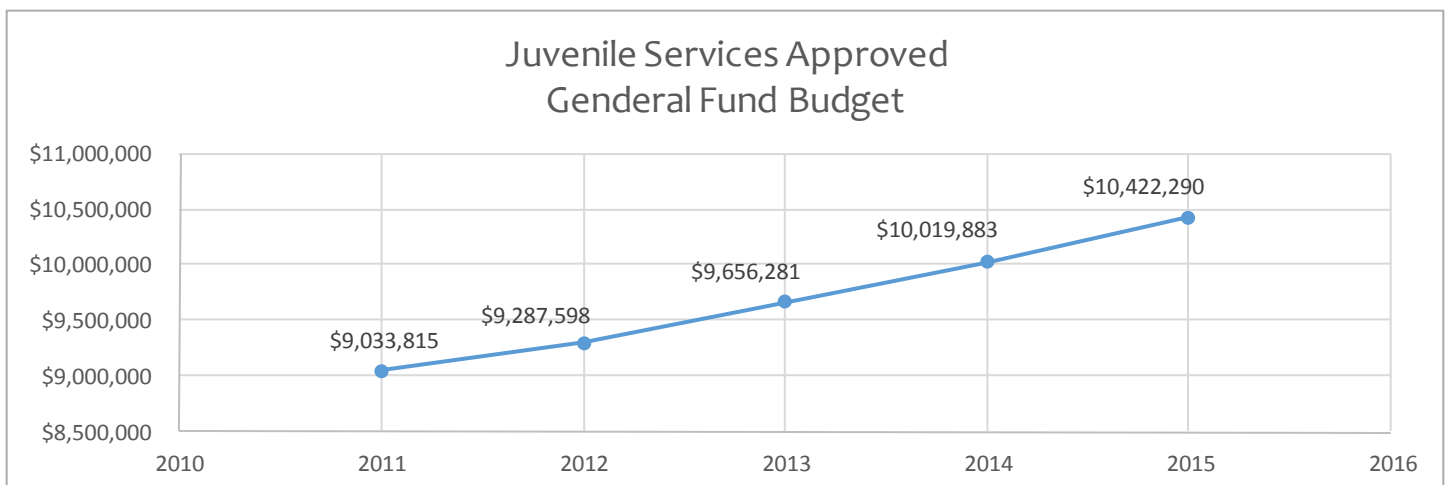
The organization has started a dialogue about the Developmental Relationships Framework and is planning to use the framework in the future as a professional development tool. “We have a really lively, ongoing discussion in our organization and we are finding many different ways to integrate Search Institute research into training and practical tools to use with youth,” says WCJS Prevention Coordinator and Chaplain Kory Capps.

Matthew, Smith, Capps, and the WCJS staff have transformed the image of juvenile justice services in Williamson County. “We’re a resource, we provide youth services,” says Matthew. “Kids who come under our services are no different than the kids who don’t. It’s not a negative thing to be involved in juvenile services and the Developmental Assets have helped us come a long way to create that image.”

Financial Services

The Financial Services Division is responsible for overseeing a variety of department functions, including the department budget, grant management, records management, employee certification/re-certification, processing job applicants and new employees, food services, accounts payable/receivable, and purchasing. While FY2015 was a year of transition, following the retirement of long-time Financial Director Robyn Murray, the division maintained its focus on providing excellent customer service and fiscal responsibility to both internal and external stakeholders. As always, the success of the division would not be possible without the assistance of several other county agencies, particularly the County Auditor's Office, Budget Office, Human Resources Department, County Purchasing Department, County Attorney's Office, and Information Technology Service. The assistance provided by these departments throughout the year is greatly appreciated.

FY2015 General Budget



2015 WCJS Revenue

Texas Juvenile Justice Department	State Financial Assistance - Grant A	\$ 1,428,851.00
	Commitment Reduction - Grant C	\$ 169,802.00
	Special Needs Diversionary Program - Grant M	\$ 46,919.00
	Mental Health - Grant N	\$ 192,169.67
	JJAEP - Grant P	\$ 24,574.11
	Prevention / Intervention - Grant S	\$ 29,000.00
Office of the Governor -	Vocational Training	\$ 48,000.00
Criminal Justice Division	Prevention Services	\$ 51,880.86
Local Independent School Districts	Memorandum of Understanding	\$ 201,139.00
	School-Based Diversion Grant	\$ 50,000.00
Texas Department of Agriculture	National School Lunch Program	\$ 92,328.66
Supervision Fees	Court Fees, Attorney Fees, Drug Testing	\$ 31,477.09
Mustang Heritage Foundation	Camp Wildfire	\$ 32,900.00
Texas Parks and Wildlife	GO! Program	\$ 20,000.00
TOTAL REVENUE		\$ 2,419,041.39

Retirement Announcement



Robyn Murray, Financial Director, retired from Juvenile Services in May 2015 after 25 years of dedicated service. During her time with the department Robyn saw the department grow from 24 full-time employees, when she started, to the over 160 full-time employees we have today. Robyn's dedication, passion, and leadership have been instrumental to the growth and success of this department and she will be greatly missed. We thank Robyn for her service to county and specifically to the youth of Williamson County! Congratulations on the job well done!!

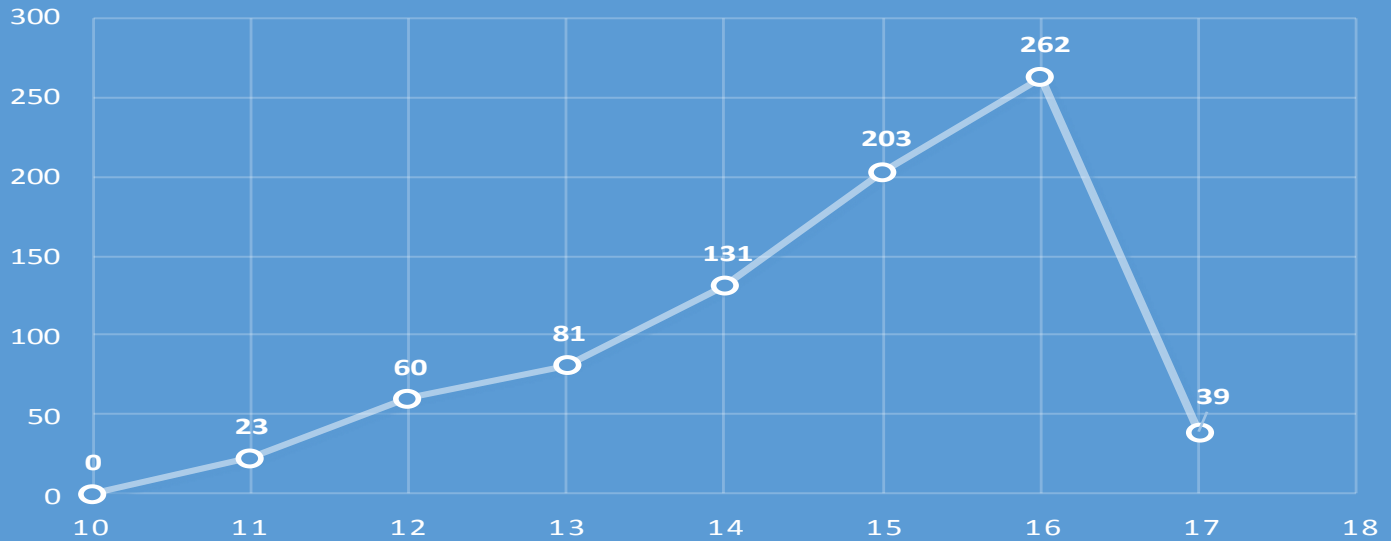
2015 Department Referrals

In FY2015, Williamson County Juvenile Services received a total of 1,287 referrals. Of those 799 were formal referrals. A formal referral occurs when each of the following criteria are met:

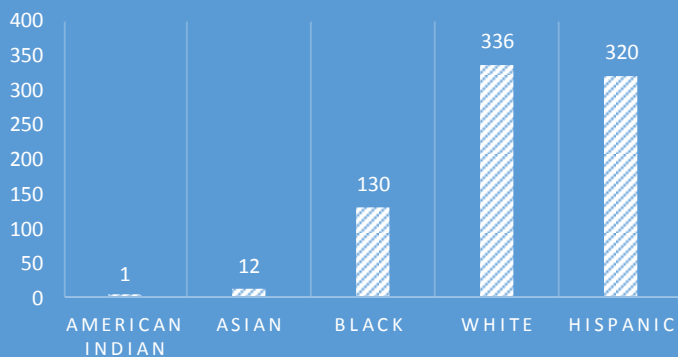
- 1) Delinquent conduct, conduct indicating a need for supervision or violation of probation was allegedly committed; **and**
- 2) The Juvenile Department has jurisdiction; **and**
- 3) either a face-to-face contact occurs with department personnel regarding the alleged offense or authorization to detain the juvenile is established.

FELONY OFFENSES	2015	2013	2012	2011	2010	2009
Homicide	0	0	0	0	0	0
Attempted Homicide	0	2	0	0	0	0
Sexual Assault	12	21	28	19	18	16
Robbery	12	7	5	5	9	3
Aggravated Assault	44	40	44	56	61	43
Burglary	21	38	25	37	53	38
Theft	9	17	21	22	13	24
Drug Offenses	26	20	27	35	27	31
Weapons Violations	6	2	5	2	1	12
Other (Criminal Mischief, False Alarm, Evading, Obstruction, Cruelty to Live-stock, Graffiti, etc.)	42	45	48	41	51	62
TOTAL FELONIES	172	192	203	218	233	229
Weapons Violations	2	3	4	3	3	3
Assault	153	132	165	166	164	194
Theft	131	111	187	183	196	183
Drug Offenses	111	149	186	147	207	189
Other (Criminal Mischief, False Alarm, Evading, Graffiti, Criminal Trespass, Harassment, etc.)	85	103	154	163	130	200
Violation of Probation/Court Order	93	111	129	137	116	90
Contempt	8	5	4	8	61	72
TOTAL MISDEMEANORS	656	614	829	807	946	928
CINS	50	85	160	116	150	155
TOTAL FORMAL REFERRALS FY 2015	799	891	1,192	1,141	1,329	1,312

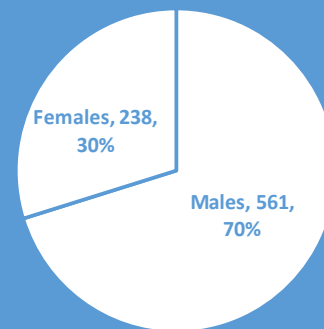
REFERRALS BY AGE



REFERRALS BY RACE



REFERRALS BY GENDER



Dispositions

FY2015 Dispositions

Deferred Prosecution by Department	247
Dismissed/Withdrawn by Department	99
Adjudicated - Placed on Probation	99
Non-Suited by Court	96
Supervisory Caution by Department	84
Probation Modified / Extended	52
Deferred Prosecution by Court	48
Dismissed by Court	45
Refused	33
Consolidated in Another Case / Referral	29
Adjudicated - No Disposition	17
TJJD Commitment	5
Adjudicated - Transferred	4
TOTAL DISPOSITIONS	858

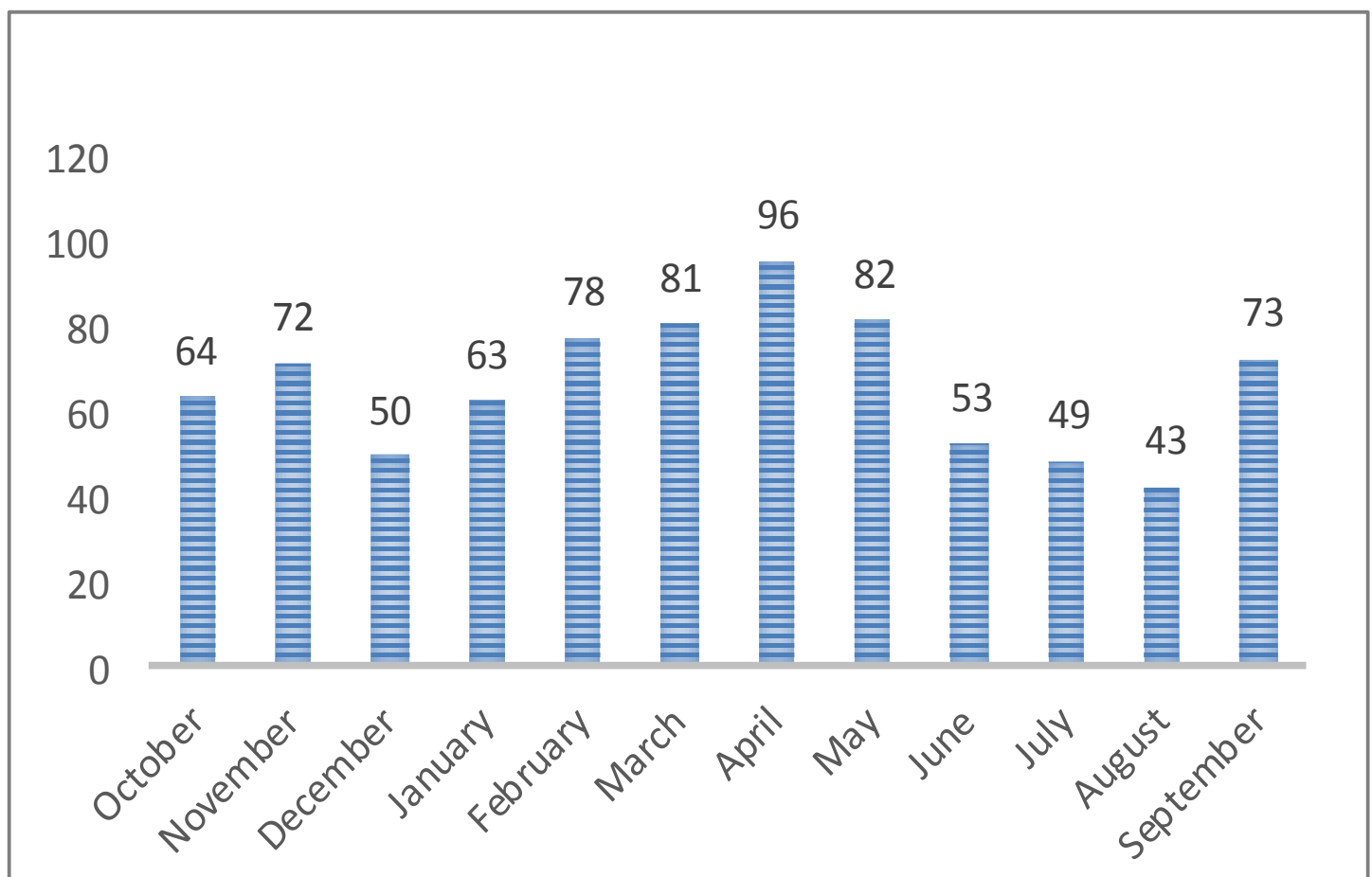
Detention

The Williamson County Juvenile Detention Center houses up to 35 youth from the Williamson County area that are awaiting court disposition for their alleged offenses. The mission for the Detention Center is to provide a secure, highly structured and safe environment for youth pending court and placement. Our goal is to stabilize and positively impact every youth entering our Detention Facility; regardless of their offense or the number of times they have been arrested. Our focus is on the person and the potential they possess within themselves.

We provide services to youth who typically have histories of trauma, abuse, neglect, caretaker instability, exposure to violence, and family conflict. Many youth engage in delinquent behavior as a means of pushing away negative emotions; preferring to act out and not having the skills and support that they need in order to find a more pro-social way to cope.

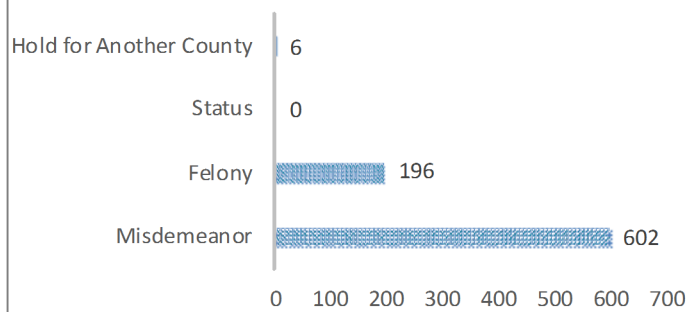
In FY2015, a total of 804 youth were referred to detention

Detention Referrals by Month

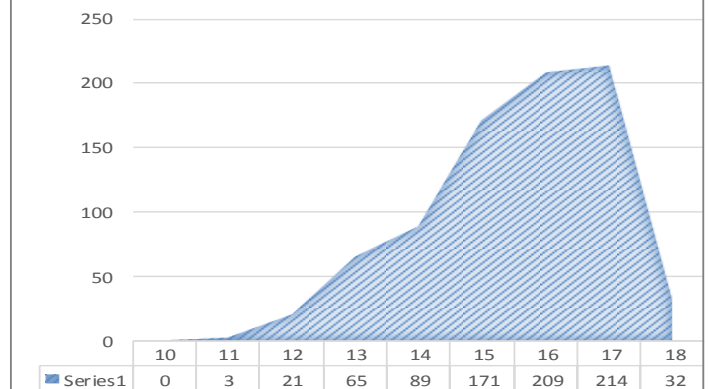


FY2015 Detention Referral Statistics

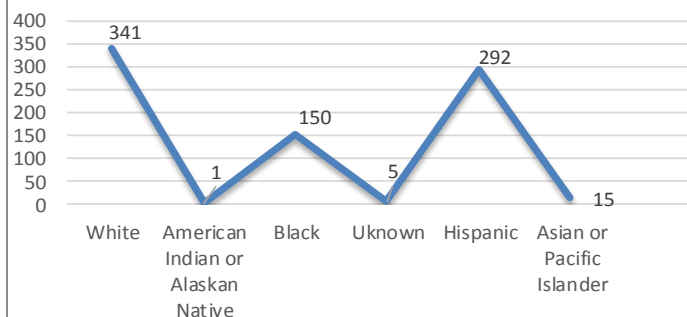
REFERRALS BY TYPE



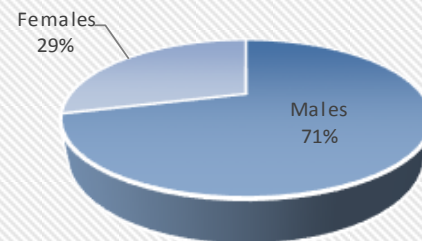
REFERRALS BY AGE



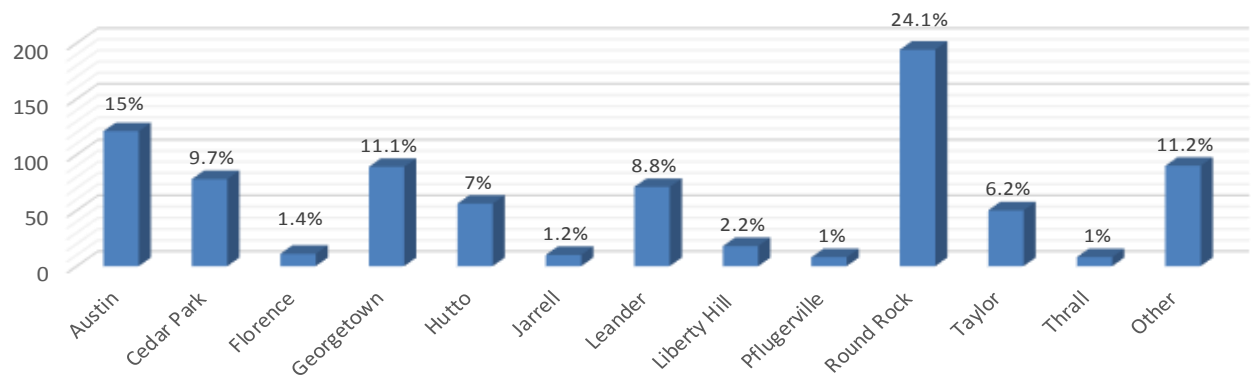
REFERRALS BY RACE



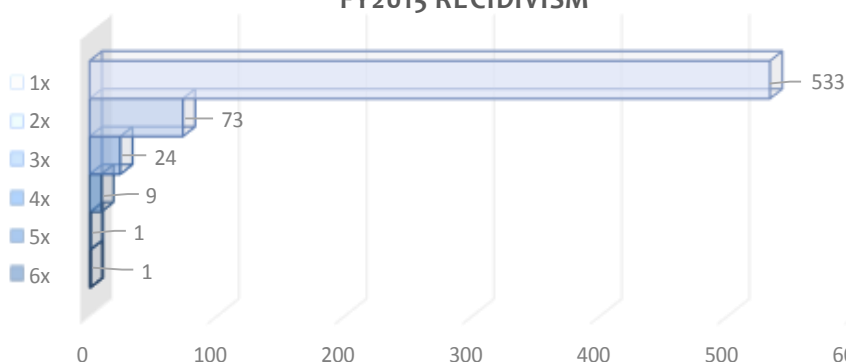
REFERRALS BY GENDER



RESIDENCE AT TIME OF DETENTION



FY2015 RECIDIVISM



Length of Stay		
Less than 24	437	54.3%
Between 1-10	168	20.9%
More than 10 Days	199	24.8%
Longest Individual Stay	168 days	
Average Length of Stay	10.4 days	

Court & Field Services

In FY 2015, the Court and Field Services Division focused on measuring and improving outcomes for programs and services to youth and families. Youth and families are now surveyed at intake and exit from supervision using the Search Institute Asset Checklist. This is an effort that will help the department in understanding the impact of individual and global risk and protective factors as well as how department service delivery is impacting asset growth. In the coming year, we will analyze the data in order to make necessary changes to service delivery and specialized programming. Already in development this year are three new program offerings: Job Readiness, Fire Safety, and Chaperone Training.

Another focus in FY 2015 was providing more immediate assessment and service delivery to youth and families. Through scheduling adjustments, intake officers are now readily available to meet with youth and families upon their release from detention to ensure the needs of youth and their family are met as quickly as possible.

Finally, our Juvenile Probation Officers continue our focus on providing trauma-informed services and supervision. We are continuing to grow through continued trauma-informed training opportunities, and are now approaching youth and families with the outlook of meeting needs and building on strengths, understanding the complex histories and challenges they have experienced. The Court and Field Services Division looks forward to continued program and service evaluation in the coming year.

Supervisions

Type	Total	Successful Completions	%
Court Ordered Probation	241	186	77%
Conditional Release from Detention	249	192	77%
Deferred Prosecution	407	322	79%
Indirect Supervision	2	2	100%
Interim Deferred Supervision	1	1	100%
Interim Inter-County Transfer	73	59	81%
Interim Probation	1	0	0%
TOTAL SUPERVISIONS	974		

Community Service Restitution

Youth under the supervision of Williamson County Juvenile Services are required to perform Community Service Restitution (CSR). It is the goal of WCJS to provide youth with meaningful CSR opportunities that will build Developmental Assets and allow for the participants to gain respect for the community as a whole. When a youth performs CSR it allows them to restore the harm they have caused the community while being introduced to valuable experiences.

In addition to referring youth to pre-approved outside agencies in the community for CSR, WCJS also co-ordinated and supervised 28 projects with seven partner agencies in 2014. During these projects, 286 youth participants completed 1,144 hours of CSR with various organizations including Christmas Tree Recycle, Global Youth Service Day, Martin Luther King Service Day, Fresh Food For Families, Williamson County Adopt-a-Park (Berry Springs Park & Reserve), Mothers Against Drunk Driving, The Georgetown Project, Habitat For Humanity, Round Rock Parks & Recreation, Getsemani Community Garden (sponsored by First Methodist Church), The Caring Place, and Williamson County Parks and Recreation.



In 2014, youth on supervision completed a total of 8,377 hours of community service. This equates to \$60,733 of labor provided to the community at minimum wage.

Youth Mentoring Program

Williamson County Juvenile Services contracted with Youth Advocate Programs, Inc., to provide a community-based mentoring program. The program is family-driven as the youth and family set self-determined goals they wish to accomplish during the program. Youth typically meet with their mentors 6 hours or more during the week for 4-6 months. While in the program, youth typically focus on school and community engagement. Mentors serve as tutors and healthy role models while the youth work to improve grades and study habits. Together, they also explore positive recreational activities to encourage constructive use of time. These activities may include sports, community events and activities, community service, and creative arts projects. In addition to one-on-one time, youth also engage in group activities with their mentor and other youth to grow interpersonal competence with adults and peers

In FY2015, Youth Advocate Programs provided mentoring services to 36 youth

FY2015 Events & Highlights



Held at Gattiland, this annual family event featured guest speakers presenting the importance of staying in school and staying out of trouble. Local businesses were present to talk about careers. YAP provided school supplies for each youth to start the year off right.



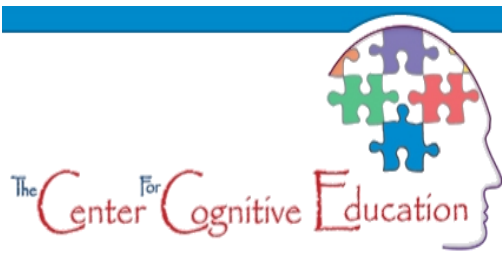
For the 6th year, the Olive Garden generously supported Juvenile Services youth during the holidays. Olive Garden patrons and staff generously donated gifts and gift cards for each youth. The Olive Garden also provided all youth, a member of their family, and the mentors with a wonderful meal, making for a very bright Christmas!



In October, the 2nd annual Fall Festival brought awareness to the community about the YAP program, raised funds for the program, and engaged the youth in a positive community project. The event connected the youth to the community and made them feel like they were integral in making the event possible.



YAP provides scholarships to youth who successfully complete the program. This year YAP provided one \$1,000 scholarship to a youth for her continued education.



Cognitive Education

The Cognitive Education for Youth Program is based on the idea that youth must think before they act, so if youth are motivated to change their behavior, they must first change their thoughts: “thinking errors”. This program empowers youth to understand that they are in control of their choices and are, therefore, directly responsible for the current state of their lives. They learn to incorporate planning and decision making and improve their resistance skills. If they are not satisfied with their current life situation, they can make different choices and have their desired outcome. Youth are empowered to effect change.

Cognitive Education classes are offered to youth on field supervision and Academy residents through a contract with the Center for Cognitive Education. Field probation youth meet in Round Rock one and half hours a week for at least 12 weeks, and parents attend one class per month. Academy youth participated in 10 weekly sessions. The Cognitive Education for Youth Program has changed the thought process of the juveniles through stories of success. It has been shared that many juveniles turned things around in as little as 4 weeks in attendance through leading classes and discussions, to include sharing personal testimony with facilitators.

In FY2015, 51 youth participated in Cognitive Education classes.

For more information about The Center For Cognitive Education visit www.theccedu.org/

Victim Empathy

The Victim Empathy Class provides families with the opportunity to understand the boundaries and expectations necessary to prevent future criminal activity and victimization. The families are given insight on how victims feel and what they have experienced. The program provides the opportunity for the youth to demonstrate their positive values by expressing their remorse and taking responsibility for their choices. Presenters in the program empower youth by encouraging constructive use of time, positive peer influence, and interpersonal and cultural competence. Parents are required to attend the program to support the youth, which allows reflection to take place among the family.

This program is offered quarterly and a parent attends with the youth. This program was re-formatted this year and has received positive feedback from parents and youth.

In 2014, the Victim Empathy Class served 72 youth and their parents,
in 2015, that number was expanded to 146 youth and their parents.

Youth Life Skills

The Youth Life Skills Class is a self-development program in which the youth and the instructor utilize a workbook in an open forum setting. The youth share and/or listen to experiences of their peers. The content of the workbook and open discussion promotes the developmental assets of restraint, self-esteem, personal power, sense of purpose, planning and decision making, school engagement, achievement motivation, youth as resources, family boundaries, positive peer influence, family support, interpersonal competence and time at home. The following are some comments youth wrote in their program evaluations: “The class was an eye opener.” “It was fun, I learned a lot.” “It was good and very educational.” “The class was very helpful.” “I learned things I can use for the future.”

In FY2015, 116 youth completed the Youth Life Skills Class

Parent Enrichment



Parent Enrichment Class is offered at the same time as Youth Life Skills Class. Prior to the beginning of class, the facilitator collects information from each parent regarding their individual needs. This information is used to tailor the program to the specific needs at hand. Parents are allowed to openly discuss and share information in a supportive environment. Upon completion of the program, parents are better equipped to offer family support, positive family communication and create family boundaries. The

following are comments parents wrote in their program evaluations: “It was great listening to other parent’s issues.” “It was a reminder of what I should be doing as a parent.” “The different scenarios were helpful and taught how to use tools as a parent.” “The class was very informative.” “I enjoyed the open discussions.”

In FY2015, 112 parents completed this class



Community Resource Coordination Group Meeting



Community Resource Coordination Groups (C.R.C.G.) are local interagency groups comprised of public and private agencies. Representatives from each agency meet on a monthly basis to discuss youth who have been referred and are in need of assistance/resources. Many CRCG meetings may also include parents, consumers, or caregivers as attendees. Together, they develop a service plan for individual and families whose needs can be met only through interagency coordination and cooperation.

CRCG promotes the developmental asset of Positive View of Personal Future by helping individuals/families establish a positive plan of action for their future. Empowerment is also promoted by making the individuals/families aware that adults in their community care. Planning and Decision Making is supported by developing an individualized service plan for them to refer to and implement. Personal Power is promoted by involving the individual/family in the development of their service plan helping them believe they have control over "things that happen to me."

S.E.A.R.C.H.

Supervision♦Empowerment♦Assets♦Resources♦Commitment♦Hope

The SEARCH Program is designed to serve youth and families who are experiencing conflict within their homes. The program focuses on strengthening the family relationship and encourages family support and positive family communication. The SEARCH Program works towards assisting both the youth and their family in building support, developing positive values, and encourages peaceful conflict resolution.

The SEARCH Program consists of the following components and is often tailored to fit the individual needs of the youth and family.



Family Forward – Family Forward is a group that is held twice a month and focuses on positive family support and communication. Families participate in activities that allow them to learn to communicate effectively and respectfully. Families also discuss issues that may have led to the offense and discuss how, as a family, they can continue to grow, learn, and prevent future situation. Family Forward attendees include SEARCH youth, parents, and other family members, such as siblings.



Self-Reflection Assignments

Self-Reflection Assignments – youth complete assignments focusing on responsibility, planning and decision making, practicing honesty, restraint and building personal power. The Intensive Supervision Specialist reviews assignments and challenges the youth to think critically about their current offense and building better family relationships.

In Fy2015, the SEARCH Program served a total of 26 youth formally referred to the program of which 16 completed the program successfully, 7 were closed as Failure to Comply and 3 youth were still active in the program at the end of the fiscal year.

Electronic Monitoring

Electronic Monitoring provides Williamson County Juvenile Services with the ability to supervise youth in a unique capacity. Electronic Monitors provided by the Satellite Tracking Of People utilizes Global Positioning Systems (GPS) accurate up to 15 meters. Each Electronic Monitor attached to a youth's ankle provides a location point every minute. That data is held in a secure online database that is accessible in real-time 24 hours a day to WCJS Juvenile Probation Officers. This innovative technology is used to reduce the time a youth remains in detention, assists youth in reunification into the community after being placed outside of their home, and monitors high-risk youth. The real-time data provides for victim safety and reinforces boundaries, expectations and accountability.



In Fy2015, 220 youth were supervised using Electronic Monitoring. Of those, 155 successfully completed the program.

Interstate Compact for Juveniles

Interstate Compact for Juveniles, or otherwise referred to as ICJ, provides services for a juvenile who is placed on probation or parole and would like to transfer to another state, runs away from their home state without the consent of a parent or legal guardian, absconds from probation/parole or escapes from an institution to another state, is an accused delinquent, neglected, or dependent juvenile and runs away to another state, or who wishes to visit another state on a travel permit. The Texas ICJ Office is based within the Texas Juvenile Justice Department (TJJD).

While adhering to the governing rules of ICJ, Juvenile Services works diligently in assisting juveniles and their families who have made requests to relocate out of state. An Application for Compact Services is made to the receiving state and once approved, a juvenile is supervised by the receiving state under the same standards afforded to the receiving state's juveniles. Quarterly progress reports are submitted by the receiving state regarding compliance. Jurisdiction of a case is retained by the sending state. Juvenile Services also receives requests for cooperative supervision via the Texas ICJ Office in regards to juveniles who have relocated to Williamson County. All available resources and programs are made available to these juveniles, and quarterly progress reports are sent regarding their compliance and achievements. With the holidays, summer vacations, or family emergencies arising, many juveniles and their families submit requests to visit other states. Juvenile Services ensures that travel permits are completed with all necessary information and submitted to the Texas ICJ Office as required.



In Fy2015, Williamson County sent 4 cases out of state and received 4 from other states. There were 35 ICJ travel permits from Texas to other states sent for visitation only.

Inter-County Transfer

Inter-County Transfer (ICT) Officer serves as liaison between counties when juveniles move from one jurisdiction to another within the State of Texas.

WCJS collaborates with other departments to ensure juveniles receive supervision and individualized services to meet their needs. Through diligent communication efforts, Probation Officers are able to supervise ICT cases as indicated in the original order of disposition. Department programs are utilized to ensure safety, rehabilitation, and asset development.



In Fy2015, Williamson County processed 102 ICT cases.

Substance Abuse

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), studies have found that for youth in the juvenile justice system, 50% to 70% met criteria for a mental disorder and 60% met criteria for a substance use disorder. Of those youth with co-occurring mental and substance use issues, almost 30% experienced severe disorders that impaired their ability to function. Williamson County juvenile offense data for FY 2015 indicates that 15% of felonies and 17% of misdemeanor offenses were drug-related. While this number is significant, detention urinalysis reveals an even stronger correlation between substance abuse and delinquent behavior as 40% percent of youth tested positive at intake.

During FY 2015, two providers (Bluebonnet Trails & Phoenix House) began offering intensive outpatient substance abuse treatment services in Williamson County – prior to this, there were no youth outpatient treatment providers in the county. Juvenile Services was instrumental in advocating for these critical services, while also offering to partner with Phoenix House by donating office and conference room space at our Round Rock probation office.

Williamson County Juvenile Services recognizes the need for comprehensive substance abuse assessment, prevention, intervention, and treatment services for youth and families on supervision. As well, the research base behind the department's universal approach to serving youth through asset development focused on reducing risk factors and increasing protective factors reflects a dramatic positive impact on reducing underage drinking and illicit drug use.

Drug Education Class

This one time class, which was restructured this year, is led by LifeSteps and addresses both physiological and psychological effects of substance abuse in youth. Topics include the effects of drugs on the brain, addiction and the consequences, drug trends and media and other influences. Parents are also given prevention and early intervention techniques, warning signs, risk and protection factors and ideas on how to build positive relationships with their children. This program promotes the developmental assets of positive values, resistance skills, personal responsibility and positive identity.

In FY2015, 162 youth participated in the drug education class

What people
are saying!

"It gave me a lot of knowledge on drugs and the consequences to the body and society."

"It was good to know what it can do to you and your family."

Substance Abuse Intervention Group

This weekly group is led by Psychotherapist, Tommy Schmitt, LCSW. Youth meet in a group setting and discuss resisting substance abuse and negative peer pressure. When appropriate, individual sessions are offered to meet the needs of the youth. This program promotes the developmental assets of positive values, resistance skills and personal responsibility.

For FY2015, the total number of youth completing the program was 64

Bluebonnet Trails Outpatient Substance Abuse Treatment



Bluebonnet Trails offers OSAR (Outreach, Screening, Assessment, Referral Services) to youth. This assessment assists in determining whether youth are in need of in-patient or out-patient services to address their substance abuse issues. The out-patient services are focused on determining the cause of substance abuse in the individual and teaching them coping skills to avoid future substance abuse. This program promotes the developmental assets of positive values, resistance skills, personal responsibility and positive identity.

In FY2015, twenty-seven youth successfully completed this program.

Phoenix House Intensive Outpatient Treatment

Phoenix House offers individual, group and family sessions in which the needs of the youth are determined through a comprehensive assessment prior to starting treatment. The psychoeducational therapy groups offer youth an opportunity to develop resistance skills, find alternatives to using drugs, and techniques to maintain sobriety while in a supportive group of their peers. Drug testing is also a vital part of the treatment to maintain sobriety and provide accountability. If youth need more treatment, Phoenix House is able to provide residential treatment. Through Juvenile Services' partnership with Phoenix House, staff come to the Juvenile Justice Center to meet with families and youth in Detention to have a face to face assessment rather than a phone assessment. They are also available to meet with youth on Field Probation so the families don't have to drive to South Austin to complete an assessment. This program promotes the developmental assets of positive values, resistance skills, personal responsibility and positive identity.



During FY2015, 22 youth attended intensive outpatient treatment with Phoenix House

The chart below details the substance abuse services provided to youth on supervision in FY 2015.

SERVICE TYPE	INSTRUMENT/PROGRAM	DATA
Screening	Massachusetts Youth Screening Instrument Version 2 (MAYSI-2)	All youth formally referred to the department are screened. MAYSI-2 results revealed 136 youth were scored as Caution and 101 youth scored as a Warning on the drug and alcohol scale.
Assessment	Urinalysis	All youth detained receive a urinalysis. In FY2015, 806 youth were tested and 322 tested positive for at least one substance.
Assessment	Substance Abuse Subtle Screening Inventory (SASSI)	41 youth received in-house substance abuse screening administered by counselors and probation officers.
Assessment	Outreach, Screening, Assessment, Referral (OSAR)	27 youth were referred for OSAR through Bluebonnet Trails.
Prevention/ Early Intervention	Drug Education Class	162 youth and their parents attended this class focused on substance abuse.
Intervention	Drug Intervention Group Tommy Schmitt, LCSW, LCDC	64 youth participated in weekly drug intervention group. The provider is dually licensed as a mental health and substance abuse provider equipping him to serve youth with co-occurring disorders.
Intensive Out-patient Treatment (IOP)	Bluebonnet Trails Community Service	4 youth received IOP treatment services at an average of 10 hours per week. It is noted that the reason referrals were low is that services began toward the end of FY2015.
Intensive Out-patient Treatment	Phoenix House Round Rock	22 youth received IOP treatment services at an average of 10 hours per week. This new program is co-located at the Round Rock Juvenile Services Office, making it more accessible to youth and families.
Multi-Systemic Treatment (MST)	Preservation Program	32 youth received intensive in-home and community based services using this evidence-based approach designed to reduce delinquent behavior and substance abuse.
Residential Treatment	Drug Treatment Group Jon Briery, LPC-S, LCDC	57 youth received individual, family, and group substance abuse treatment services while in residential placement with Williamson County Juvenile Services. The provider is dually licensed as a mental health and substance abuse provider equipping him to serve youth with co-occurring disorders.
Residential Treatment	Phoenix House Summer Sky	42 youth received residential substance abuse treatment services at out-of-county placements. It is noted that many of these placements billed family insurance or used state funding, reducing the cost to the county.
TOTAL YOUTH RECEIVING SERVICES	FY2015	ASSESSMENT: 874 PREVENTION/INTERVENTION: 226 TREATMENT: 157

Sex Offender Treatment Program

Williamson County Juvenile Services contracts with Licensed Sex Offender Treatment Providers (LSOTP) within the community to address the counseling needs of youth placed on supervision for a sexual offense. Outpatient treatment consists of individual, family and group therapy. Treatment providers focus on high risk patterns of behavior, poor social skills, interpersonal boundaries, prior trauma and/or abuse, and self-esteem throughout the course of treatment in both discussion and written assignments. Probation supervision limits access to victims, provides youth with an opportunity to learn responsibility and resistance skills through programming, work on their planning and decision making skills by requiring mandatory safety planning and allowing for better family support in parental chaperone training. Through this multi-systemic approach, treatment providers and the probation department are able to reduce sexual recidivism rates and increase community safety. The average length of treatment for juveniles ranges from 12 to 18 months.

During FY2015, 10 juveniles successfully completed their treatment, 1 was discharged from treatment unsuccessfully, and 2 transferred out of jurisdiction.



In the summer of 2015, the Department developed our own Chaperone Training. Previously this service was provided by a contract provider. This program is a collaboration from Court and Field Services, our Residential Program and Contract Providers to ensure parents have the skills and information they need to supervise youth who have committed a sexual offense. By facilitating this program ourselves, we are able to offer the program when needed rather than waiting months for the parents to complete the program. Parents learn supervision techniques and receive information on treatment and what they can expect as their child moves through court and probation. This program is being offered in English and Spanish to ensure all parents have the information they need to assist their child in being successful.

Since July 2015, the Chaperone Training Program has been offered 5 times. A total of twenty-one (21) participants (parents, guardians, family member and or family friends) completed the program.

Teen Dating Violence and Sexting Class

The Teen Dating Violence and Sexting Class is a prevention program to help raise awareness in a variety of different areas for youth and their parents through a power-point presentation, guest speaker, participant interaction, group discussion and role-play between the class participants. The program encourages youth to use Developmental Assets by motivating them to have positive family communication and talk with other trusted adults about the difficulties with dating relationships, including issues involving dating violence, harassment, cyber-bullying and sexting. In 2014, a guest speaker, Elizabeth Crecente, was introduced to the program to share her perspective after losing her own teenage daughter to Teen Dating Violence in 2006. Ms. Crecente's heart-wrenching story has touched many families' lives and the program has received multiple positive reviews about how her story has impacted them. In addition, the Teen Dating Violence and Sexting Class has developed a parental portion separate from the youth class aimed specifically on how to properly have conversations with their children about dating abuse, how to monitor their child's activity on the internet and how to provide guidelines in using digital technology. Meanwhile, the youth have a different discussion pertaining to how to help someone being abused as well as helping the abuser, how to remain safe with technology and the consequences of sexting. Youth develop more positive self-esteem and personal power by understanding and learning how to handle dating violence situations and how to progress towards healthy relationships while the parents learn more about family support and family boundaries. The Teen Dating Violence Class was held quarterly but added an extra class due to the overwhelming amount of referrals.

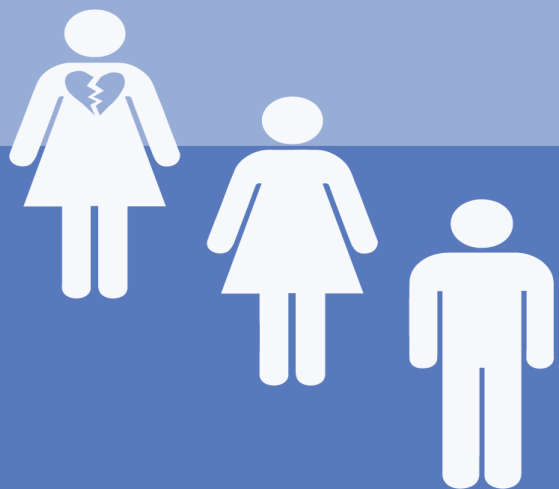


In FY2015, 80 youth and 75 parents successfully completed this program.

1 IN 3

adolescents in the US is a victim of
**PHYSICAL,
EMOTIONAL,
OR VERBAL ABUSE**

from a dating partner, a figure that
far exceeds rates of other types of
youth violence.



Austin Life Guard

Austin Lifeguard develops assets through an interactive educational approach. Through multimedia examples, group discussions, and hands-on experiential activities, participants identify personal goals, explore appropriate boundaries with peers and discuss the importance of developing personal character. The goal of the program is to empower youth by providing accurate information and practical tools for making safe and health decisions, building strong relationships, and postponing sexual activity until marriage.



In FY2015, 81 youth successfully completed this program.

Aftercare

Williamson County Juvenile Services utilizes the Aftercare Program to provide safety to the community, maintain supervision and increase opportunities for successful re-entry of the youth returning home from placement. WJCS provides Aftercare Program Services for youth court-ordered into placement, in county or out of county, for 90 days or more. The Aftercare Program provides a structured continuum of care in order to ensure transition services are utilized and the youth is in compliance with his/her court orders. In addition to department resources, the Aftercare Officer utilizes local community resources and other youth service providers to meet the needs of each youth and family.

In FY2015, 45 youth participated in the Aftercare Program and 27 successfully completed the program.



M.H. successfully complete the program during the year. M.H. not only completed the Aftercare Program successfully, but his Court Ordered Probation was ended early due to M.H. progressing beyond expectations. M.H. graduated high school early and was employed full-time. M.H. has plans to attend Austin Community College and travel to Germany to visit family friends.

Mental Health Services

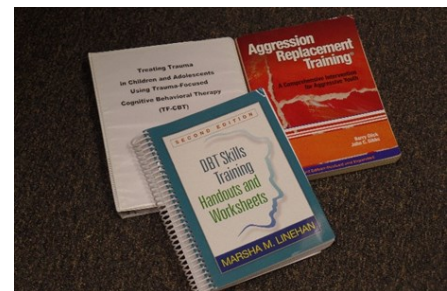
2015 was another year of immense growth, development and change. The mental health portion of juvenile services is robust at Williamson County, focusing on the mental, emotional, social, and relational needs of our youth served and their families. It is important to understand that nearly 100% of the youth we serve have one or more of the following risk factors, which creates a more complex case than merely a correctional issue: 1) mental health challenges, 2) learning disabilities or other barriers to learning, 3) acute, chronic or complex trauma histories, and 4) neglect and other relational poverty histories. Our youth typically present with a combination of these issues, making each case a unique challenge to treat.

Mental health services are provided to all youth in our placement programs, and is also available to all youth in detention, JJAEP, and in the community on probation supervision. The current mental health staff consists of the following:

Director of Mental Health (and also Assistant Executive Director) – Matt Smith, LPC-Supervisor
Mental Health Coordinator – Lynn Kessel, LPC
Secure Facility Treatment Coordinator – John Holbert, LCSW, LSOTP
Adventure Therapist/Clinical Supervisor – Marla Burns, LPC-Supervisor
Department Counselor, Academy – Michael Decker, LPC Intern, LCDC Intern
Department Counselor, Detention – Amanda Brunson, LPC Intern
Department Counselor, Preservation Program – Linda Kay Finn, LPC, ASOTP
Department Counselor, TRINITY – Hannah Platt, LPC - Intern

All mental health staff are trained in the following evidence based therapies and treatments. These therapies address common issues related to this population, such as past trauma, anger issues, difficulties in regulating emotions, problems with interpersonal relationships, and tolerating distress. All mental health staff were trained in DBT in January 2015.

TF-CBT (Trauma Focused Cognitive Behavior Therapy)
A.R.T. (Aggression Replacement Training)
DBT (Dialectical Behavior Therapy)



Mental health service delivery is fine staff is augmented by contract counselors, contract psychologists and a psychiatric nurse practitioner, graduate student interns, and Bluebonnet Trails counselors.

The mental health team provides training to direct care, probation, education, and administrative staff in being “trauma informed” in their work, understanding mental health diagnoses, and being able to establish healthy, positive relationships with the youth. The department also regularly contracts with outside professionals to conduct mental health trainings. Trauma informed care continues to be infused into all that we do in the department.

Assessments

MAYSI-2 - All youth entering detention as well as all youth being admitted into the Academy, JJAEP, Triad or TRINITY, are administered the Massachusetts Youth Screening Instrument, Second Version (MAYSI-2). This instrument assesses the risk level of alcohol/drug use, anger/irritability, depression/anxiety, somatic complaints, suicide ideation, thought disturbance, and traumatic experiences. When a youth is identified as at risk in any of these categories, they are referred to a department counselor for a follow-up assessment and appropriate referral.



Of the Maysi-2 screenings completed in fiscal year 2015, 68% of youth reported a traumatic event history (581 reports out of 866 youth).

SASSI-A2 – The Substance Abuse Subtle Screening Inventory for Adolescents is utilized throughout the department to assess the level of substance abuse and substance dependence. The information is extremely helpful to the department counselors and contracted licensed chemical dependency counselor working with our youth.

Other assessments used include ones that explore suicide risk level, mental health risk, career interest, and personality.

Crisis Intervention

Outcries from juveniles involving thoughts of self-harm or suicide are dealt with promptly and efficiently by department staff and counselors. Specific procedures are in place for close supervision and professional assessment. Counselors work at developing specific safety plans for youth that address their individual needs, triggers, behaviors, and response patterns. Upon evaluation, referral may be necessary to the Williamson County Crisis Intervention Team (CIT) and Mobile Outreach Team (MOT) for further assessment. When warranted, deputies and mental health professionals with CIT and MOT have the authority to hospitalize a youth.



Psychological Evaluations

Juvenile Services contracts with Eric Frey, PhD, to conduct court-ordered psychological evaluations as deemed necessary to aid in evaluating a youth's mental health, identifying any potential diagnoses, and assessing therapeutic needs. Most youth being admitted into one of our residential or community programs (such as the Academy, Triad, TRINITY or Preservation) receive a psychological evaluation beforehand. Dr. Frey also provides yearly training to the department staff to ensure they are knowledgeable about mental health diagnoses.



During the fiscal year 2015, 86 psychological evaluations were conducted

Psychiatric Evaluations



Through a contract with Courtney Bearden, PMHNP of Bluebonnet Trails Community Services, Williamson County Juvenile Services provides psychiatric evaluation and medication management for youth with mental health needs in the juvenile justice system. Parents/guardians are invited to participate in these appointments allowing the family to learn and understand the diagnosis, symptoms and implications, as well as strategies for supporting the youth.

During FY2015, 347 psychiatric appointment were conducted for youth in detention TRIAD, Trinity, and field probation.

Counseling Services

All youth residing in detention, the Academy, or the Triad or TRINITY Programs participate in weekly individual and group counseling. Family counseling is also a required element of the Academy, Triad and TRINITY Programs. Individual and family therapy is a weekly requirement for participants in the Preservation Program, and both services are available to youth participating in the SEARCH Program and JJAEP.

New for
FY2015

Through a **new** collaboration with Bluebonnet Trails, individual and family counseling is available to youth on community supervision in Round Rock and Taylor. A.R.T. (Aggressions Replacement Training) is also offered in these locations and Georgetown 3-4 times per year. Individual, group, and family counseling is available for youth and families in the Cedar Park area through a contracted counselor.



FY2015 Counseling Sessions

FACILITY OR PROGRAM	Individual Counseling	Group Counseling	Family Counseling	Crisis Assessment or Intervention
Detention	1125	911	28	97
Academy	985	664	230	16
JJAEP	150	30	7	7
Triad	567	909	226	5
TRINITY	210	391	59	22
Preservation Program	309	45	269	12
Field Probation	168	46	34	6
TOTALS	3,514	2,996	853	165

What people are saying!

“Individual counseling helped me realize how much I really need counseling and to find better ways to deal with my problems.”

“Family counseling helped by creating better communication with my family, and also getting closer to my family.”

“Family counseling helped me talk about our problems and find other ways to deal with them, and realize that I’m not only hurting myself but hurting my family too.”

“Counseling has helped me control my anger through learned coping skills which help me calm down way faster.”

“Group counseling helped me learn to talk in front of other people and know that I’m not the only one that needs help”

Internship / Practicum Program

As Williamson County Juvenile Services strives to meet the mental health needs of the youth and families served throughout the department, graduate student interns from area universities help to provide these important services. These graduate students are working toward a Master's degree in Professional Counseling and/or Marriage & Family Counseling. Interns are selected utilizing an extensive process which includes interviews, background checks, volunteer training and intern orientation. Their tenure typically includes a minimum of two semesters. During their internship, they accrue both direct and indirect hours by providing individual, group and family counseling, assisting with experiential activities and gaining experience in the use of psychometric assessments.

This year brought new opportunities for our counseling interns to develop skills, including co-facilitating Aggression Replacement Training groups as well as developing and leading teambuilding activities for staff training and outside youth groups over the summer. This year also brought interns from a previously untapped resource: South University in Austin.

During FY2015, a total of 19 graduate students provided a total of 5457 hours of counseling services

What people are saying!

"I really enjoyed the team atmosphere. The staff was very encouraging and I felt support from all of the clinical mental health staff. The number of people available to support me was amazing."

"What I really liked about WCJS as my internship site is that I was afforded a wide variety of experiences that included outdoor experiences, parent classes, creative art activities, attending a Williamson County Mental Health Task Force meeting, and also observing how the court process works."

"This experience brought to my attention my need for structure and how to balance that need with the spontaneous nature of the therapeutic process."

"I started out wanting the youth to like me. In my internship, I learned that I don't need that to be effective with them."

"I learned how to effectively challenge clients while maintaining a safe, therapeutic environment."

Art Therapy

The 3rd annual Art Up! Program, created by Lynn Kessel, Mental Health Coordinator and artist, took place in the summer of 2015 through a generous donation from the Williamson County Art Guild. The guild's mission, to aid in the development of skills and artistic abilities of young people and community members, lines up well with the department's vision of creating positive change, hope, and empowerment. This year's Art Up! exposed the TRINITY residents to drawing, pastel, watercolor, acrylic, mixed media, and mosaic.

Some of the key components of the program include:

- ◇ Mini art history lessons
- ◇ Practice in several art mediums
- ◇ Preparation for the final art show
- ◇ Graduation/art show/celebration with family
- ◇ Awards and art supplies for home

Art Up! has attempted to instill developmental assets of creative activities, family support, empowerment, self-esteem, positive identity, sense of purpose, positive values, restraint, and planning and decision making.

What people are saying!

"I really liked learning new painting techniques and how we got to be independent with our projects."

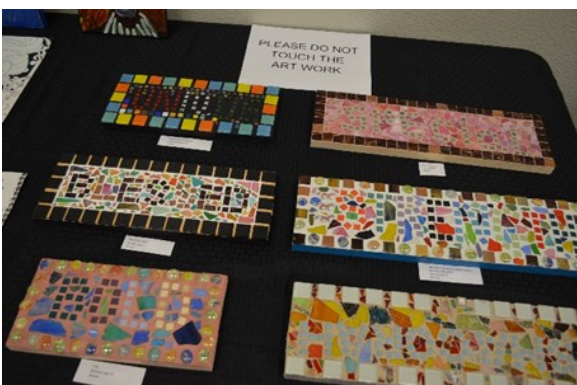
"I learned how much I loved to paint and that I was good at it."

"I'm very emotional and I show things about my life through my art."

"I can see using art as a peaceful coping skill... and to create fun times with my siblings."

"I enjoyed being able to work in silence."

"The graduation art show was beautiful and emotional... lots of good feelings."



Preservation Program

The Preservation Program is an intensive, in-home services program that strives to support the youth and family with counseling, case management, and specialized supervision. Cases typically referred to the Preservation Program involve youth who are at risk of removal from the home, youth who experience increased levels of family discord, and/or youth with serious mental health challenges and decreased levels of functioning in school, home, or the community. The overall mission of the Preservation Program is to assess the issues and risks and then develop an individualized strength-based plan for the youth and family. This is done with the family to increase ownership and empowerment.

The Preservation staff consists of a Program Supervisor, Licensed Professional Counselor, Case Manager, part-time contract Counselor, and a specialized Juvenile Probation Officer II.

Services Offered

Counseling

- Individual Therapy
- Family Therapy
- Grief Therapy
- Trauma Therapy
- Self-Harm Therapy
- Crisis Intervention
- Group Counseling

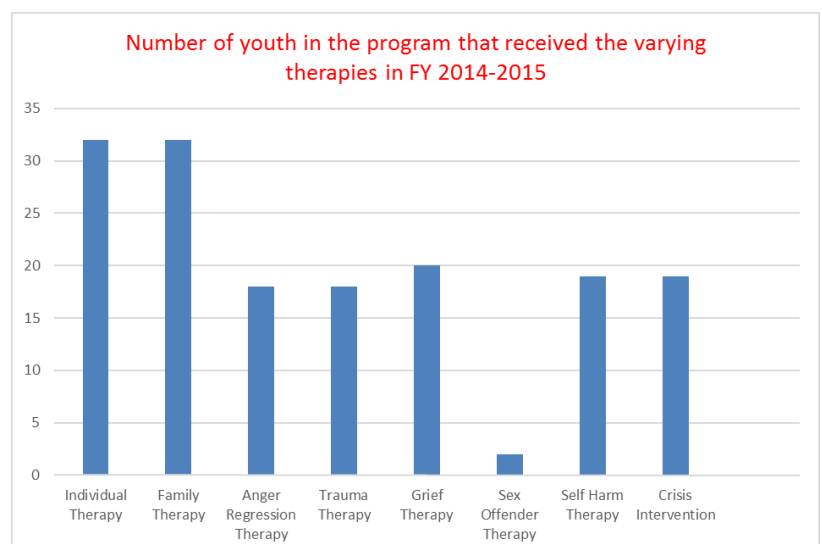
Skill Building

- Job Readiness
- Anger Management
- Coping Skills
- Youth Enrichment
- Classes
- Parenting Classes
- Social Skills
- Communication Skills
- Conflict Resolution

Resources & Community Referrals

- Mentoring Referrals
- Fundraising for Financial Help
- Academic Support
- Transportation Assistance
- Psychiatric Referrals
- Mental Health Referrals
- Assistance Obtaining I.D

Since we develop very individualized plans for each youth, the work done in each case will vary greatly. This chart shows some of the various treatments conducted this past year with the youth and families enrolled in Preservation .



During FY2015 32 youth and families were served by this program

What people are saying!

When asked what she found most helpful in the Preservation Program, one youth stated, “All of it, they’re a wonderful team and I couldn’t have done it without them. I love them and myself and everything they’ve helped me become.” She further said that the Preservation Team helped her family to improve their “communication and trust” with one another. This young lady completed the Preservation Program as well as her probation successfully.

One youth was referred to the Preservation Program due to having multiple fights with his father. He successfully completed the program, and his father said, “Everyone on the team went above and beyond to help my son and our family. They all were here for us in times of crisis.”

Another youth was referred to the Preservation Program due to having a felony offense and serious family conflict. She successfully completed the program, and indicated that she was very satisfied with the program “because they were there for me, they listened to me, and they helped me in any way they could. Her mother said “My relationship with my daughter has improved. Her behavior in the home has significantly improved. She is no longer using drugs and she is able to make better decisions.”



One youth in the program had significant mental health challenges and was not receiving any mental health treatment when he was referred to the program. This youth often got into fights with his parents and was failing almost all of his classes at school. The Preservation Team set the youth up with psychiatric services, where he was prescribed medications that helped stabilize his emotions. The Team also educated the parents about the youth’s mental health diagnosis and how best to interact with and support the youth. The Team also engaged his school by advocating for the youth and developing a plan to remove any barriers to

the youth’s learning. By doing this, the youth was able to use an empty room to take tests and go whenever he was feeling anxious or agitated. The youth successfully completed the Preservation program. At the time of his discharge, the youth was passing all of his classes and he was referred to Bluebonnet Trails Community Services for continued mental health services.

Recreational Therapy

The department continues to provide residents with an opportunity to develop cooperation and team building skills. Stressing a combination of peer relationships and self-reliance, the outdoor adventure activities give the residents a different view of the positive message the department stresses. Some of the activities include the challenge course, Camp Wildfire, fishing, hiking, biking, horseback riding, and kayaking.

Experiential programs provided under the umbrella of **TRUE NORTH** and **The GO! Program** provide the opportunities for participants to experience the success of mastering a new skill, develop confidence and view themselves in a positive light, identify obstacles that hinder their personal growth and development, and take greater responsibility for their actions. Being successful in a previously unexplored arena can be very empowering. Participants begin to see themselves as being capable of making positive choices and begin taking charge of the direction of their own lives rather than simply being affected by some external influence. Activities such as challenge course elements, rock-climbing, fishing, biking, kayaking, and horse work provided these kinds of personal growth opportunities throughout the year.



GO! Program

Introducing something new within the **GO! Program** this past year, the residents of the Academy, TRIAD and TRINITY all attended a Career Presentation by TPWD Game Warden Bryan Dulock. In this presentation, attendees learned about a variety of jobs and careers that focus on environmental conservation, parks management and other job opportunities with the Texas Parks and Wildlife Department. After the presentation, attendees were able to ask questions and collect a number of brochures that elaborated on the information presented.

10 Trips/161 Youth & Family Participants

Hiking at Pedernales Falls State Park

Rock-Climbing at Enchanted Rock

Service project at Mother Neff

Fishing Trip at Bastrop State Park

4 Kayaking trips on San Marcos River

Family Fun Day at San Gabriel

Kayaking trips at Inks Lake

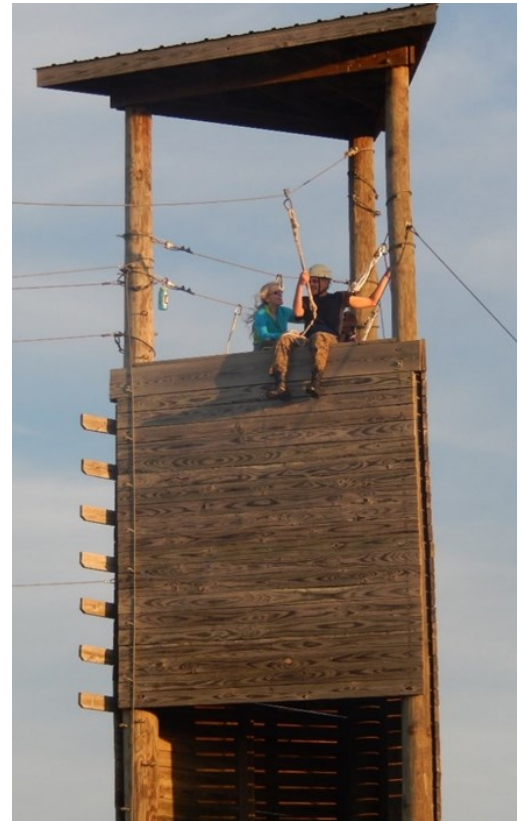


True North

This year brought new experiences for both TRIAD and TRINITY as they advanced to the higher phases in their respective programs. Opportunities were provided at both regularly scheduled **TRUE NORTH** Challenge Course events for Field Probation as well as experiences designed specifically for facility residents. The participants worked in small groups on the Challenge Course to master a variety of Low Element and High Element challenges out on the course. These activities helped spotlight the importance of asking for help, using available resources to overcome obstacles, developing a support network and building trust and communication.

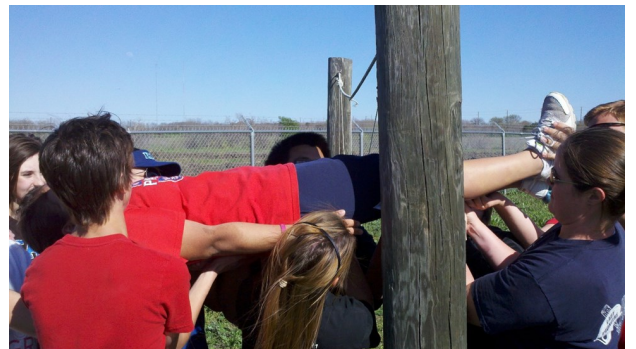
True North Project Participants

	Youth Served
Academy	513
Detention/TRIAD, Trinity	900
Field Probation	58
Total Participants	1,471



Community Groups

Florence Ag Leadership	16
Georgetown Jr. Leadership	18
Williamson County EMS	35
Austin YMCA	55
Legacy Early College H.S.	99
Total	223



Camp Wildfire

Camp Wildfire events were held once in Georgetown, Texas and twice at the Mustang Heritage Foundation site, located just outside of Weir, Texas. Each setting utilized a unique combination of PowerPoint presentations, horse trainer presentations, video clips, hands-on work with horses, experiential activities, service learning and/or therapeutic art projects. These day camps were used to educate the 37 participants regarding the plight of the American Mustang and the roles played by the Bureau of Land Management (BLM) and the Mustang Heritage Foundation (MHF) to address the current issues facing these horses.

As participants learned about the Mustangs, they were encouraged to make comparisons in their own lives that would help them see qualities they might have or might develop in order to handle the unique life situations each of them face. Hands-on activities with horses were by far the highlight of each camp and made a great impact on the participants. The presenters shared their own experiences with Mustangs and facilitated activities that required participants to work together to accomplish tasks in the arena with their particular horse. These activities helped the participants better understand the mindset of a Mustang and what things might influence their behavior and reactions to their environment. One new activity this year was halter making. Staff members from the Mustang Heritage Foundation created halter jigs that served as a pattern to aid in creating horse halters that would later be used by military veterans involved in another MHF program.

Camp Wildfire was introduced to the new TRINITY unit this year, and an art project that involved mosaic work was utilized to emphasize the power of personal strengths in dealing with struggles and adversity. The girls chose a word that described a strength of theirs and then used mosaic tiles to bring that word to life. The project helped youth recognize that they have resources within themselves to help them handle life's difficulties



Mental Health Awareness Day

National Children's Mental Health Awareness Day took place May 7, 2015. The Mental Health and Substance Abuse Division of the Department of State Health Services (DSHS) and the Texas System of Care host this event each year, and Williamson County Juvenile Services has participated in the activities and events since its inception 4 years ago.

Statewide Creativity Contest – youth connected with Williamson County Juvenile Services once again participated in the statewide creativity contest to promote **Children's Mental Health Week, May 3-9, 2015**. The theme for 2015 was **"Stand Up for Mental Health."** The winners were recognized on the DSHS website and also displayed at the Texas State capitol in the exhibit promoting Children's Mental Health Awareness Week. Our youth "cleaned up" once again with their creative drawing and writing submissions!



Williamson County Commissioners Court - T.W., resident in our Trinity program, was one of the 1st place winners of this year's state art contest. Her picture with the words "It's not about the fall but how you get back up" carries the message that mistakes don't define you. Tori had an opportunity to present her artwork to Commissioner's Court and share about the importance of resilience and self-acceptance in her own life.

Raising Awareness at Dell Diamond - The Youth Subcommittee of the Williamson County Mental Health Taskforce had the opportunity to have a presence at Dell Diamond for the purpose of educating Round Rock Express fans and the general public about Children's Mental Health Awareness. The committee had a kiosk on the main concourse where they displayed and distributed promotional materials and engaged fans about the cause. Bluebonnet Trails Executive Director Andrea Richardson and Founder of The Sandbox at Madeline's Place Rachel Haynes were interviewed as a part of the Pregame Live Show. Later in the game, a 15-second public address on mental health was read over the intercom. A portion of ticket sales went toward local non-profit The Sandbox at Madeline's Place.



News and Announcements

Juvenile Services Hosts Mental Health in Schools Conference

Nov 19, 2014

For the fourth consecutive year, Williamson County Juvenile Services in conjunction with the Children and Youth Behavioral Health Subcommittee of Williamson County hosted the 4th Annual Mental Health in Schools Conference on November 13 and 14. This annual conference is an effort to bring schools, community agencies, and behavioral health providers together to participate in training and networking, toward the shared goal of coordinated service delivery aimed at improving educational and life outcomes for youth.

On Thursday morning, the conference began at the Juvenile Justice Center in Georgetown, where 70 Williamson County school district education professionals learned from CEO Kent Pekel, Ed.D., about some new research from the Search Institute highlighting the impact of relationships in the development of perseverance in youth. Dr. Pekel encouraged educators to help students find their "sparks"—those activities and interests that truly engage kids to be their best. Pekel stressed that discovering those sparks can help students experience competence, express their personalities, and make unique contributions to the world.

On Friday, the Clinical Team from local non-profit Spirit Reins used horses and nationally recognized trauma research to help conference participants practice trauma informed interventions for students that will translate into more success in the classroom. Once again, participants were taught that when selecting an intervention, the "right answer" is always the behavior that builds the relationship instead of tearing it down.

During the lunch break both days, the conference featured a Community Resource Expo of 25 local agencies and providers including conference sponsors Georgetown Health Foundation, The Ranch Achievement Program at Texas NeuroRehab Center, Phoenix House, Georgetown Behavioral Health Institute, The Georgetown Project, Bluebonnet Trails Community Services, Rock Springs Behavioral Health Hospital, and Williamson County Juvenile Services.

Juvenile Services Assistant Executive Director Matt Smith shared that, "Due to the growth in behavioral health services in Williamson County this past year, our Community Resources Expo doubled in size this year. We now have two behavioral health hospitals and two outpatient substance abuse treatment providers accessible to youth in our community and are fortunate to have an abundance of quality youth serving non-profits working alongside them. The gaps in service are narrowing."

Conference evaluations reflected a high level of satisfaction. One participant summed up her learning, "It's critical to build positive relationships with our students to inspire them to persevere through obstacles they may encounter." Another participant commented, "This is the best training I've been to in years; the speakers were amazing, the food was great, and the accommodations were comfortable. This training exceeded my expectations in every way."



Kent Pekel, Ed. D. of the SEARCH Institute presenting new research on Resilience



Spirit Reins demonstration



Community Resources Expo

Prevention Services

The Williamson County Truancy Diversion Program



The Williamson County Juvenile Services truancy diversion program, the Neighborhood Conference Committee (NCC), is a county-wide, community-based collaboration whose partners include 8 school districts, the Justice of the Peace (JP) Courts and community volunteers. The Prevention

Services Division currently serves the following school districts: Bartlett, Coupland, Florence, Georgetown, Granger, Jarrell, Round Rock, and Taylor.

The mission of the NCC is divert youth from the Juvenile Justice system through a multi-tiered collaborative effort by referring youth and their families to school and community based services. Referrals may include: substance abuse counseling and treatment; pregnancy and parenting resources; healthcare navigation and access; Parenting with Love and Logic classes, YAP and faith-based mentoring; special education testing; individual counseling, psychiatric assistance; and other mental health services and support. Wraparound and case management services increase support systems and work to divert youth from entering the Juvenile Justice system.

- ◇ **In the 2014-2015 school year, 453 students were referred to the NCC program, of these, 65% qualified for the free or reduced lunch program.**
- ◇ **269 students actively participated in the 6-week NCC program within the 8 participating school districts. 142 students declined services.**
- ◇ **Of the 269 students that actively participated in NCC, 197 (73%) successfully completed the program and had no further attendance issues during that period.**
- ◇ **92% avoided referral to Justice Courts and Juvenile Services up to one year post-program completion.**

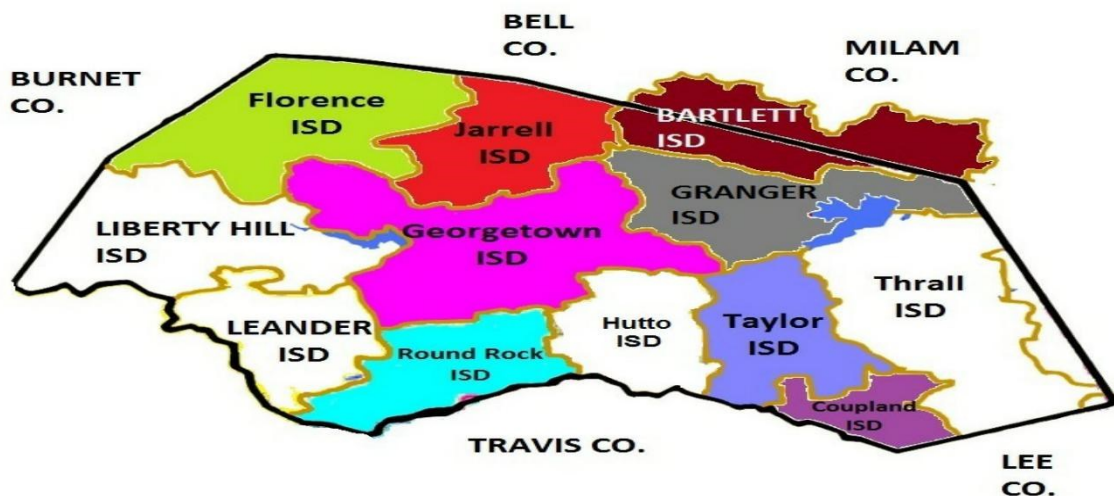
During the past year, 29 new volunteers were trained to serve as part of the NCC Intake Team. The team consists of two community volunteers, the student, and the parent(s)/guardian(s). During the intake process, the volunteers guide the student to assess what changes the participants identify as priorities, discuss the root causes of truancy issues, identify the people who might support them in their change, assess potential roadblocks, and ultimately, create a Positive Action Plan (PAP). The PAP is reviewed weekly with their Case Manager and each success is celebrated. There are currently 41 active NCC volunteers. During the year, Prevention Services facilitated 18 trainings for volunteers on the NCC program, the 40 Developmental Assets, and Sparks.

NEIGHBORHOOD CONFERENCE COMMITTEE (NCC)

Statistics:

Student's Referred in 2014-15 School Year	453
# of student's who actively participated in NCC program:	269
# of student's who declined services:	142
Average length of program:	6 weeks
Completed program as "SUCCESSFUL" and had no further attendance issues during that period:	197
<i>Of 221* students that participated in NCC, 92% avoided contact with Juvenile Services up to one year post- program completion.</i>	

Participating School Districts



Volunteers



New Volunteers trained this year to
serve as part of the NCC Intake Team:

20

Currently Active Volunteers:

40

START Program

The START Program is a half-day educational program offered at no-charge and open to all members of the community, juvenile offenders, parents, and at-risk kids.



START is facilitated by Williamson County Juvenile Services Prevention Specialist Doug Hundemer. Attendees are provided with an overview of the Williamson County Juvenile Justice Center, the Texas Juvenile Justice System, and the Williamson County residential programs.

Although many of the participants come as a result of referrals due to the youth's involvement with the police, juvenile detention, or chronic school behavior issues, the START Program is also offered for families and youth stakeholders working to prevent youth from entering the juvenile justice system.

One of the most poignant components of the START Class is when Academy cadets are brought in to answer questions about what daily life is like as an Academy resident. Youth are encouraged to ask the cadets questions and are given honest answers. This peer-to-peer interaction is often noted by youth who attend the program as the most impactful portion of the class. A tour of the Juvenile Justice Center is offered at the end of each class and includes a walk-through of an Academy dorm, The Juvenile Justice Alternative Education Program (JJAEP), the court room, and detention.

In 2014, 578 youth and families attended the START Class.

What people are saying!

Participants are asked to complete an evaluation at the conclusion of the class. Feedback is consistently positive. A sample of comments taken from START Class evaluations include:

"If I would have come to this class before I committed my offense I wouldn't have done what I did. I feel like everyone should go to this class or have this class placed in schools..."

"Very informative, great insight, clear and concise."

"Everyone in the room was alert and engaged. Anyone who works with youth should attend this class."

"I liked that the class was direct and honest. No sugar coating the facts."

"I really enjoyed talking to the cadets and their honesty. They gave me an idea of what will happen if my behavior doesn't change."

"Thanks Wilco for caring about our kids when help is needed!"

start

class since 2008

The S.T.A.R.T. Class is a half day program where at-risk youth and their parent/guardian are provided an overview of the Williamson County Juvenile Justice Center, the Texas Juvenile Justice System and the three Williamson County residential programs. The S.T.A.R.T. Class works to educate and divert youth from the Juvenile Justice System.

What do past attendees think?

"Informative, professional and personal."

"It helped me understand that I need to make better choices in the future to stay out of trouble."

"I learned a lot and felt it made an impact on my son."

"It is honest and straightforward."

"It is very educational and it gives everyone the opportunity to help prevent our youth from making bad decisions by showing them the consequences that may follow."

Space is limited. To reserve your spot, contact Doug Hundemer at (512) 943-3593 or at dhundemer@wilco.org.



START Class participants come from all over Williamson County and surrounding communities. In the past six years, the class has serviced individuals and families across a 100 mile radius.

Over 3K Served

In the last 6 years, the S.T.A.R.T. Class was attended by 3,300 individuals. This translates to 550 annual participants.

For Ages 10-16

Youth and Families
at least one parent or guardian
must attend with their child for the
entire program

Appropriate Dress
no hats, no shorts, no open midriffs

Referrals from:

**Schools
Community Members
Churches
Parents
Law Enforcement
Court System**

Held on Saturdays



4 HOUR PROGRAM

**Starts at
8:30 AM**

Turning Point

The Turning Point program was developed to bridge the gap in services by providing reentry support to youth transitioning from the Juvenile Justice Alternative Education Program (JJAEP) to their home campuses. Research recognizes the challenges and risks facing youth who have been temporarily removed from their home campuses, and reports recommend a strategic collaborative approach to home campus reentry facilitated by a transition coordinator.



Program objectives include:

- ◇ Increase the number of students on track for high school graduation;
- ◇ Foster the development of strong relational support systems;
- ◇ Identify youth interests or Spark and connect youth to pro-social outlets;
- ◇ Strengthen collaborative relationships with school districts; and
- ◇ Divert youth from further contact with the juvenile justice system.

Youth work closely with a transition specialist to successfully complete three program phases: Plan, Transition and Implement.

Plan. While at the JJAEP students partner with the transition specialist to prepare for reentry. The pre-release planning phase consists of developing relationship with the student, exploring barriers to success at school, and creating a strategic plan for overcoming these challenges. The plan looks at academic strengths and needs, behavioral health, and family support services.

Transition. Every student in the program will participate in a transitional meeting as they reenter their home campus. The meeting will ideally include the transition specialist, parents, principal or assistant principal, and school counselor and will give the student an opportunity to share his/her transitional goals, express concerns, and identify challenges to success with family members and school officials. The meeting provides a context to review and make any needed changes to the student's educational plan, discuss future educational goals, and explore participation in extra-curricular activities.

Implement. Once the student has reentered the home campus the Transition Specialist provides support and accountability as the student implements the developed plan. The implementation phase begins with the transitional meeting and continues through collaboration with the school, family, and community to execute goals and meet identified needs.

In FY2015, 11 JJAEP students completed Turning Point. Within the first year, 10% of the students were removed to a Discipline Alternative Education Program and 0% were expelled from their home campus.

What people
are saying!

"I regret being sent to the JJAEP for many obvious reasons, but at the same time I'm glad I was. I did meet some incredible people along the way. One of which told me to "pick your battles." At first, I didn't care nor did I think Doug [Hundemer] was right about that, but after many times meeting and talking those words started to stick. I can say that Doug has helped me in many ways, one of which was just listening. Doug, thank you for everything you have done for me and teaching me life lessons along the way."

Educational Services

Georgetown ISD is the administrative agent that provides educational services for all students placed in programs within the Williamson County Juvenile Justice Center, both secure and non-secure programs. The Education Department provides all courses required for graduation and a number of elective courses for students in Detention, TRIAD, TRINITY, Academy, and the JJAEP. All Education staff are highly qualified under No Child Left Behind and most of the teachers are certified to teach in at least 2 content areas. The Educator of the Year for our facility in 2014-2015 was LeAnne Hengst. She wears many hats very well, to include; Assistant GED Coordinator, Entry/Exit Testing Coordinator, Instructional Aide, Reading Improvement Assistant, Library Assistant, and Inclusion Support. We have a veteran, excellent group of educators on our team who exhibit a passion for our student population and the challenges they present. In February, our long time Registrar/Administrative Assistant, Mrs. Terry Carrillo, retired after a 20+ year career in the field of education. Her vast knowledge, experience, and dedication will be missed.

The Education Department continues to strive to engage students in growing, learning, and serving through various methodologies including; direct-teach instruction, project-based instruction, service projects, discipline instruction, and on-line computer instruction for credit recovery and acceleration. The goal is to connect or re-connect students to the learning process and expand upon their positive relationships with others and the community in general. We create and maintain opportunities for students to stay on track for graduation with their peers via our education programming and in collaboration with the students' home campuses. All students receive educational support specific to their needs:

Special Education – resource classes, inclusion support, behavioral support, counseling and other therapies, classroom accommodations, behavioral goal and individual education plan implementation and support.

Section 504 – all accommodations as outlined in 504 plans.

State Testing – provision of STAAR testing, remediation assistance, EOC testing and re-testing.

The Education Team completed Professional Learning specific to the needs of the student population we serve:

- Crisis Prevention Intervention
- Mental Health First Aid
- Trauma Informed Care
- First Aide / CPR / AED (bi-annually)
- Prison Rape Education Act (PREA)
- Child Abuse Awareness
- Suicide Awareness
- Sexual Harassment
- Emergency Operations
- TJJD Standards

In addition, teachers participate in various content area and instructional methodology training relative to their individual areas of certification. The Education Team is extensively trained to work with the high-risk youth that we serve.

Robert Fischer, Principal / Director of Education Services

Education Assessment Data

Iowa Test of Basic Skills

School Year	Iowa Tests of Basic Skills	Admission Grade	Exit Grade Level	Overall
2010-2011	ITBS Math (43) Students	7.9	8.2	+0.3
2011-2012	ITBS Math	7.6	8.6	+1.0
2012-2013	ITBS Math	7.7	8.3	+0.6
2013-2014	ITBS Math	7.3	8.1	+0.8
2014-2015	ITBS Math	7.2	8.2	+1.0
2010-2011	ITBS Reading	7.8	9.0	+1.2
2011-2012	ITBS Reading	8.2	9.1	+0.9
2012-2013	ITBS Reading	7.8	9.0	+1.2
2013-2014	ITBS Reading	7.8	8.6	+0.8
2014-2015	ITBS Reading	8.1	8.8	+0.7

Students continue to show improvement in both reading and math during their placements of 90 or more days. Our focus is on trying to get students on grade level or above and in line with their peers so when they return to regular school they are on track.

	Content Area Tested	Tested Below Grade Level Upon Entry	No Grade Level Change Pre to Post Test School Year	Negative Grade Level Change Pre to Post Test	Avg. Decrease	Positive Grade Level Change Pre to Post Test	Avg. Increase
2012-2013 (47 Tested)	Reading	33 (70%)	5 (10%)	14 (30%)	1.5	28 (60%)	2.7
	Math	37 (79%)	7 (15%)	15 (32%)	1.1	25 (53%)	1.9
2013-2014 (55 Tested)	Reading	39 (71%)	12 (22%)	15 (27%)	1.3	28 (51%)	2.0
	Math	43 (78%)	6 (11%)	20 (36%)	1.2	29 (53%)	2.1
2014-2015 (52 Tested)	Reading	36 (69%)	9 (17%)	17 (33%)	1.4	26 (50%)	2.3

Content Area Tested	Percentage of Students Testing Below Grade Level Upon Entry with Positive
Reading	22 of 34 = 65%
Reading	23 of 33 = 70%
Reading	24 of 39 = 62%
Reading	23 of 36 = 64%
Math	27 of 39 = 69%
Math	23 of 37 = 62%
Math	25 of 42 = 60%
Math	34 of 42 = 81%

Data indicates a need to investigate possible interventions to improve reading across the curriculum. Integration of vocabulary and reading across the curriculum should help address some of the reading issues (we would like to continue to increase improved scores on post-tests). In addition, scores indicate a need to investigate continuing to build our math interventions and programming to help bolster post-test scores.

Academic Progress

Students completing Semester 1 and/or Semester 2 only (includes Summer School Session)

(Students released prior to the end of a semester may have passed their courses but did not earn credit at this facility)

Year	Total # Students Completing 1 or both Semesters while in our facility, and/or Summer School	Total Courses Attempted	Total Courses Passed	Passing Rate	Total Courses Failed	Incompletes	Failure Rate
2013-2014	89	869	784	90.2%	83	2	9.6%
2014-2015	95	767	678	88.4%	89	3	12%

*Students are typically failing over 50% of their courses upon entry into our programs,
with some students failing all their courses.*

Credit Recovery

Year	Program	# of Students	Credits Recovered
2013-2014	Academy	13	17
	TRIAD/TRINITY	9	14
	Detention	3	3
2014-2015	Academy	19	18
	TRIAD/TRINITY	6	3.5
	Detention	1	.5

Students recovered 22 credits this year. Students successfully completed 44 semester courses using our on-line credit recovery / acceleration programming.

Attendance & Recidivism

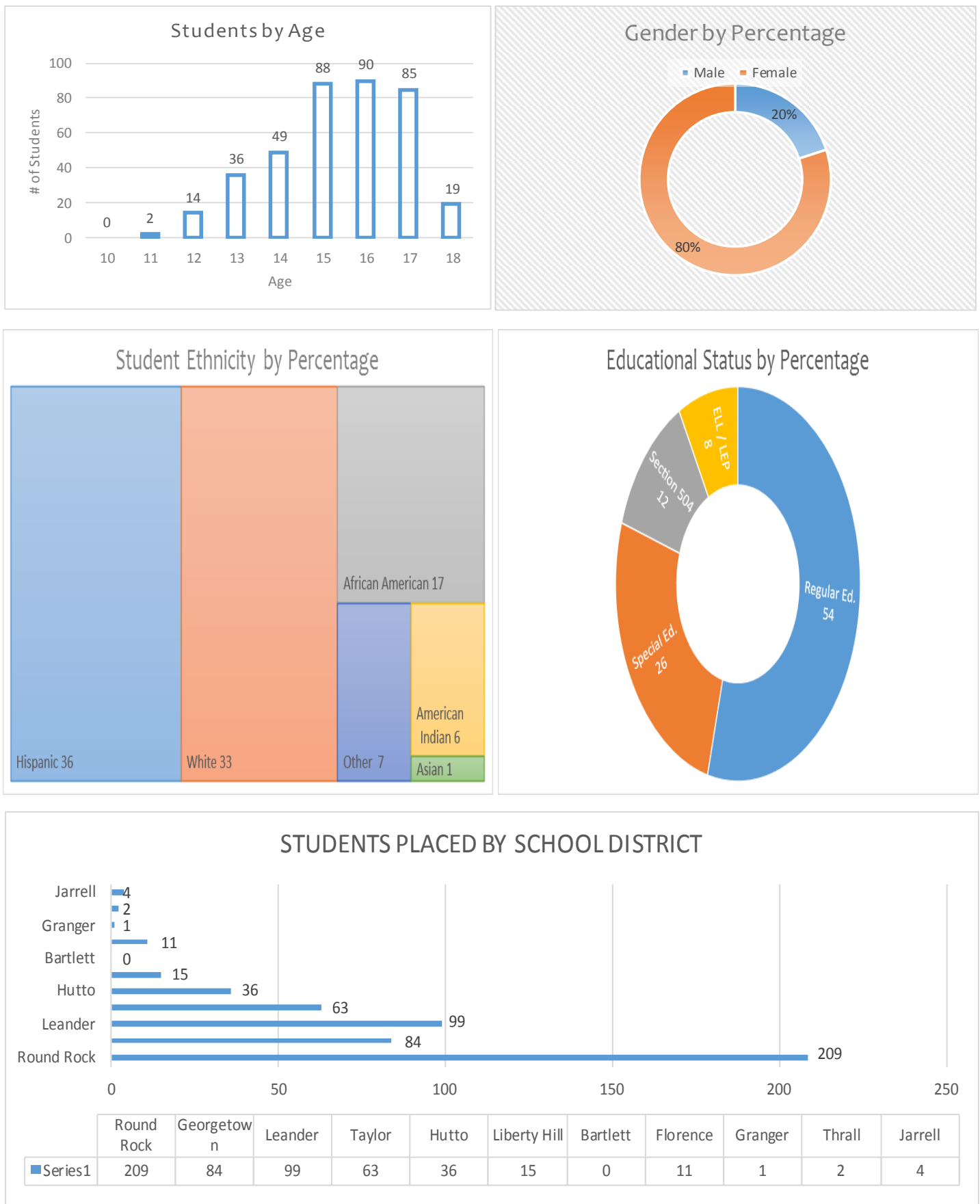
SCHOOL YEAR	% Attendance Rate	% Recidivism Rate from One School Year to Following School Year	% High School Students Earning Credits at Completion	% Graduated or Earned GED (total student population)
2007-2008	91.00%	12%	68%	8%
2008-2009	92.32%	16%	77%	8%
2009-2010	92.00%	12%	82%	8%
2010-2011	93.00%	14%	80%	9%
2011-2012	93.05%	7.4%	**81%	10.3%
2012-2013	94.4%	12.7%	**82.9%	16%
2013-2014	94.9%	7.9%	**63%	8.2%
2014-2015	93.9%	12%	**88.6%	10%

** Students in this category ONLY included those who were enrolled at the end of a semester where credit could be earned. (76% overall avg.)

GED Progress Data

2010 – 2011:	18 of 25 students completed their G.E.D.'s
2011 – 2012:	21 of 24 students completed their G.E.D.'s
2012 – 2013:	9 of 16 students completed their G.E.D.'s
2013 – 2014:	10 of 12 students completed their G.E.D.'s
2014 – 2015:	7 of 8 students completed their G.E.D.'s (#8 completed in Sept. 2015)
Totals:	66 of 85 students completed their G.E.D.'s (78%)

2014-2015 Student Data



Service Learning

Service Learning differs from other forms of community service or volunteer work because the education of students and young people is always at its core! Students actively participate in the process of understanding, integrating, and applying knowledge from various subject areas as they work to improve their communities.

“The job of an educator is to teach students to see the vitality in themselves”. – Joseph Campbell

40 Developmental Assets Training: Students spend time focusing on the assets throughout this course, in order to deepen their understanding of these important character development traits and how they connect to each student’s social and emotional growth. Additionally, they learn how the 40 Assets are related to family, the community, peers, and career opportunities.

No Place For Hate: Various school-wide activities with leadership provided from Service Learning students, to build a culture of acceptance decrease incidents of harassment and/or bullying. It is a partnership between students and staff to develop activities and support for promoting acceptance of others regardless of appearance, race, ethnicity, gender, religion, etc... Students participated in an assembly presented by Teen Truth in November. The speaker focused on all aspects of bullying and harassment using a variety of techniques and personal experiences to actively engage the students. Teachers facilitated reflection discussions in classes following the presentation, to enrich the learning and introduce the concept of No Place For Hate.



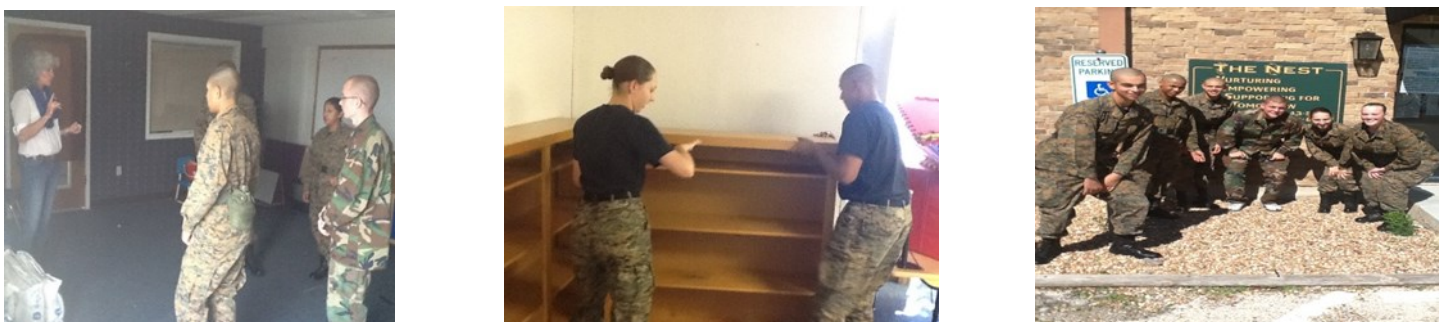
Other No Place For Hate Activities included a contest involving using writing and/or art to create a product that described, “I am unique because.....” Students wrote poems, song lyrics, short stories, and also made posters that were shared and posted around the facility. In addition, throughout the school year teachers and students spent time in classes learning and promoting vocabulary and practices designed to help build a positive culture of acceptance within the facility. The entire campus earned recognition from Austin Anti-Defamation League as a No Place For Hate facility again in 2014-2015 (4 consecutive year).



Nursing Home Visits: Students coordinated visits to local nursing homes where they interacted with the residents and provided some needed companionship. Activities included; playing games, visiting, sharing stories, learning some history from the residents, and providing holiday cards to the residents. The feedback we received demonstrated to the students how important the time we spent there was to the residents. Students learned to better appreciate their elders and gained some understanding of how valuable positive relationships are to a person's sense of well-being.



The Nest/McKinney-Vento Project: The Nest Program offers outreach care for Georgetown youth that are homeless or living in transition. The Academy cadets assisted in setting up furniture and shelving in The Nest's Empowerment Center. The Coordinator (Bebe Johnson) from this program met with the Service Learning cadets and they developed and implemented a project to accomplish this goal. The Empowerment Center serves Georgetown ISD high school teens who are in need of free resources such as evening meals, a quiet place for homework and rest, access to computers, school supplies, tutoring, counseling, job-readiness training, and other support services. In addition, per request from students served by The Nest, the Academy cadets collected warm socks and shampoo for The Nest – this is an ongoing project.



Veteran's Day Project: Students collaborated with the counselors and other staff to create a flag in honor of the many veterans who work in our facility, and those that volunteer their time to work with our youth. Later, one of the Academy staff (Shannon West) framed this piece and it was hung in the Academy main lobby.



Academy Residential Program

Mission Statement

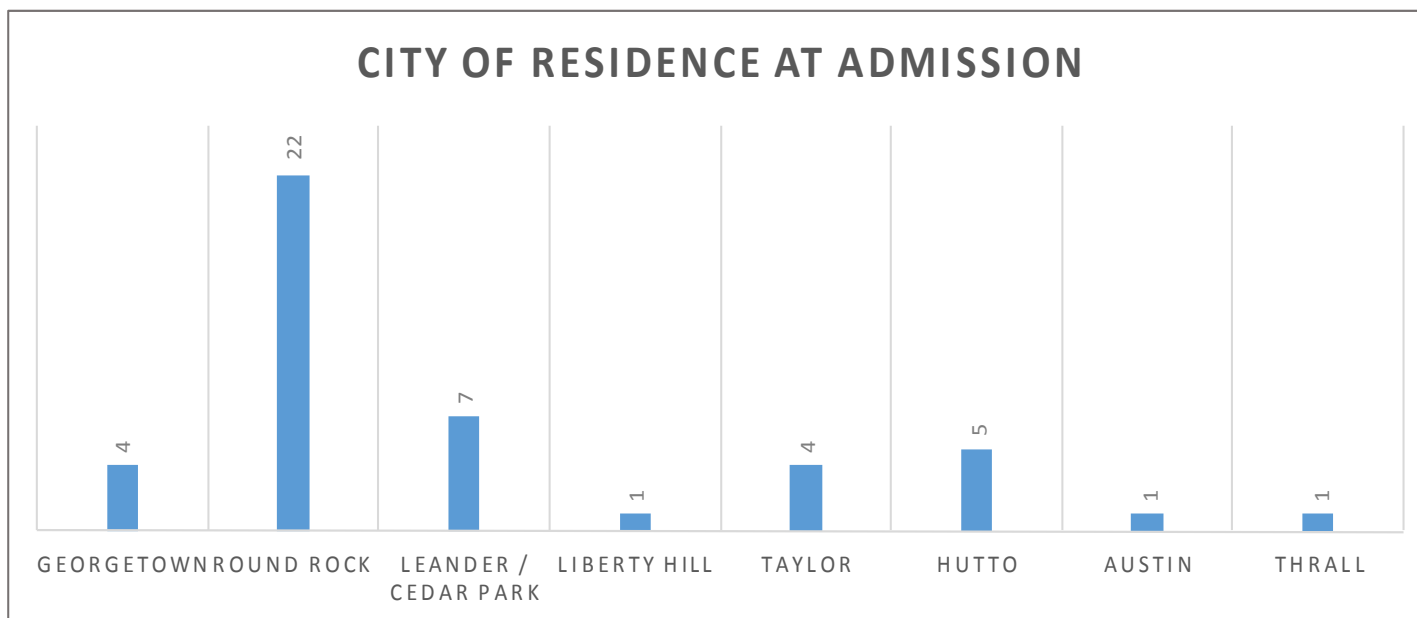
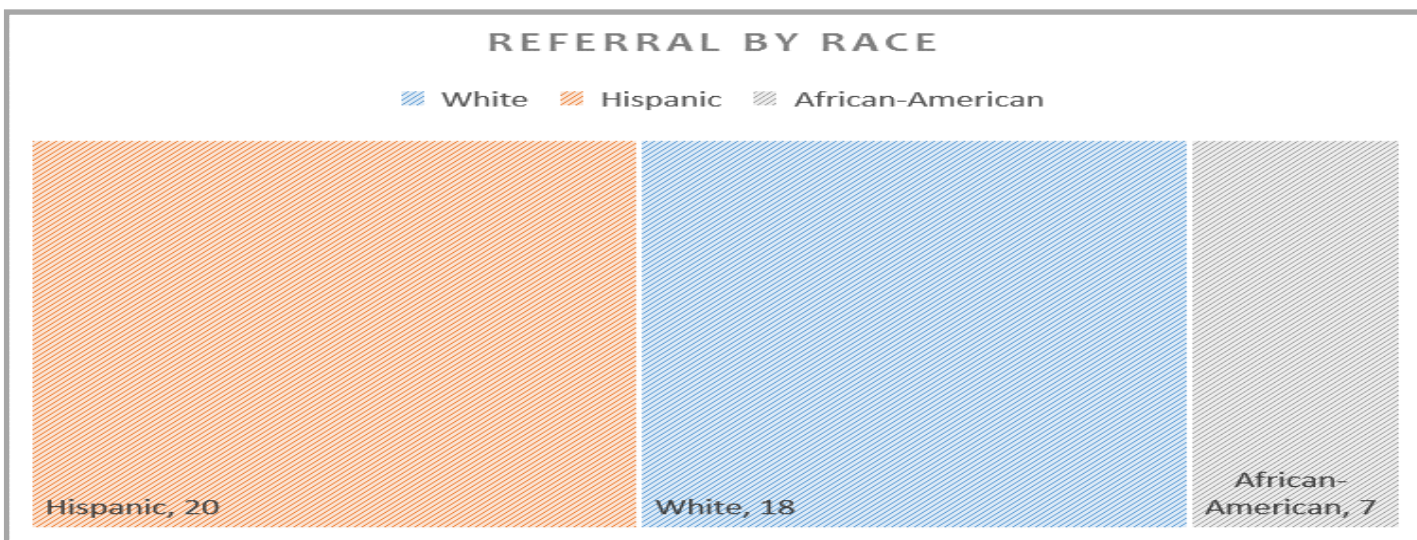
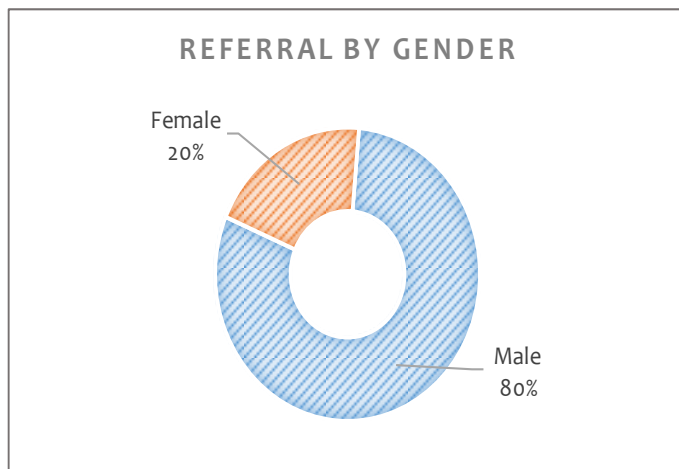
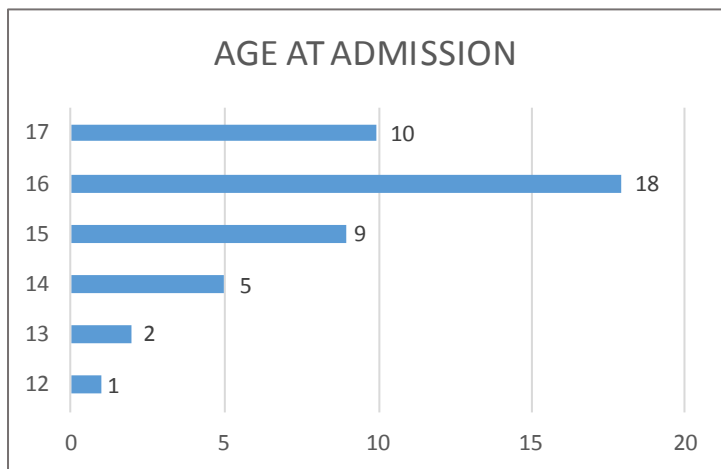
"Changing behaviors to develop resilience to adversity while fostering healthy connections with family and the community."

The Academy program began as a structured discipline program in 1993. Remaining true to the original concept of employing military type discipline and rank structures the Academy has grown significantly in scope and ability. Today's Academy combines the best of therapeutic programming with military programming designed to provide each resident with the tools necessary to become active productive members of the community. Therapeutic programming is available for both the residents and their families. These programs are strongly rooted in the concept of developing internal and external assets that provide the resident with the greatest chance of success. The Academy works closely with community based activities to give the resident a feeling of belonging as an important part of the community. Military activities include Parades, Color Guard opportunities and drill and ceremonies demonstrations. Each of these activities provides the resident with a sense of pride and accomplishment.

In FY2015, a total of 45 youth were served by the Academy, with 30 being successfully released during that time. Overall recidivism rate for youth successfully completing the program in FY2015 was 10%.



FY2015 Academy Statistics



Academy Programs & Services

Case Management

Case Managers provide case planning and coordination of treatment services, help facilitate finding employment, coordinate college entrance, and plan vocational training for residents in the program. Case Managers also oversee each resident's effort to create a success plan for their transition back into the community. This planning helps the residents take ownership of their future and provides them with a "road map" to follow in their effort to move forward in life.

In FY2015, with the assistance of their Case Manager, 7 residents found employment, 7 received their GED, and 3 were matched with mentors.

Physical Training Program

This program provides a basis for improving not only physical health, but also an opportunity for establishing a positive self-identity. Each resident has an opportunity to see themselves differently as they grow physically stronger and begin to understand what they can accomplish with dedicated effort, encouragement, and the right motivation from adult staff.



Counseling Services



All youth participate in weekly individual counseling while residing at the Academy with a specified department counselor or graduate student intern. All residents learn coping skills to support them in distressing situations in addition to working on individual treatment plans with their counselor. All Academy cadets also participate in weekly group counseling, a group called Group Breakthrough. Several modules are covered in this group setting including self-esteem, anger and stress management, communication skills, decisions making/conflict resolution skills, and job readiness skills.

In FY2015, residents received 985 hours of individual counseling and 664 hours of group counseling.

Anger Management

The Anger Management Group consists of modules that address self-esteem, anger, stress management, suicide awareness, communication and social skills, conflict resolution and decision making, along with work skills.

In FY2015, 29 residents completed the Anger Management Group



Parent/Family Support



Family counseling is mandatory for all Academy residents, and offers an opportunity to address conflicts within the family dynamics and work toward a healthier functioning family. In this fiscal year, 230 family sessions were conducted by department counselors and graduate student interns. Referrals to community based family programming are made where needed as a resident is being transitioned back home.

Community Service

The Academy community service program provides the Academy residents with opportunities that will improve the community, allowing the residents to develop a sense of accountability while strengthening their ties to the community. Academy residents completed a total of 1,525 hours of community service hours at various locations including Georgetown Wesleyan Assisted Living Home, The Georgetown Locker, the Williamson County Boys and Girls Club, The Caring Place, and Mother Neff State Park.



Substance Abuse Services

Selected Academy residents participate in a 10-week substance abuse education/intervention group. Services include substance abuse assessment, awareness, identifying areas for change, discussion and relapse planning. Parents are involved in three of the group sessions which increases family awareness and enhances the youth's accountability. Individual substance abuse sessions are also conducted for youth. The group participants can also elect to continue their work on sobriety after the 10-week course in a higher level group. A contracted Licensed Professional Counselor and Licensed Chemical Dependency Counselor facilitates these services.



In FY2015, 28 residents completed the Level 1 Substance Abuse program and 4 residents completed the Level 2 program

Cognitive Education

Led by a licensed professional counselor (LPC), this program teaches residents to identify and challenge destructive thinking patterns, give insight into how past thinking is harmful to themselves and others, and to evaluate the health of their current relationships and key areas of their lives in order to establish a plan of improvement.

In this fiscal year, 25 residents successfully completed the cognitive education program.

NINEVEH ministries introduces residents to the after-care ministry program that connects residents to a caring adult who offers weekly support and guidance during the transition back into the home and community. The group held weekly religion-based meetings. Residents voluntarily attended these meetings, and learned how their faith can help them to withstand the pressures to repeat the mistakes made earlier in life.

nineveh
ministries

New for
FY2015

Nineveh's re-entry center was opened this year, which will provide youth with access to GED preparation, ASE Certified mechanic training, job readiness training, sewing classes, computer lab, and a teen room.



Vocational Training Program

In FY2015, the department again partnered with Skillpoint Alliance to provide vocational training to Academy residents. The two five-week summer sessions covered two different curricula: Culinary Arts and Construction. The training included First Aid and CPR training, OSHA certification, resume development, professional communication, and hands-on training in the individual classes. A total of 24 residents had the opportunity to participate in vocational training.



The construction class successfully planned and built a new storage barn located near the parade field.



At the conclusion of the culinary arts class, the residents successfully exhibited their skills by running a “restaurant” in which they invited the administration and staff of Juvenile Services to enjoy lunch planned, prepared, and served by the residents. They preformed the functions of menu planning, wait staff, hosting, prepping and cooking the meals.



Color Guards & Parades

An important part of the Academy program is allowing the residents the opportunity to show the community how they have grown while in the program, and to show the community the value they receive for the tax dollars they invest into the program. One method of demonstrating these important facts is through the Academy's public appearances such as color guards and parades.

FY2015 Color Guards & Parades

Color Guard at First Responder's Conference	Color Guard at Camp Crosby
Color Guard at Eastview High School Football	Georgetown Poppy Seed Festival Parade
Color Guards at Lady Eagles Basketball Games	Color Guard at Family Advocacy Center
Color Guards at Commissioner's Court	Sertoma Round Rock Parade
Color Guards at Liberty Hill Football Games	Color Guard at Rock Springs Behavioral Health
Color Guard at Suicide Awareness Program	Color Guard for Southwestern Football Games
27th Annual Weir Christmas Parade	Color Guard for Martin Luther King Day Celebration



Academy Success Stories

The Academy wants to extend best wishes and continued success to the following for residents who have moved on to bigger and better challenges.



- ◆ Earned their GED
- ◆ Obtained Employment
- ◆ Earned their certificate in OSHA, CPR and First Aid
- ◆ Earned their certificate of completion of Gateway Culinary and Plumbing Programs.



SPOTLIGHT

“I Am a Professional”

(Written by Former Cadet Shayne Davis)

First and foremost I want to thank the academy for molding me into the man I am today. I found many positive male (and female) role models in the academy that I did not have in the free. These ladies and gentlemen helped mold me into having better core values. They helped instill discipline, honor, and respect into me. I came in with not respect for myself and left the academy feeling important. By that I mean all the little accomplishments: learning to March, making rank, and of course getting into great physical shape made me a more confident man and left me feeling as though I could make something of myself. For that I want to thank the academy.

Today I am a male model who has been featured in German GQ, WWD mad, and Paper City Mag, I've also worked with Neiman Marcus, JC Penny, Fossil, Calvin Klein, GAP, and many more. I've worked for Lacoste, J Hillburn. I'm also slowly transitioning into acting. I still thank the Academy for the confidence to step out of my comfort zone and make these things possible.



TRIAD Residential Program

Triad continues to be a premier Juvenile Justice residential treatment program in the state of Texas. Over the past 6 years, Triad has continued to raise the bar of providing excellent service to the youth and families of Williamson County. Since its doors opened in February 2010, Triad has served over 80 youth and diverted over 68 youth from commitment to the Texas Juvenile Justice Department.

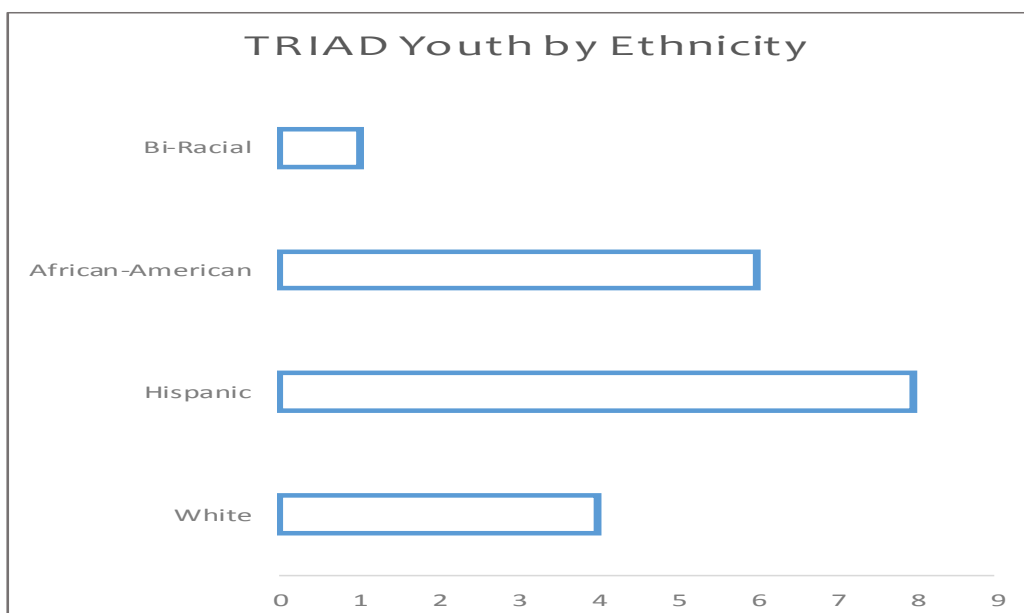
Triad's successful outcomes stem from a strong Treatment Team, consisting of a Facility Administrator, Treatment Coordinator (LCSW), Case Manager/Juvenile Probation Officer, Shift Supervisor and team of Juvenile Supervision Officer. Triad's treatment model is delivered consistently from every member of the Treatment Team resulting in a dynamic and robust milieu. The strong treatment milieu contributes to Triad's history of successful outcomes by creating a safe and nurturing environment in which youth are able to reveal past issues and receive support in replacing old habits with healthy new skills.

In the 2015 calendar year, Triad continued to make program improvements by managing to maintain an average length of stay under 9 months, only 261 days. This success is attributed to a strong focus on the transition and aftercare processes, in which counseling, psychiatric, vocational, educational and extracurricular services are established prior to a resident's release. In addition, a Yoga program was added to the robust adjunctive programming currently provided, which includes: substance abuse prevention/education, sex education, experiential therapy, bible study, and animal assisted therapy. The yoga program is conducted by a Certified Yoga Teacher and includes both group and individual sessions with a focus on mindfulness, meditation, and breathing techniques.



FY2015 TRIAD Statistics

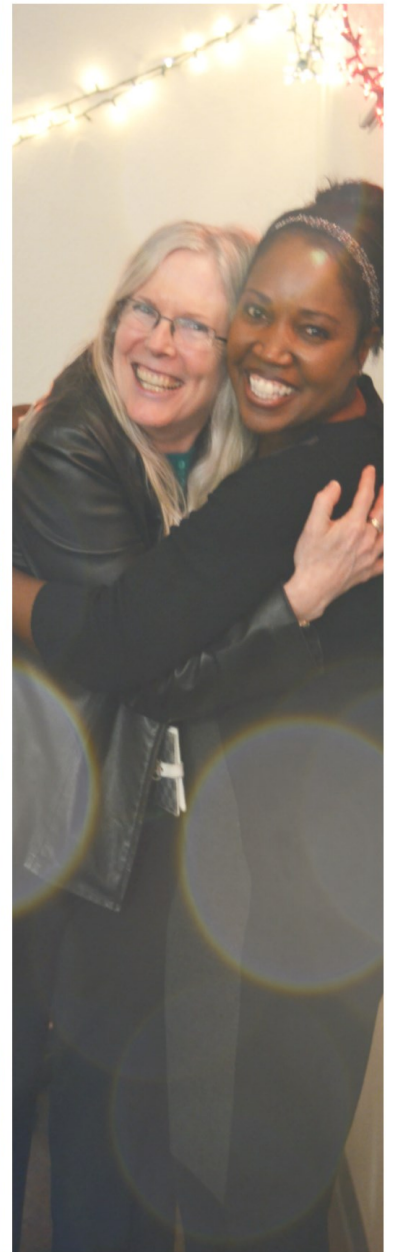
Total Youth Served FY2015	19
Total Youth Discharged	16
Successful Discharge	11
Unsuccessful Discharge	5
Average Length of Stay	261 days
Discharged Youth's Offense Type	
General Offense	12
Sexual Offense	7
Recidivism Rate	18%



Graduations	
GED	1
Skillpoint Alliance Graduates (Culinary Arts)	2
Skillpoint Alliance Graduates (Construction)	2



TRIAD



Trinity Residential Program

In February 2015, the doors were open for the new residential treatment facility for adolescent girls, TRINITY. This program allows Williamson County Juvenile Services to treat adolescent girls close to home with an eye to their gender specific treatment needs. The program is comprehensive, addressing numerous aspects of these girls' lives, including physical, mental, emotional, relational, social, and spiritual domains.



Counseling Services

While the residents attend school and are expected to achieve success in their curriculum, they are also involved in weekly individual counseling, therapeutic groups, and skills building groups, as well as family counseling.

Counseling Sessions

Individual Counseling	210
Group Counseling	391
Family Counseling	59
Parent Class	7
Crisis Intervention	22



What people are saying!

"I found counseling very helpful. It gave me a safe place in which I could express myself and let things out without judgement. It also helped me to understand more things that have to do with the past and the present."

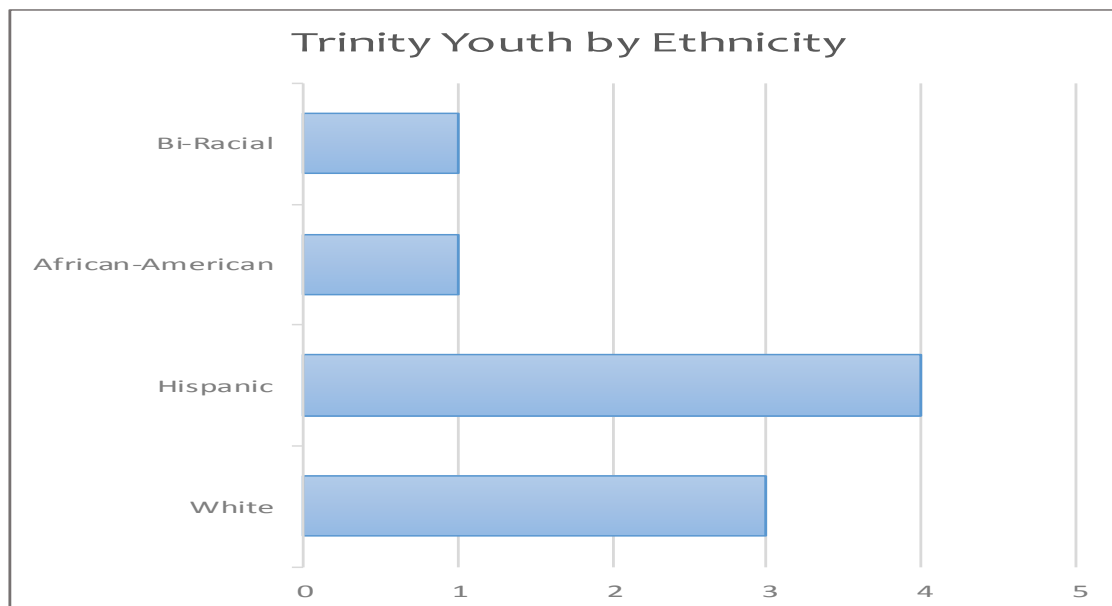
"I liked family counseling because I was able to talk about everything unsaid with my family with a mediator."

"Family counseling was very helpful in many ways by getting trust back as well as getting closer."

"Communication group was really helpful because it taught me the right ways to say what I needed."

FY2015 Trinity Statistics

Total Youth Served FY2015	9
Total Youth Discharged	6
Successful Discharge	3
Unsuccessful Discharge	3
Average Length of Stay	166 days
Discharged Youth's Offense Type	
General Offense	8
Sexual Offense	1
Recidivism Rate	0%

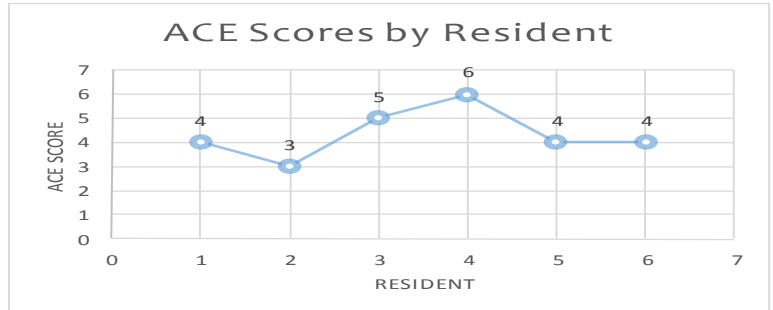


Graduations	
GED	2
Skillpoint Alliance Graduates (Culinary Arts)	2

Trauma-Informed Care

Rates of trauma in youth involved in the juvenile justice system is extremely high. Research accumulated by the National Child Traumatic Stress Network indicate that 93% of juvenile offenders reported at least one or more traumatic experiences. We find that nearly 100% of the female offenders have experienced at least one adverse childhood experience (ACE). We

have collected the number of Adverse Childhood Experiences (ACE Score) for each of the residents during this fiscal year. As you can see, these young ladies have experienced between 3 and 6 ACE's, an average of 4.33. This is why past trauma is a key focus in therapy for the girls in TRINITY.



Programs & Activities

The weekly therapeutic or skills building groups led by the counseling staff or other treatment team staff include:

Inside Out – a trauma focused group, which teaches the residents about the effect trauma can have on their lives. The participants learn about types of trauma, trauma symptoms, the physical impact of trauma, how the brain processes trauma, and trauma triggers and reminders. The girls learn how to calm themselves when feeling distressed and how to increase their own resilience.

DBT Skills Training Group – a therapeutic skills based group that teaches how to change behavioral, emotional, thinking, and interpersonal patterns. Skills taught include mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness.

Life Skills Group – a skills based group teaching skills that are often necessary in life in general. Topics include career preparation, financial planning, self-care, dating safety, etc.

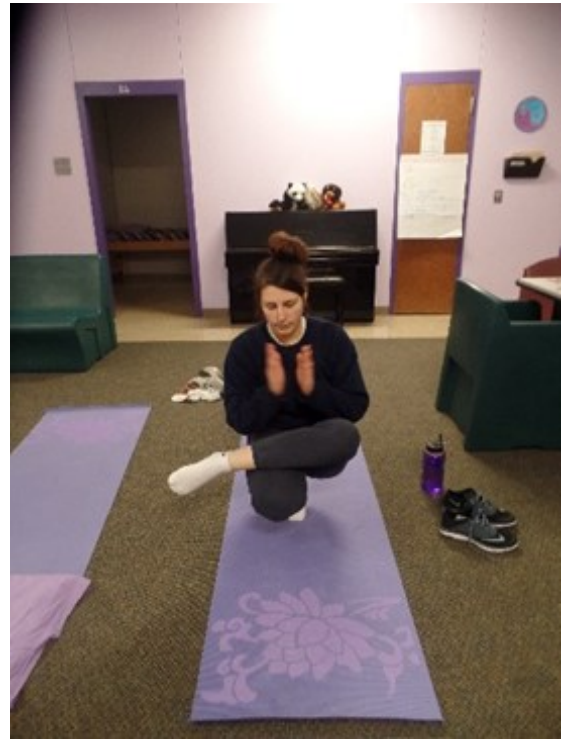
Drug Education and Intervention Group – a group addressing substance abuse. The curriculum includes assessment, education, identifying areas for change, discussion, and relapse prevention. This group is conducted by contract counselor, Jon Briery, LPC-S, LCDC.

True North Experiential Group – this is an active group, conducted both indoors and outdoors, that challenges the youth to explore and practice such skills as problem solving, communicating effectively, working as a team, or building trust, through games and outdoor adventure activities.

Yoga – yoga/nutrition is conducted three times a week and is taught by a volunteer from the community. This group offers the opportunity for the girls to learn about the control they can have over their bodies, like how to relax and calm themselves without using other means to do so.

Bible Study – Ninevah Ministries conducts a Bible study group with the residents on a weekly basis. The girls have an opportunity to explore their spirituality and study the Bible if interested.

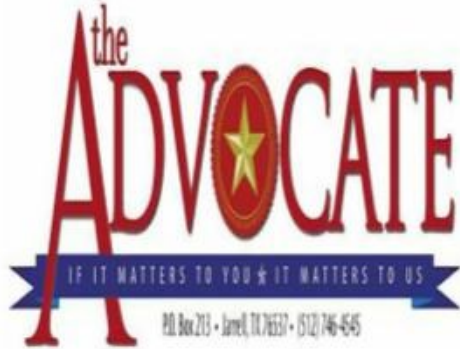
Creative Arts Therapy - through various creative expression, the girls are able to learn about themselves, grow and choose to change, solve problems and make decisions, build self-confidence and self-esteem, cope with stress, and build healthier relationships with family. Creative arts activities include crochet group, music & art activities, cinematherapy, sand tray, crafting, gardening, etc.



News and Announcements

WilCo Juvenile Services' New Resident Facility for Girls

February 9, 2015



The treatment and support that has made the Triad program for boys synonymous with excellence will now apply to the same services for girls. Williamson County Juvenile Services (WCJS) held an open house to introduce staff members of the new unit—Trinity—and goals for success.

The converted space at the Juvenile Justice Center will house up to ten girls, which Executive Director Scott Matthew says is a winning solution for everyone. "Until now, we have had to pay other counties to manage our residential female cases, which costs taxpayers and means kids are away from family, their attorneys, and whatever support system they may have. Kids perform better when they are close to home."

Closer to Home is not just a strategy but a January 2015 report on state reforms by the Council of State Government Justice Center. Its massive data sets show the re-arrest rates of kids treated in their community are significantly lower than those released from state-run secure facilities. "In short," Matthew says, "no one takes care of our kids better than we can."

District Judge Donna King, who is also a member of the WCJS Board was very pleased with the tour. "Working with juvenile offenders over the years, I found it difficult for many young ladies with special circumstances to receive comprehensive services locally and therapeutic placements were costly."

Staff are very excited to focus on girls and specifically to provide them a safe place to deal with trauma and emotional issues. Treatment Coordinator Lynn Kessel says, "This space communicates to the girls that we care, and our staff and training shows we are sensitive to the differences between boys and girls at their age."

The project has been on the to-do list of County Attorney Dee Hobbs and Prosecutor Tina Graves for some time. Hobbs said, "We have not been processing kids fairly if the boys get to stay close to home and the girls do not." Graves, as a former defense attorney says those colleagues are pushing for it too.

Hobbs says, "[Triad] has been showing results for five years. Everything they have done to maintain having our own control and our ability to provide services for our kids has been a success and I expect no less from Trinity." Later Hobbs added "Other counties don't have the resources and any time I mention Williamson County and Scott Matthew, people listen."

Matthew responded, "We are fortunate that our county government works and we are all collaborating. Without Dee and Tina to speak up for us, and the confidence of our board and commissioners, it would be hard for me to stand up for the programs as I am able."

The most obvious feature of the unit is the decor. Gone are the gray or institutional green walls, replaced by tranquil purple facades, bright linens, a piano and a large teddy bear. JSO Auicha Johnson says "When girls arrive here they are already full of anxiety and the colors may help to soothe them so they can adjust more readily."

Matthew expects kids to stay between six and nine months as they transition through lesser levels of security and, as always, there is no "just do your time" here.

In the past, if an Academy student harmed herself or others and had to be moved to another secure facility, taxpayers may have spent as much as \$300 per day for her to stay in her room and wait out her time. At Trinity, each person is engaged, working, going to school, and constantly working toward the goal of going home.

Case Manager Sabrina Simpson has been transitioning girls home for 20 years. "It's great to identify each girl's individual needs and help her go out and accomplish her dreams without fear; have independence and still be there for them in the long term."



Williamson County Juvenile Justice Services Executive Director Scott Matthew (back row, left-center) with the new faces of Juvenile Service Officers, case managers, educators, county attorneys, counselors, a minister, and more... celebrate the completion of Trinity; ready to begin treatment.

What Can You Do?

Matthew says "We are at full capacity have a full range of residential programs; boys and girls, non/secure and detention; and the legislature wants to raise the age to 18, which will bring us about 200 more referrals each year. We may have an influx of more beds and will need to grow again. Our next move will be to build on to our facility. We are very mindful of taxpayer dollars; we don't want to pay other people to house our kids when we can keep them better motivated here for less." Graves said, "We will be looking for community involvement from people who have specific skill sets and want to work with our programs."

The plan is to link kids to people in the community who care, and continue to support beyond WCJS services, like tutors or Backpack Buddies.

Judge King added, "As an attorney, I had many clients involved in the juvenile justice system over the years that came from extremely difficult circumstances, including being victimized, which contributed to their poor decision making. Trinity's approach to redirecting behavior by helping the young ladies address their core issues and cope with problems will no doubt have life altering results. I applaud the efforts of our Juvenile Probation Department and Director, Scott Matthew, for affording this opportunity to the youth of Williamson County; it will truly make a difference."

New Chaplain at Wilco Juvenile Justice Services

June 2, 2015



On Wednesday, WCJS Executive Director Scott Matthew introduced to the Board and appointed Kory Capps as the Department Chaplain for Juvenile Services. Capps says, "I am tremendously humbled and honored by this opportunity!"

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Capps will maintain his current duties as Prevention Coordinator and his duties as Chaplain will focus on chaplaincy in juvenile justice along with its connection to the department vision and youth asset development.

- Developing community-based and faith-based support systems for youth transitioning from facility care to community care.
- Coordinating volunteer services; recruitment, training and management of the religious volunteers.
- Managing and supervising the provision of religious services on an interfaith and interdenominational basis.
- Providing faith-based counseling, prayer, and religious material to youth or staff members upon their request.



He earned his bachelor's degree from Northwestern College and his master's degree in Divinity from Southern Baptist University. In February of this year, Capps was awarded a Certificate of Endorsement by the Chaplaincy and Pastoral Counseling Endorsement Council of the Baptist General Convention in Texas.

He has a wide range of experience in youth ministry including work as a recreational director at a residential program, to case manager and supervisor of both aftercare and mentoring programs. He has also facilitated vocational and job readiness programs, in addition to "Ready for Life" which is a preparation for adult living program.

Prior to moving to Texas, Kory spent a large portion of his career with Straight Ahead Ministries, an international faith-based organization working with youth in their communities and in more than 400 juvenile detention centers in 19 states and five countries.

While there, he was mentored by Dr. Scott Larson, a worldwide youth expert who has authored 12 books and numerous articles on working effectively with at-risk youth – Dr. Larson is in high demand as a speaker and trainer worldwide.

Capps also previously served as the Kentucky State Coordinator for Straight Ahead where he was tasked with providing an array of services to at-risk youth. In this role, Kory mobilized and trained volunteers along with networking with various youth programs and community resources. The program provided mentoring, job training, basic life skills training, and connected youth to services in their community.

Capps began his career with Williamson County Juvenile Services as a Court Officer. He transitioned to become the PROMPT Probation Officer working with an intensive field mental health caseload towards the end of 2013, and briefly served in the role of Georgetown Field Probation Supervisor before transitioning into his current role as Prevention Coordinator.

Capps excelled in each of these roles within the department. His personable nature, passion for serving youth, education and experience in ministry, and clear communication style make him an excellent fit for this role. Most importantly, he is a humble and positive person; a youth advocate; a supportive co-worker and supervisor; and a true collaborator who is dedicated to bringing the department and the community together to create positive change opportunities for youth and families.

Matt Smith, Asst. Executive Director & Director of Mental Health says, "We believe he will be able to make a significant impact in collaborating with the broader faith community in order to extend support to our youth and families."

2015 Annual Retreat

Juvenile Services held their annual retreat in August at the Georgetown Community Center. The department was fortunate to have USMC {Ret} Lt. General Jefferson “Beak” Howell speak on principles of leadership. The retreat also focused on team-building through “minute-to-win-it” games with the winning teams getting the opportunity to throw pies at the leadership team.



Lt. General "Beak" Howell on Leadership for Juvenile Justice

Williamson County Juvenile Justice Services hosted USMC [Ret] Lt. General Jefferson D. "Beak" Howell, Jr. for its annual staff leadership retreat at the Georgetown Community Center last week.

All WilCo offices have similar retreats for training and development, but due to the size of the Juvenile Services staff, General Howell visited for two days and made use of that military knack for storytelling to demonstrate the principles and practice of influence and persuasion.



Executive Director Scot Matthew explained, "A General is a great way to show appreciation for the staff and share expertise in a way that is also entertaining. Everyone here is a leader or in a leadership position-a mom, dad, or mentor of some kind, and leadership is not about putting kids or others beneath you and telling them what to do. Many of our staff have military backgrounds, so General Howell's style is easy to relate to."

Some of Howell's takeaways included reaffirming the privileges of being a citizen; something that happened here in 1776 for the first time in the world since the ancient Greeks.

And the lessons of leaders like George Washington and the other Founding Fathers who learned from mistakes and were good men. "Plenty of evil men became great leaders, but being a servant to citizens is the greatest honor a good man can make for himself." He also shared Beak's Rules of Leadership, in true Marine style. Among them, "Where you sit determines what you see," and "Don't argue with an idiot."

The retreat is a day of appreciation that normally takes place at the end of summer because of the staff of 170 work around the clock through the school year, and during the summer, but the beginning of a new school year means a return to structure.

It also means an influx of students who have been expelled from the 12 county ISDs as well as those who are resident via the court system. Matthew says, "A lot of staff never get to meet each other and in an organization this big we don't get together for recreation." To make up for that, the group played several complex "minute-to win-it" games in the afternoon and the winning teams got to pelt the leadership staff with whipped cream pies.

True to his word Matthew is very committed to those technically subordinate to him and has built a reputation of respect and hard work, but always with the kids in mind.

"Our kids see our leadership in how we treat each other and how we treat them. No one here just gets ordered around. We have compassion, collaboration, and work hard to make it "their" idea. That's what makes the lasting impact. Ultimately that is what gives us better results. We want everyone to be successful in life too."