



Lubbock Area United Way

2011 Community Status Report

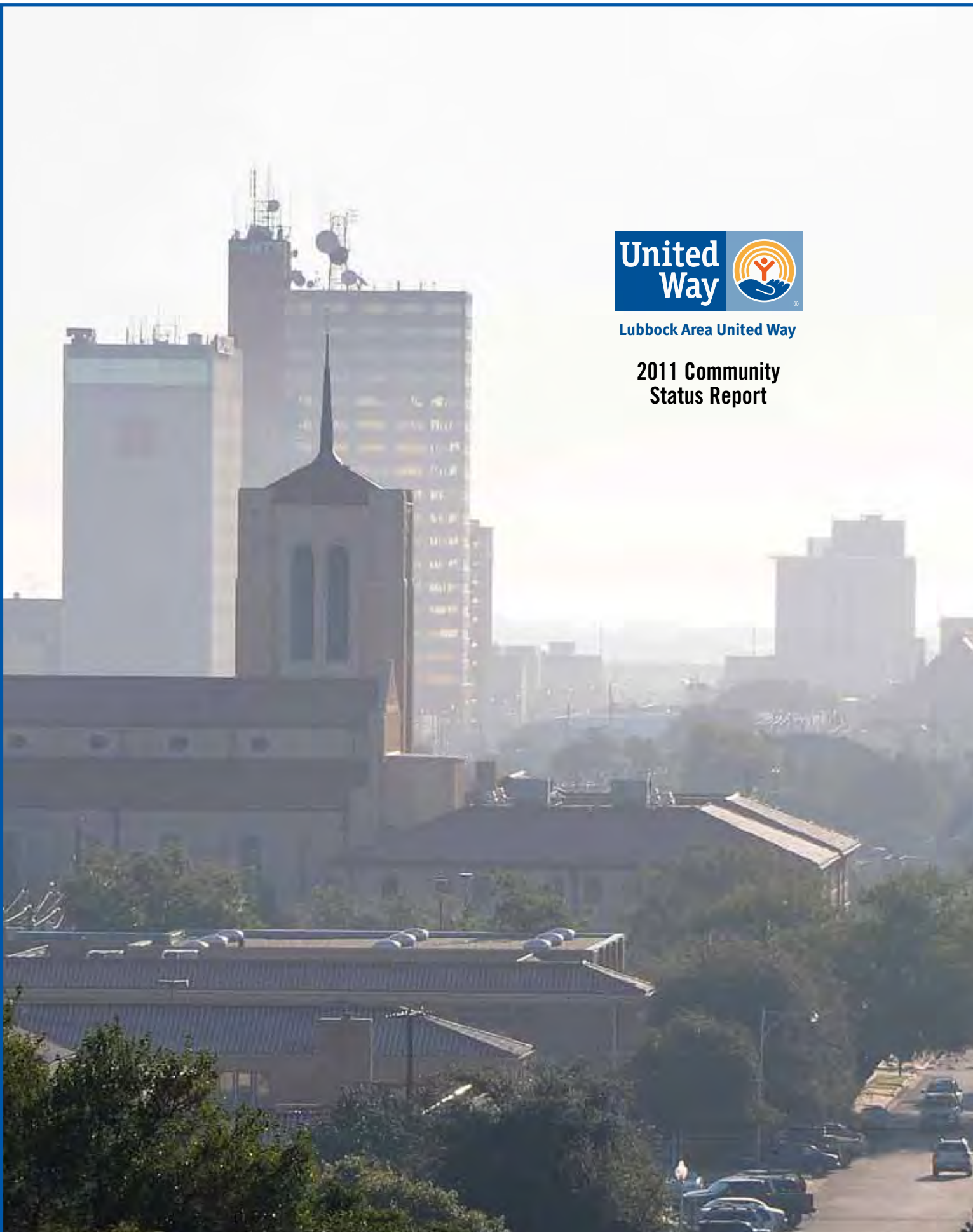




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Community Status Report

Statistics and forecasts used for most of the previous status reports were based on the 2000 U.S. Census. Some Texas and county-level data from the 2010 census was available for this report. However, detailed data is being released on a state-by-state basis.

Looking back at the 2001 report (archived on the United Way website), most trends in demographics, economics, education, health and safety have continued in the last decade. Some trends have become even more alarming in recent years despite having a high profile throughout the media – such as child abuse, family violence, low birthweight babies and obesity.

An important purpose of the Community Status Report is to build awareness and understanding of the issues facing the community. Only when this happens can resources be raised and aligned to achieve long-term, sustained community improvements.

Our community has much to celebrate with its natural resources and climate; the caring, independent-minded people, strong educational and health institutions, organizations and businesses. This report is not meant to be all inclusive or the comprehensive source for all data. The emphasis is on human services and identification of pressing issues facing Lubbock and the surrounding area. Each year the report includes highlights of best-practices and research-based solutions.

In the 2007 report the Education Matters initiative was introduced as the focus of United Way's mission of Giving People Hope. This

focus encompasses a circle that begins with newborns and continues through adults, including the expectant mother. At every step of life, the cascading effects of early learning build toward success in adulthood. Although better education doesn't solve every problem, there is no greater influence on higher income or better health than the education level of individuals.

Thanks to Frenship Independent School District for collaborating with United Way to begin measuring school readiness on a community-wide basis. Having assessments at the pre-school level is key to determining whether efforts to help children be prepared to enter kindergarten ready to learn are moving the needle in the right direction.

A special thanks go to the partners who help Lubbock Area United Way continue to produce the Community Status Report: The City of Lubbock, Covenant Health System, Lubbock County, Lubbock Independent School District, Texas Tech Health Sciences Center and University Medical System. We also welcome Texas Tech University to the partnership this year.



Cover photo by: David Kozlowski

This report contains highlights of information about key topics: children, families, health and safety, and data related to the Education Matters Scorecard indicators.



The Education Matters Initiative



Healthy Start, Ready for School

Children who enter kindergarten healthy and ready to learn have a much greater chance of being successful in school.



Stay on Track, Finish on Track

Success In School connects young people with the resources they need to graduate from high school and move on to a bright future.



Literacy and Job Skills

Success For Life creates opportunities for adults to gain the literacy and job skills they need to work and live independently.

THE SCORECARD

SUCCESS BY 6

Preparing children to enter kindergarten ready to learn

OUTCOME: BABIES ARE BORN HEALTHY

Indicator: Percent of low birth weight babies

OUTCOME: CHILDREN ARE PREPARED TO ENTER KINDERGARTEN READY TO LEARN

Indicator: Grade retention percentage of children in kindergarten/1st grade

SUCCESS IN SCHOOL

Helping students graduate prepared to work and/or further education

OUTCOME: STUDENTS GRADUATE FROM HIGH SCHOOL

Indicator: 3rd Grade TAKS Reading Assessment

Indicator: Percent of public high school students who graduate on time

OUTCOME: STUDENTS ARE PREPARED FOR COLLEGE AND/OR WORK

Indicator: Percent at 11th grade level in reading comprehension

SUCCESS FOR LIFE

Assisting adults in attaining education and job skills

OUTCOME: ADULTS HAVE LITERACY AND JOB SKILLS NEEDED TO WORK AND/OR FURTHER EDUCATION

Indicator: Percent of adults with a high school diploma

OUTCOME: ADULTS MAKE A SUCCESSFUL TRANSITION FROM HIGH SCHOOL TO HIGHER EDUCATION

Indicator: Percent of students at or above criterion in college entrance exams



Children and Families

Promoting educational achievement and attainment is not just a school issue. Many factors beyond the classroom can affect whether children and youth succeed in school.

Research has found that:

- Children who were born as the result of unintended pregnancies are at risk of having low levels of academic ability and achievement throughout childhood.
- Mothers who smoke cigarettes, drink alcohol in excess, or use drugs during pregnancy are at risk of having children who display relatively poor cognitive abilities in math and English during the elementary school years.
- Parenting practices during children's early years have important effects on their academic and cognitive outcomes throughout childhood.
- Early childhood nutrition and breastfeeding have long-lasting effects on children's cognitive abilities.
- Early childhood education programs that succeed in improving children's cognitive abilities and school performance incorporate intensive teacher training, and interactive learning methods, such as reading aloud, thinking aloud, and small-group learning.
- The most successful mentoring programs promote quality mentoring relationships over a long period of time, train and supervise



mentors, communicate regularly, and encourage mentors to provide guidance and skill-building in several areas.

- Participation in high-quality educational after-school or summer programs leads to improved academic engagement, achievement, and attainment, and to higher rates of seeking postsecondary education.¹³

Almost all low-income children in Texas have parents who work.

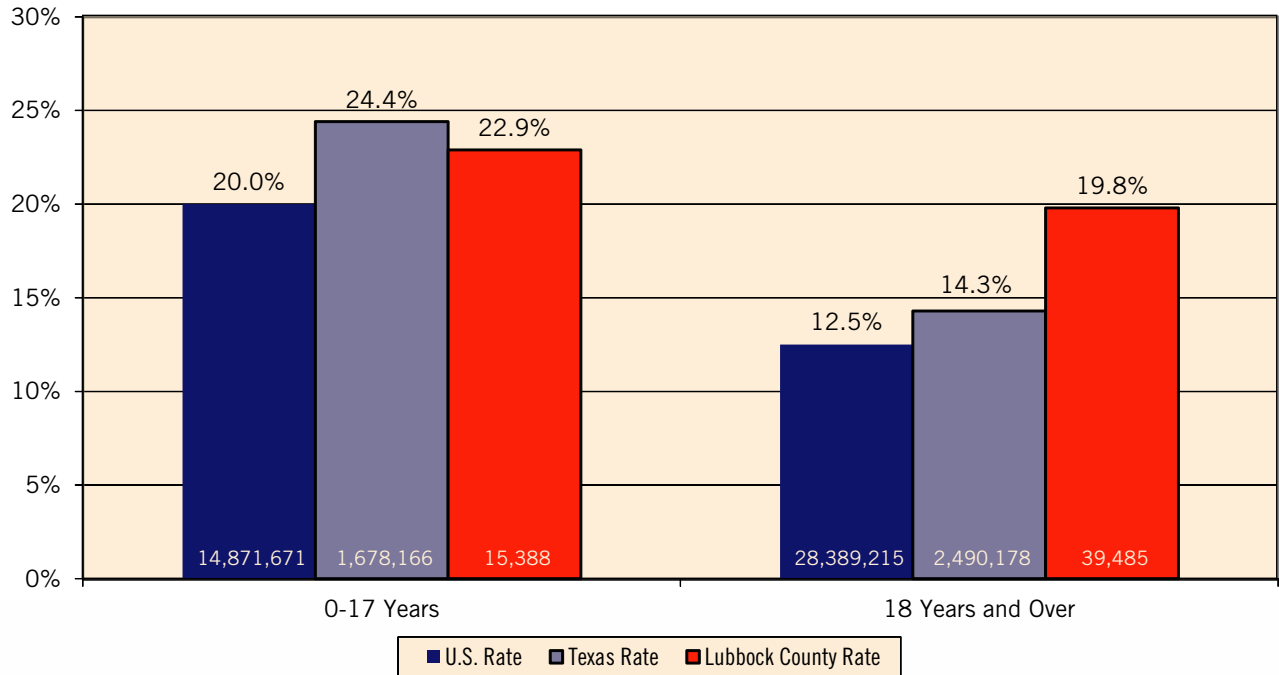
Texas has the third-highest percentage of children growing up in low-income households

Children make up the largest number of Medicaid patients, but the elderly and disabled account for the greatest portion of the state's Medicaid spending.

Among the 50 states, Texas

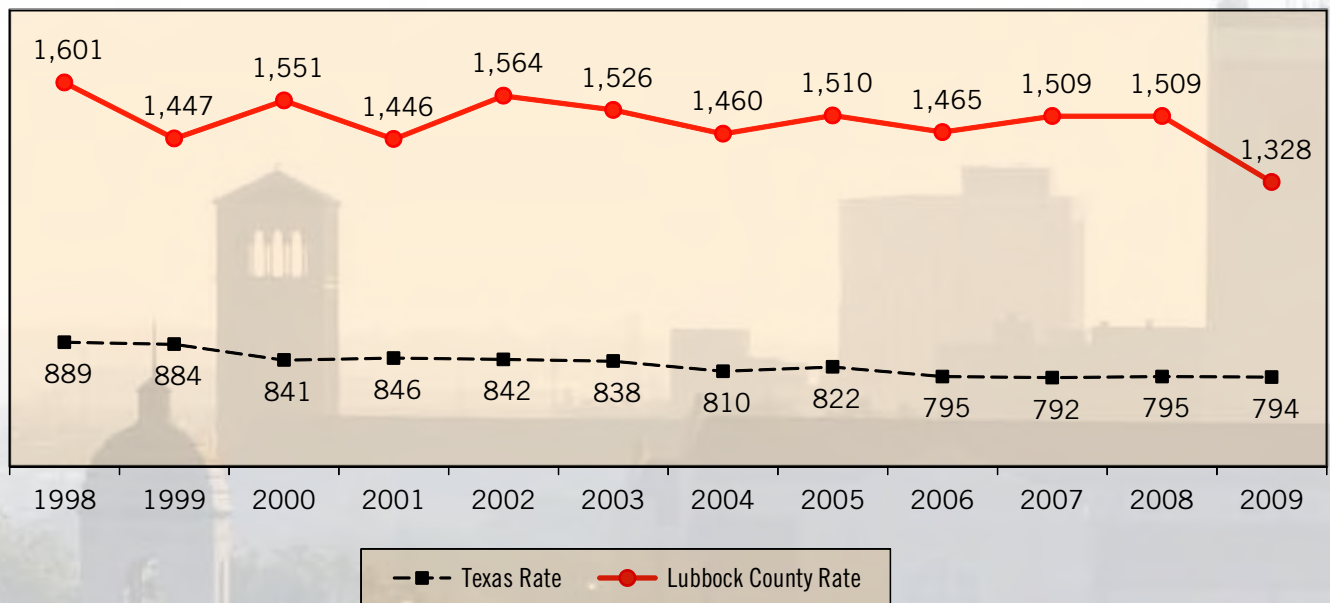
- Has the third-highest percentage of children growing up in low-income households.
- Ranks 42nd in educational attainment by income level.
- Ranks last among states in children with emotional, developmental or behavioral problems receiving mental health treatment, nearly 20 percentage points below the national average.
- Ranks 40th in prenatal care.
- Has one of the worst reimbursement rates in the nation for Medicaid.
- Ranks 48th for net worth – the total of an individual's assets minus debts.¹¹

Persons Below Poverty 2009
U.S. Census Bureau American Community Survey

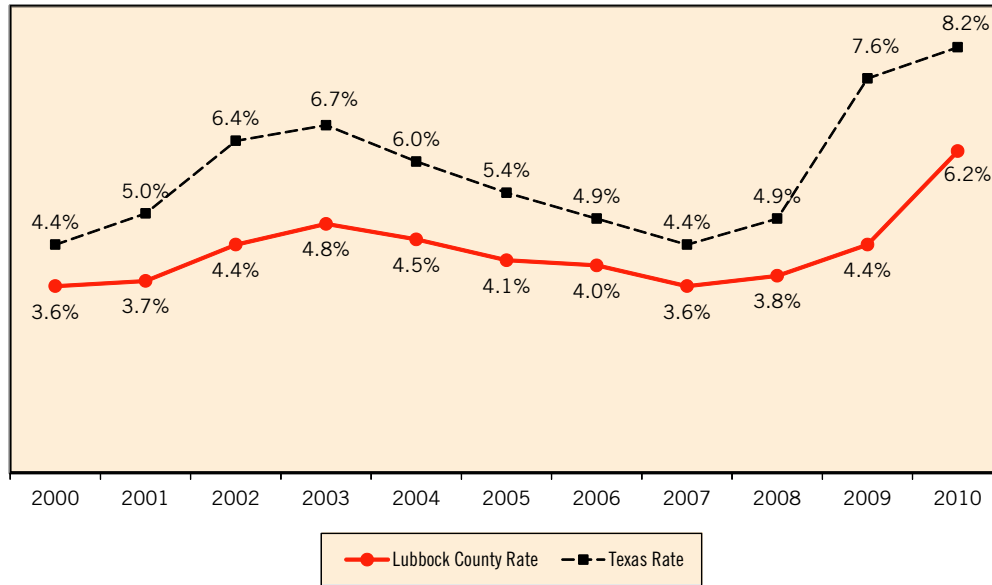


Almost all low-income children in Texas have parents who work.

Family Violence
Lubbock County & Texas
Texas Department of Public Safety
Rate is Per 100,000 People



**Annual Unemployment Rate
Lubbock County and Texas
Texas Workforce Commission**



Economic

Texas has the second-largest economic divide between rich and poor, after New York. ¹⁴

US CENSUS

American Community Survey (ACS) Rates 2009

Persons 16+ Not in Labor Force

Lubbock County	34.6%
Texas	33.8%
U.S.	34.7%

Per Capita Income

Lubbock County	\$21,196
Texas	\$24,077
U.S.	\$26,409

Persons Without Health Insurance

Lubbock County	12.1%
Texas	16.3%
U.S.	8.6%

Speaks English Less Than "Very Well"

Lubbock County	5.2%
Texas	14.5%
U.S.	8.6%

In 2010 the City of Lubbock inflation rate was 0.7%, compared to the U.S. rate of 1.5%.
(Lubbock Economic Development Alliance)

In 2010 the rates of "Months of Inventory" of homes for sale for Lubbock was 6.5, compared to 7.4 for Texas. Total listings for Lubbock was 1,642, up from 1,413 in 2009. *(Real Estate Center at A&M University)*

Nearly one in three households in Texas is unbanked, meaning no one in that household has access to checking, savings, or money market accounts. ¹¹

The top unmet needs for 2009, 2010 and the first 6 months of 2011 are assistance for food vouchers, rent and electric service payment and gas money.
(2-1-1 Texas South Plains)

Homelessness

The two most cited reasons for becoming and remaining homeless in Lubbock County were unemployment and an inability to pay rent or mortgage.

The unifying condition for virtually all of Texas' homeless population is extreme poverty. Furthermore, many people who are homeless also experience some type of personal vulnerability that places them at risk such as family violence, physical disability or chronic medical problems, mental illness, substance abuse, developmental disability or brain injury, and criminal background. ⁹



Demographic

The 2010 Census population count for Lubbock County already surpasses the 2002 City Planning projections for 2020.

The top most populous states from the 2010 Census:

1. California
2. Texas
3. New York
4. Florida
5. Illinois

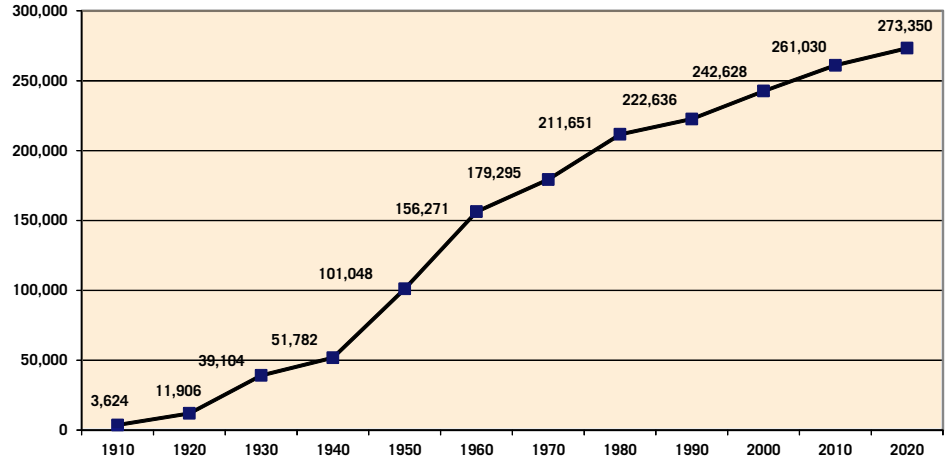
Houston, Texas is the fourth largest city in the U.S. with 2,099,451 individuals.

More detailed population profiles will be released on a state-by-state basis. The release date for Texas county data had not been set at the present time.

By 2040, a majority of the younger population will be Hispanic, while the state's older residents will be predominantly Anglo.

Residents in rural areas such as the Panhandle and West Texas will be increasingly elderly and Anglo, while South and Central Texas and the urban corridor surrounding Fort Worth and Dallas will grow younger and more ethnically diverse.¹⁴

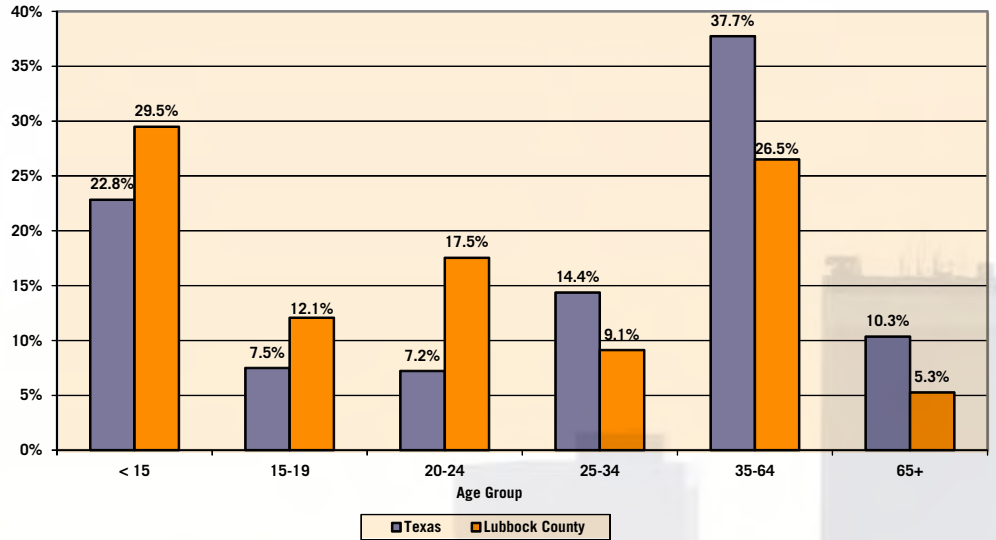
Lubbock County Population Trend
City of Lubbock Planning Department, 2002



Total Population

	2000	2010	% increase
Lubbock County	242,628	278,831	14.9%
Texas	20,851,820	25,145,561	20.6%
U.S.	281,421,906	308,745,538	9.7%

Population by Age, 2010
U.S. Census Bureau



U.S. Census Bureau 2010		
Race/Ethnicity	Texas	Lubbock County
	Rate	
Hispanic or Latino	37.6%	31.9%
Non-Hispanic White	45.3%	57.3%
African American	11.8%	7.5%
Asian and Other	3.8%	2.1%

Safety

Child Abuse

In the last decade, more children in Texas than in any other state have died as a result of abuse or neglect.

Texas spends \$6 billion in direct and indirect costs each year resulting from child abuse.

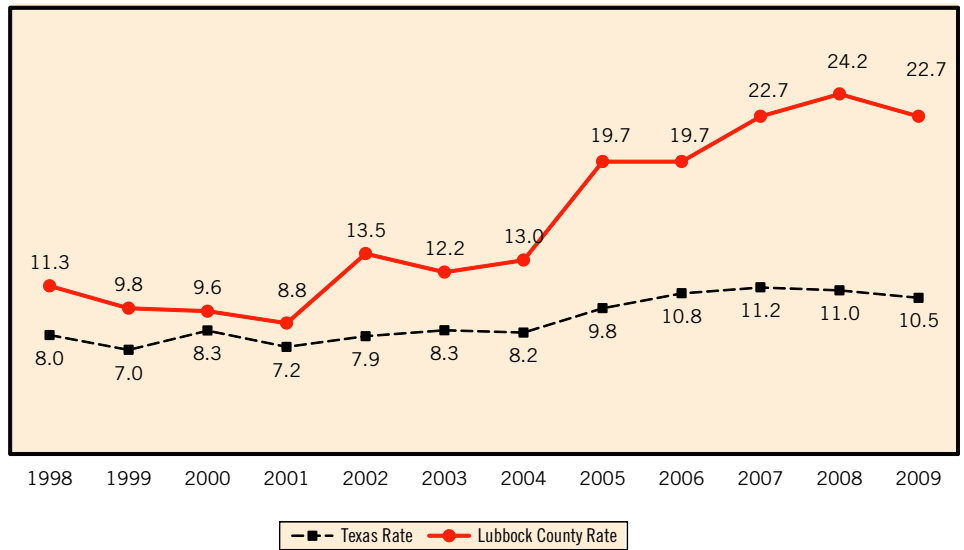
Juveniles

Investing in youth before they enter the juvenile justice system can save the state substantial money in the long run by preventing youth from ending up in secure facilities that average \$180,919 per stay per youth.

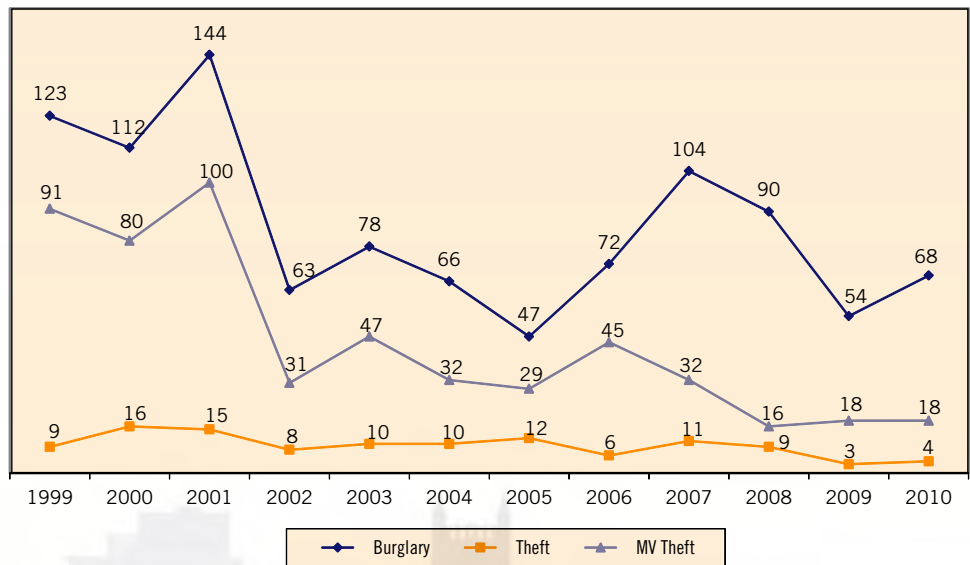
The leading predictor of future involvement in the juvenile justice system is school disciplinary action. A disproportionate number of youth with mental health concerns are involved in the juvenile justice system. ¹¹

In the last decade, more children in Texas than in any other state have died as a result of abuse or neglect.

**Confirmed Victims of Child Abuse
Lubbock County & Texas**
Texas Department of Family & Protective Services
Rate is Per 1,000 Children



**Referrals for Alleged Delinquent Behaviors (Felonies)
Lubbock County Juveniles (Ages 12-17)**
Source: Lubbock County Juvenile Justice Center



Uniform Crime Reporting System (UCR) 2009			
Rate per 100,000			
Offense	Texas	Lubbock County	Ten-Year Trend
Rape	33.4	43.2	
Aggravated Assault	299	680	Lubbock County higher than Texas
Burglary	969	1,560	
Larceny-Theft	2,737	3,507	
Robbery	153	119	Lubbock County lower than Texas
Auto theft	309	223	

Health

Obesity

The obesity rate for Lubbock County was 26% in 2008.

In Public Health Region 1, which includes Lubbock, 15% of children in 4th grade were overweight and another 23% were obese. By 8th grade, 23% were overweight and 19% were obese. By 11th grade, 14% were overweight and 17% were obese. ⁴

Obesity is linked to many chronic conditions such as cardiovascular disease, diabetes, asthma, arthritis and certain cancers. Sixty percent of the nation's obese population reported one or more of these conditions in 2006, compared to 33 percent of normal-weight adults.

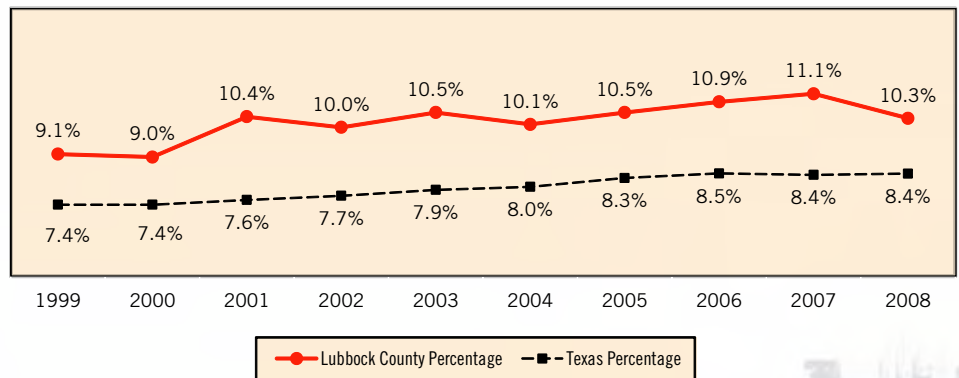
In 2009, 66.7 percent of all adult Texans were overweight or obese, with 29.5 percent obese and 37.2 percent overweight. Only 33.1 percent of adult Texans were of normal weight.

20.4 percent of Texas children aged 10 to 17 are obese, compared to 16.4 percent of U.S. children. Obesity has risen even faster in children than adults. Obese kids have an 80 percent chance of staying obese their entire lives. Excessive weight puts children at risk of type 2 diabetes, high blood pressure, gallbladder disease, depression, anxiety and lower self-esteem, while increasing their risk of chronic disease in adulthood.

Obesity cost Texas businesses \$9.5 billion in 2009. ⁷

2008 Texas Department of State Health Services				
Mortality	Texas	Lubbock County	Lubbock Co. Trend	
	Rate per 100,000			
		Individuals		
Heart Disease	194	206	499	downward since 1999
Stroke	49.4	43.7	107	downward since 2000
Lung Cancer	47	40.9	97	lowest since 1999
Female Breast Cancer	22.3	18.6	25	lowest since 2001
Diabetes	25.4	48.9	118	highest since 1999
COPD	45.8	63.9	151	higher than TX since 1999
Accidents	41.4	53.8	137	higher than TX since 1999
Motor Vehicle Deaths	15.3	19.7	53	
Suicides	11	12.7	32	
	Rate per 1,000 live births			
Infant Deaths	6.1	7.8	34	

Low Birth Weight Babies
Lubbock County residents/Texas residents
Texas Department of State Health Services
Definition: Live-born Infants Weighing Less Than 2,500 Grams (Around 5.5 lbs) at Birth
 Percent is Per Total Live Births



Smoking

The rate of Texas high school students who report current cigarette use decreased significantly from 28.4% in 2001 to 21.2% in 2009. African American students are less likely to report current cigarette use than were Hispanic or White students. Of those high school students who smoke, only 47% have tried to quit smoking. ⁴

Child and Maternal Health

Adequate, early prenatal care is shown to promote positive birth outcomes by reducing the risk of low birthweight, prematurity, and neonatal and infant mortality.

The U.S. ranks behind 21 other developed nations in infant mortality. Still, the nation as a whole has seen its infant mortality rate decline over the last decade – a trend that, unfortunately, has not

occurred in Texas, where more babies are losing their lives.

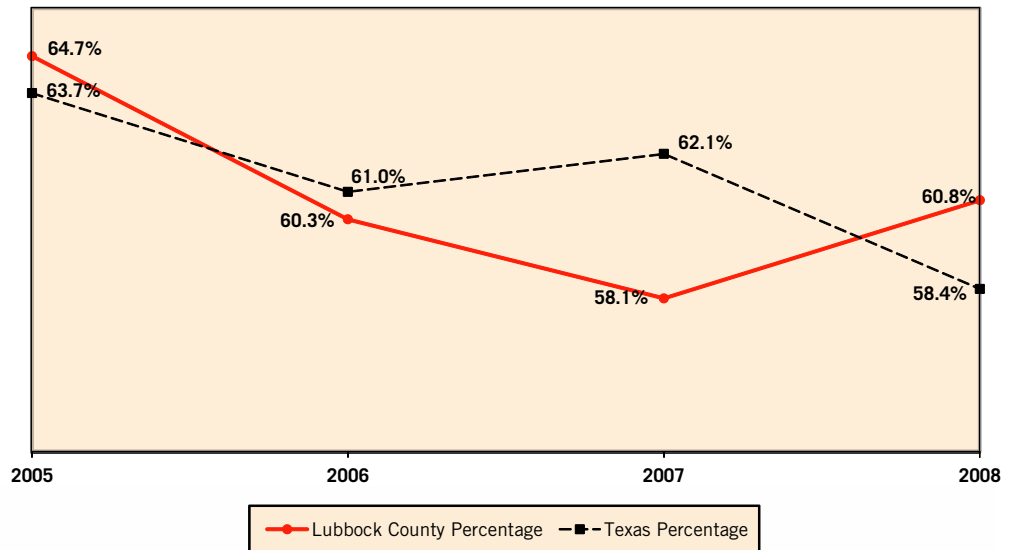
Babies of teen mothers are more likely to be born at low birth-weight.

More than half of Texans ages 15-19 have had sexual intercourse, and among those who are sexually active, 44% report they did not use a condom the last time they had sex. ¹¹

Immunizations

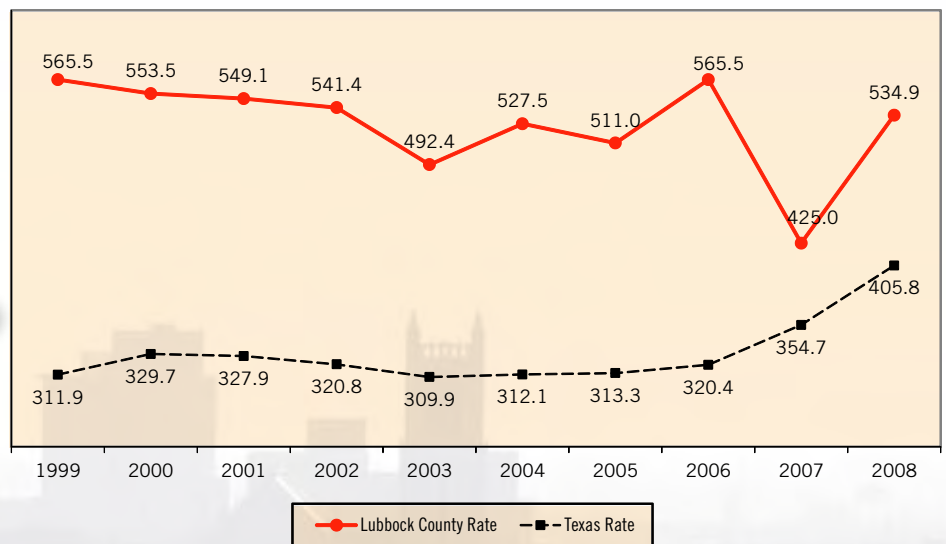
The percentage of Texas children age 19-35 months who were immunized in 2009 was 74%. ¹⁵

Percent Prenatal Care Begun in First Trimester
Lubbock County residents/Texas residents
Texas Department of State Health Services
Percent is Per Total Live Births



The U.S. ranks behind 21 other developed nations in infant mortality.

Chlamydia (Reported Cases)
Lubbock County residents/Texas residents
Texas Department of State Health Services
Rate is Per 100,000 People



Education

Texas Public Schools

Between 1999-2000 and 2009-2010

- The number of students participating in career and technical education programs rose by 57 percent.
- The number of students receiving bilingual or English as a second language instructional services increased by 56.5 percent.
- The number of students identified as limited English proficient (LEP) grew by 47.1 percent.
- Enrollment increased for all ethnic groups except Whites, which declined by 6.5 percent.
- Total enrollment increased by 21.1 percent (845,617 students).

The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.¹²

College and Workforce Readiness

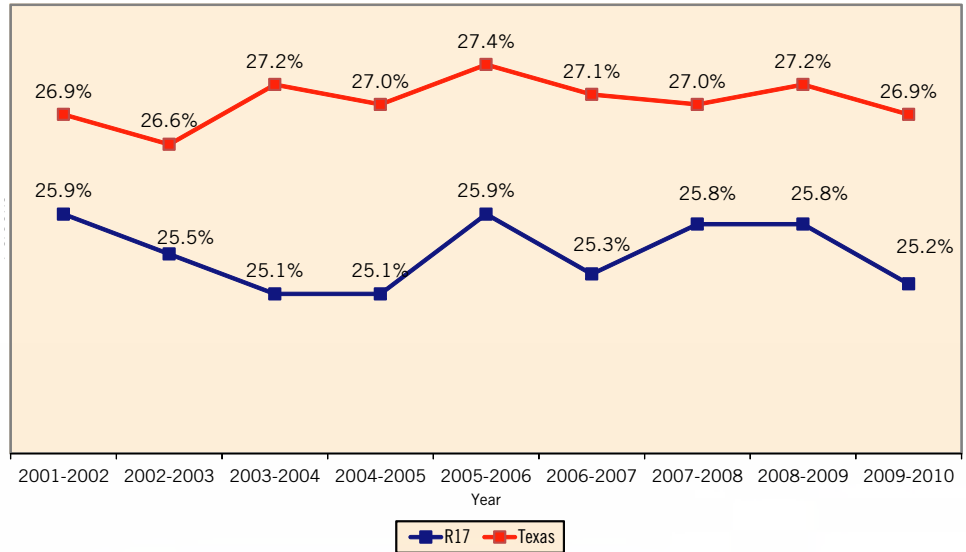
Texas's labor force and economy are strengthened when the state's high school graduates are prepared for college and are interested in pursuing available jobs in Texas.

Gaps between expected jobs and interested students are apparent for careers in education, management, computer specialties and marketing and sales, with more jobs expected than students interested in jobs in these fields. Texas may be faced with potential labor shortfalls in fields where skilled individuals are most needed.

Many Texas students are not prepared for college study. Of the graduates tested in 2008, 63 percent were ready for English com-

Texas Education Agency, Region 17	2005-2006	2009-2010
Graduates, 4-Year Completion Rate, Grades 9-12	88.0%	82.0%
Graduation Rate	87.5%	81.9%
4-year Dropout	4.5%	10.4%
For more information see <i>Texas Dropout Prevention and Recovery FAQ</i> under Resources		

Region 17 and Texas
Percent of Students Meeting SAT/ACT Criterion
Texas Education Agency
(<http://www.tea.state.tx.us/perfreport/aeis/>)



position, 44 percent for college algebra, 49 percent for college social sciences, and 25 percent for college biology.⁶

The basic definition of college and workforce readiness is the knowledge and skills to succeed in entry-level college coursework without remediation.

More than half of the students entering Texas public colleges and universities require some academic remediation. Texas college-going rates are among the lowest in the nation; Texas ranks 41st among the 50 states and the District of Columbia.

Compared with top-performing states, families in Texas have to

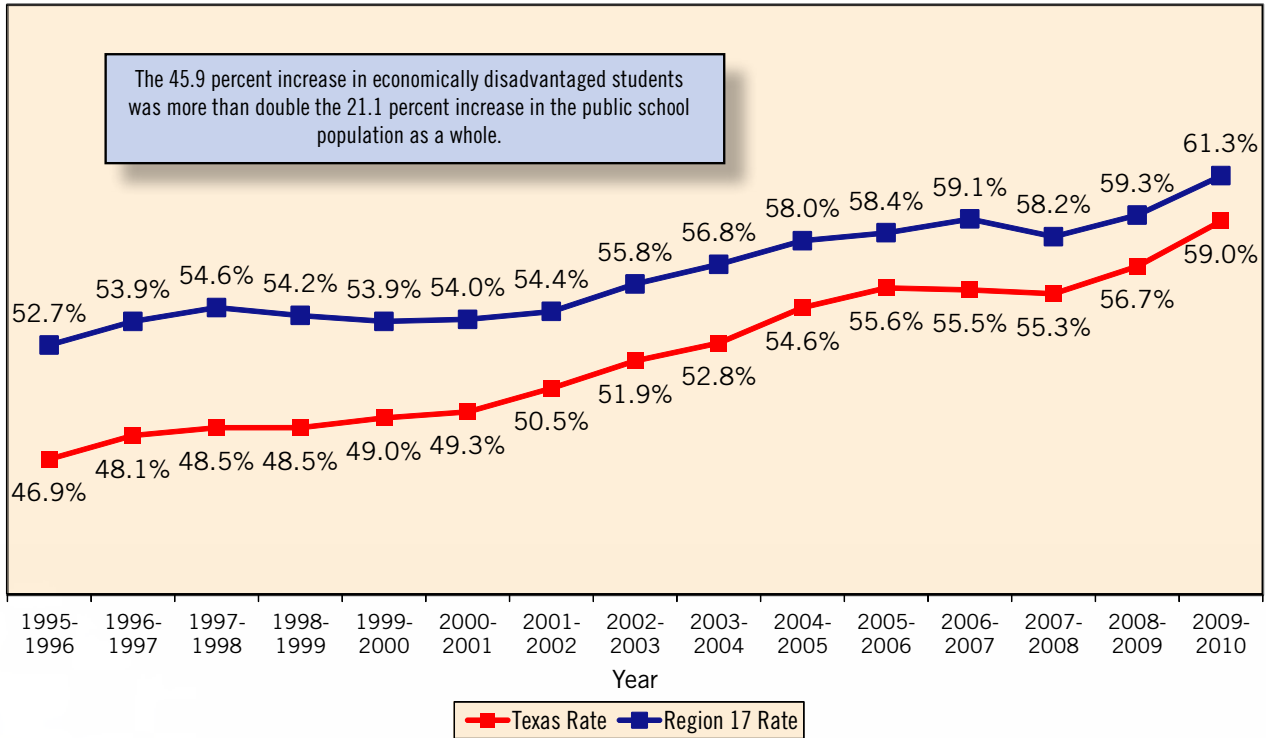
devote a larger share of income, even after receiving financial aid, to attend public colleges and universities.

The separate governance structures for public and higher education contribute to the lack of curricular alignment, inefficient flow of information, and incomplete and incompatible data systems. Neither system is accountable for the transition from high school to higher education.

Workforce representatives worry that public and higher education systems are not adequately preparing students with the knowledge and skills required for important jobs in trades and in manufacturing. They note that the current emphasis on getting all students into a

**Region 17 and Texas
Economically Disadvantaged
Texas Education Agency**

(<http://www.tea.state.tx.us/perfreport/aeis/>)

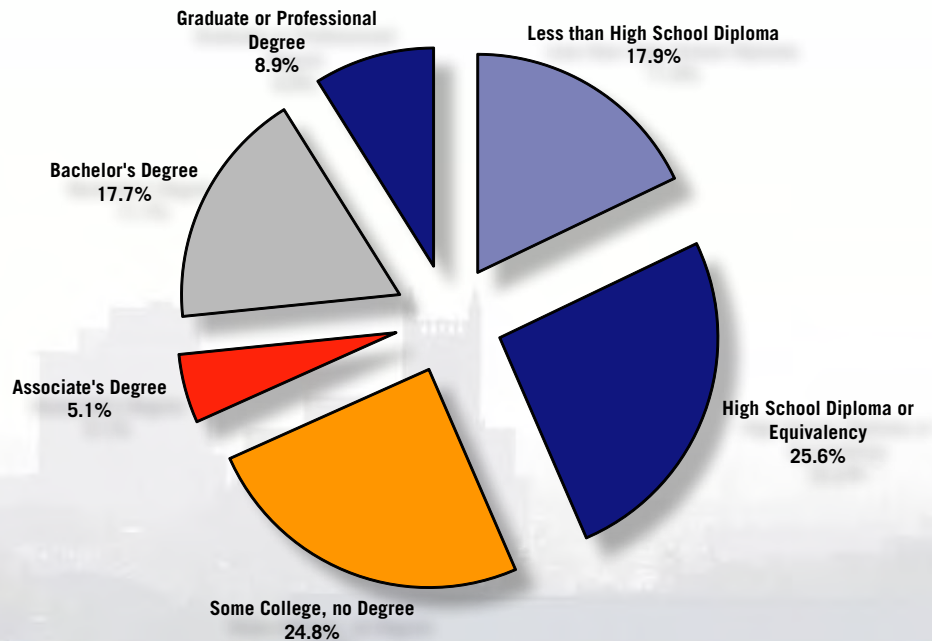


college academic program may not serve the state well.²

In 1970 only 26% of the middle class had postsecondary education. Today, 61% need postsecondary education for access to middle class earnings.⁸

African-American and Hispanic students are twice as likely to drop out as Anglo students. By 2040, at least 30 percent of Texas' work force will consist of workers without a high school diploma if current trends continue. If we don't close the gaps now, there will be a significant reduction in household income later.¹⁴

**Lubbock County Educational Achievement, 2009
U.S. Census Bureau American Community Survey**



Third grade is an important pivot point in a child's education...

Reading Proficiently by Third Grade

Third grade is an important pivot point in a child's education, the time when students shift from learning to read and begin reading to learn. Interventions for struggling readers after third grade are seldom as effective as those in the early years.

Study results show that those who don't read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers. Poverty has a powerful influence on graduation rates. The combined effect of reading poorly and living in poverty puts children in double jeopardy.

Findings include:

One in six children who are not reading proficiently in third grade do not graduate from high school on time.

Overall, 22 percent of children who have lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor. This rises to 32 percent for students spending more than half of their childhood in poverty.

For children who were poor for at least a year and were not reading proficiently in third grade, the proportion that don't finish school rose to 26 percent; more than six times the rate for all proficient readers. The rate was highest for poor Black and Hispanic students, at 31 and 33 percent respectively – or about eight times the rate for all proficient readers.⁵



...the rate of third graders passing the English TAKS was 92% in Region 17, 2009-2010.

Texas Primary Reading Inventory™

Lubbock Area United Way has struggled to measure, at the local level, whether children are ready for school. Texas Primary Reading Inventory (TPRI) assessments by Texas Education Agency Regional Service Centers are not published at this time. However, Frenship School District offered to share its data with United Way as a starting place to gauge school readiness.

Future plans are to access all TPRI assessments for children in Lubbock County and other statewide data. By the next status report, Lubbock ISD and Lubbock-Cooper ISD will be included in the TPRI data, providing a more comprehensive evaluation of area school readiness.

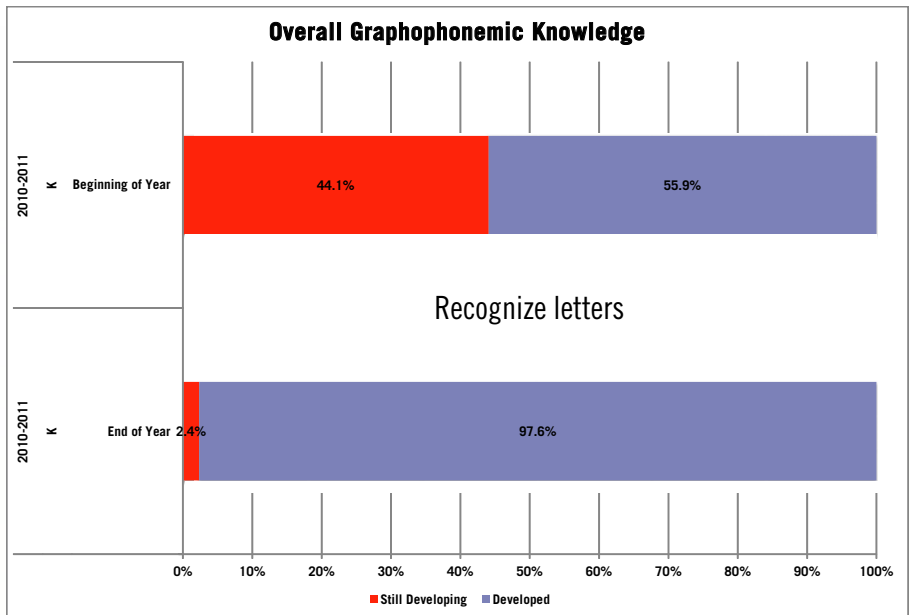
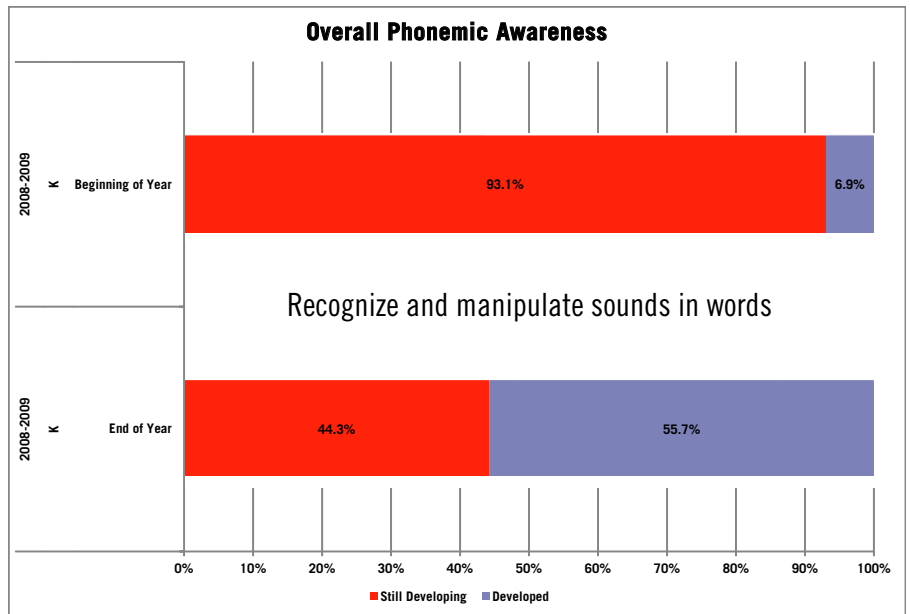
Overview

The Texas Primary Reading Inventory is a teacher-administered assessment of reading skills for children in kindergarten and Grades 1-3. It was designed as a research-based assessment of early reading skills, which is required by the state for all children in Kindergarten-Grade 2 attending public school in Texas.

The primary purposes of the TPRI are to facilitate a teacher's capacity to (a) identify children at-risk for reading difficulties, including dyslexia, in Grades K-2; and (b) set learning objectives and develop instructional plans for these at-risk children.

The TPRI is designed for admin-

Frenship ISD Kindergarten

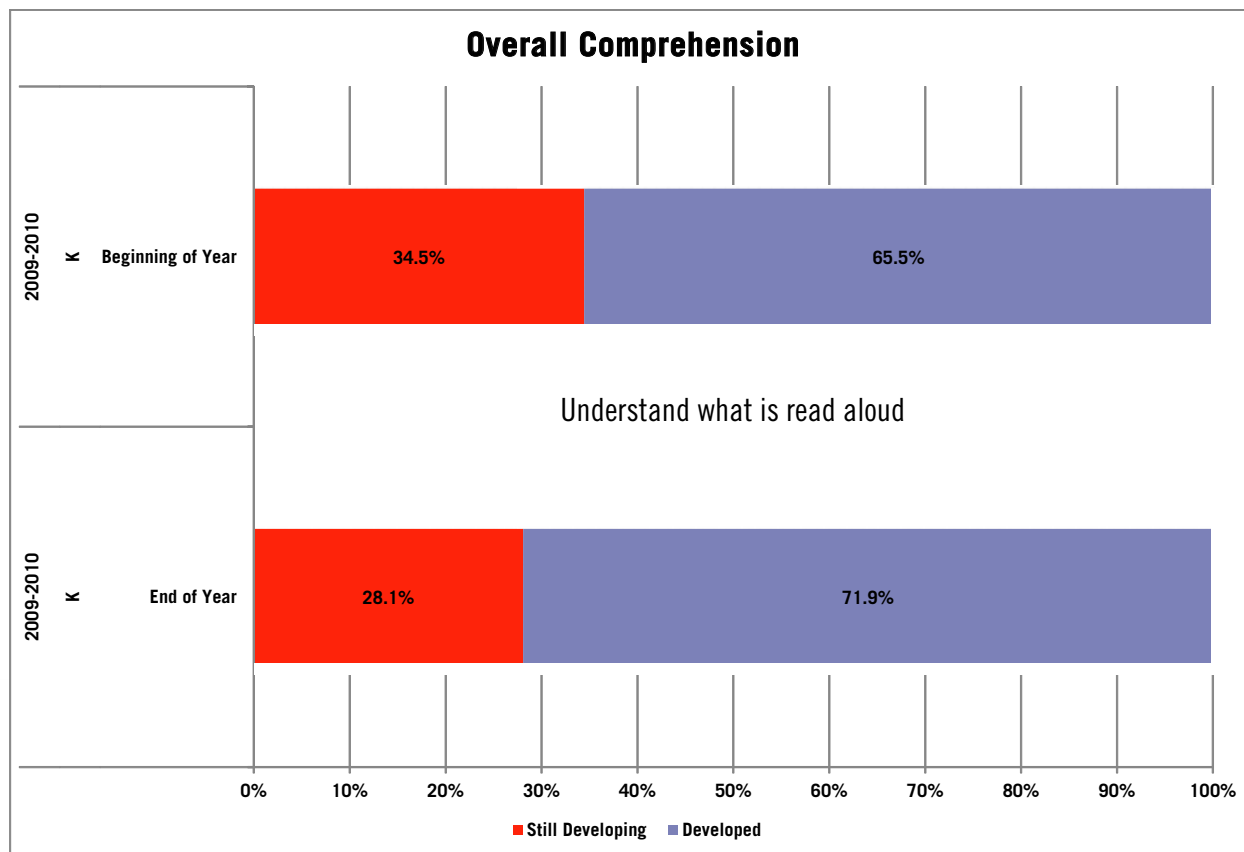


istration at the beginning and end of kindergarten and Grades 1-3. It is individually administered, and designed to be given by a trained teacher.

The TPRI contains both a Screening and an Inventory Section. The Screening assists in predicting successful reading at the end of grades K-2. The concepts evaluated in the Screening permit quick and accurate identification of

students who exhibit development of key reading concepts.

Students who are considered Still Developing based on the Screening at the beginning of K-2 may need more intensive reading intervention. The Screening both accurately identifies those not at risk, and those who will be a half-year or more below grade level in reading achievement if intervention is not undertaken.



Statistics are presented on the three primary reading concepts measured by the TPRI: Comprehension, Graphophonemic Knowledge (GK), and Phonemic Awareness (PA). Comprehension measures the understanding of what has been read aloud. Graphophonemic Knowledge measures the recognition of the letters of the alphabet and the understanding of sound-symbol relationships and spelling patterns. Phonemic Awareness measures the ability to identify, think about, or manipulate the individual sounds (phonemes) in words.

(See more information at www.tpri.org)

Conclusions by Eugene Wang, Ph.D.

The statistics for Frenship students show several interesting patterns and trends:

A large percentage of children are entering kindergarten without the ability to recognize and manipulate sounds in words (phonemic awareness), but schooling has a very positive impact on that skill.

By the end of kindergarten, almost all children have developed the ability to recognize the letters of the alphabet (graphophonemic knowledge).

But by the end of kindergarten, 30% of children still have not developed the ability to understand what’s read to them (comprehension).

By the end of first grade, almost all children have developed the ability to recognize and manipulate sounds and to recognize the letters of the alphabet. Although their ability to understand what’s read to them is not as well developed, a large majority of children have acquired this skill by the end of first grade.

Parents and caretakers would be able to help children be ready for kindergarten by teaching children the alphabet (for example, how to recognize and form the letters of the alphabet, the sounds the letters make). Parents can also help children be ready for kindergarten by reading aloud age appropriate books.

From The 30 Million Word Gap, The Campaign for Grade-Level Reading

Parent-child verbal interaction is strongly associated with the development of children's vocabulary and emergent literary skills.

Recent work has suggested that the home learning environment might be particularly important for understanding children's cognitive development. Several studies have found that the more positive home learning environments of high income versus low income children account for as much as half of the gap in test scores of preschool children. (Smith 1997)

The only behavior measure that correlates significantly with reading scores is the number of books in the home.

An analysis of a national data set of 100,000 U.S. school children found that access to printed materials – not poverty – is the critical variable affecting reading acquisition. (McQuillan 1998)

When children have more access to books and other print materials, they develop more positive attitudes towards reading and learning. (Lindsay 2010)¹⁶

Parent-child verbal interaction is strongly associated with the development of children's vocabulary and emergent literary skills.

Research spanning 100 years has shown that students lose ground during summer, particularly low-income students. They lose an average of more than two months in reading achievement over the summer, slowing their progress toward third-grade reading proficiency.

To see a video on The Impact of Summer Learning Loss go to: <http://www.gradelevelreading.net/research/preearly-childhood/>¹⁶

Out-of-school reading habits of students has shown that even 15 minutes a day of independent reading can expose students to more than a million words of text in a year.¹

In middle-income neighborhoods the ratio of age-appropriate books per child is 13 to 1 (13 books for every child). In low-income neighborhoods the ratio is 1 to 300 (1 book for every 300 children).¹⁰



IMPORTANT INDICATORS	Previous	Current	Percent Change	Texas	Compared to Texas
<i>Born Healthy (Lubbock County) TDSHS</i>					
Onset of prenatal care in first trimester (per total live births)	2007 58.1%	2008 60.8%	5%	58.4%	4% above
Percent of babies born with low weight birth	11.1%	10.3%	-7%	8.4%	18% above
Infant death rate (per 1,000 live births)	5.3%	7.8%	47%	6.1%	22% above
<i>School Functioning (Region 17) TEA</i>					
Retention (Kindergarten), Non-Special Education	2008-2009 5.7%	2009-2010 6.1%	7%	5.3%	13% above
Retention (1 st Grade), Non-Special Education	4.4%	4%	9%	2.4%	40% above
3rd Grade TAKS Reading	90%	92%	2%	92%	Same
Graduation Rate	82.2%	81.9%	0%	80.6%	2% above
4-year Dropout	8.8%	10.4%	18%	9.4%	10% above
Percentage of students passing all TAKS tests	71%	75%	6%	77%	3% below
<i>College Readiness (Region 17) TEA</i>					
Percentage of students at or above criterion in college entrance exams	2008-2009 25.8%	2009-2010 25.2%	-2%	26.9%	7% below
<i>Work Readiness (Region 17) TEA</i>					
Percentage of students passing 11 th Grade TAKS English Language Arts	2008 93%	2009 93%	0%	92%	1% above
Percentage of adults 25+ with at least high school education	83.5%	82.1%	-2%	79.8%	3% above
Percentage of adults 25+ with bachelor's degree or higher	27.7%	26.6%	-4%	25.5%	4% above
<i>Economics (Lubbock County)</i>					
Unemployment rate (Texas Workforce Commission)	2009 4.4%	2010 6.2%	41%	8.2%	32% below
Percentage of children in poverty (U.S. Census)	2008 16.4%	2009 22.9%	40%	24.4%	7% above
Percentage of adults in poverty (U.S. Census)	14.3%	19.8%	38%	14.3%	28% above
Persons without health insurance (U.S. Census)	Unknown	12.1%		16.3%	35% below
<i>Community Safety (Lubbock County)</i>					
Rape rate (per 100,000 population) UCR	2008 44.1	2009 43.2	-2%	33.4	23% above
Aggravated assault rate (per 100,000 population) UCR	697	680	-2%	299	56% above
Family violence rate (per 100,000 population) UCR	1,509	1,328	-12%	794	40% above
Confirmed victims of child abuse rate (per 1,000 children) TDPRS	24.2	22.7	-6%	10.5	54% above
<i>Education Matters Scorecard Indicators are highlighted</i>					
TDSHS - Texas Dept. of State Health Services; TEA - Texas Education Agency; UCR - Uniform Crime Reporting System; TDPRS - Texas Dept. of Protective Services					



Appendix 2011

On the Lubbock Area United Way web site, there is a section containing links to all new and archived data from the Community Status Report. This includes information relating to demographics, economics, education, health and public safety. This information can be accessed at www.liveunitedlubbock.org

RESOURCES

Achieving Graduation For All: A Governor's Guide to Dropout Prevention and Recovery, 2009, Princiotta and Reyna, nga.org

¹ Anderson, Wilson, & Fielding, Growth in Reading and How Children Spend Their Time Outside of School, 1988

² Barriers to Implementing College and Workforce Readiness Initiatives in Texas, January 2009, Texas Association of School Boards, tasb.org

³ The Case for Inclusion 2010: An Analysis of Medicaid for Americans with Intellectual and Developmental Disabilities, United Cerebral Palsy

⁴ Covenant Health System Community Needs and Assets Assessment, June 1, 2011

⁵ Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation, April 2011, The Annie E. Casey Foundation

⁶ The Future Workforce of Texas, ACT, Inc.

⁷ Gaining Costs; Losing Time: The Obesity Crisis in Texas, Susan Combs State Comptroller, Feb. 2011

⁸ Help Wanted: Projections of Jobs and Education Requirements Through 2018, June 2010, Carnevale, Smith and Strohl

⁹ Lubbock County 2011 Point-In-Time Survey, Texas Homeless Network

Lubbock County Juvenile Justice Center- LCJJC

¹⁰ Neuman, Susan B. and David K. Dickinson, ed. Handbook of Early Literacy Research, Volume 2, New York, NY: 2006

¹¹ A Report on the Bottom Line: Conditions for Children and the Texas of Tomorrow, Texans Care for Children, www.txchildren.org

¹² Secondary School Completion and Dropouts, 2009-2010, Texas Education Agency

¹³ Ten Ways to Promote Educational Achievement and Attainment Beyond the Classroom, Child Trends Research-to-Results Brief, July 2010

Texas – A Majority/Minority State: Social and Economic Implications, Torres, Texas A&M University, 2011

¹⁴ Texas State Data Center & Office of the State Demographer - MURDOCK

Texas Department of Family & Protective Services - TDFPS

Texas Department of Protective & Regulatory Services - TDPRS

¹⁵ Texas Department of State Health Services - TDSHS

Texas Dropout Prevention and Recovery Frequently Asked Questions, Texas Education Agency

¹⁶ The 30 Million Word Gap, the Campaign for Grade Level Reading, <http://gradelevelreading.net>

Uniform Crime Reporting System- UCRS

Uninsured Children: Who Are They and Where Do They Live? Urban Institute, August 2010

PREVIOUS CSR HIGHLIGHTS

All available on-line at
www.liveunitedlubbock.org

2010:

- *Developmental Assets and Lubbock ISD Survey Results*
- *The Asset Challenge Facing the Community*

2009:

- *What Works? What Does Not Work?*
- *Introduced Scorecard*
- *Charts/Graphs/Appendix on website*

2008:

- *Education Matters Initiative*
- *Work Readiness, Youth Developmental Assets, School Dropout and School Readiness*

2007:

- *Community Impact – SB6, SIS, SFL Action Plans*
- *Focus on how lifelong learning and education increase the well being of individuals, families and communities.*
- *Born Learning Campaign, Family Literacy, Positive Behavior Support (PBS), and Education and the Workplace*

2006:

- *Transformation to Community Impact Model*
- *Correlations among demographics, education, economics and health*
- *Texas population information from Dr. Steve Murdock, State Demographer*

2005:

- *Highlight of community problems and collaborative problem-solving efforts*

2004:

- *Top 10 community health and human services facing Lubbock County*

2003:

- *Success By 6 and the State of Lubbock's Children*
- *Wang Prenatal Study*
- *Child Abuse: The Research Knowledge-Base*

2002:

- *Solutions Groups: Adult Violence, Child Abuse, Infant Mortality and Suicide*

2001:

- *County-wide trends, comparisons of local, state and national statistics*

2000:

- *Expanded indicators and trends*

1999:

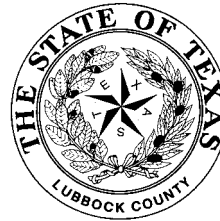
- *Initial Report*

Statistical information and TPRI analysis by Dr. Eugene Wang

**SPECIAL THANKS TO OUR
COMMUNITY STATUS REPORT PARTNERS**



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER



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