

FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM
October 22, 2014, 9:30 a.m. – 12 noon
Fairfax County Government Center, Room 232

Agenda

1. Welcome and Introductions

2. Administrative Items

Item Ad-1: Approval of Proposed Meeting Time Change

3. Information Items

Item I-1: Collective Impact Process Planning

Item I-2: Portrait of a Graduate

Item I-3: Fairfax County Youth Survey: 2013-2014 School Year Data Highlights

Item I-4: Equity Policy Update

4. Items and Announcements Presented by SCYPT Members

5. Adjourn

SCYPT Administrative Item Ad-1
October 22, 2014

ADMINISTRATIVE ITEM Ad-1

TITLE:

Approval of Proposed Meeting Time Change.

ISSUE:

SCYPT approval of a change in SCYPT meeting times from 9:30 a.m. to 3:00 p.m.

BACKGROUND:

At the September 2014 SCYPT meeting, Pat Hynes asked if the team would consider moving meetings to the afternoon, as her schedule as a teacher will not allow her to attend morning meetings on a consistent basis. It was suggested that members check their schedules and availability and vote on the matter at the October meeting.

Meeting dates would remain the same, but alternative locations may need to be identified if meeting times change and the current facilities are not available.

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

SCYPT Information Item I-1
October 22, 2014

TITLE:

Update on Collective Impact Efforts

ISSUE:

The SCYPT Executive Committee and staff have begun to identify strategies for implementing the recommendations presented by Strive for establishing an infrastructure to support collective impact.

BACKGROUND:

The process for engaging in collective impact work will include three primary deliverables:

1. A *planning retreat* among a core group of members and staff to refine the SCYPT's vision, mission, and goals; make recommendations for additional members; develop an accountability structure; develop key messages to communicate the team's work; and outline key roles to accomplish the work.
2. A *design institute*, an intensive one-day workshop for members, staff, and key stakeholders to build an action plan for the SCYPT based on the outcomes of the planning retreat.
3. A *Community Impact Report Card*, a reporting tool that will include key community-level goals for Fairfax's children and youth and indicators for each.

SCYPT members interested in participating in the planning retreat will be asked to volunteer to do so at the meeting.

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

SCYPT Information Item I-2
October 22, 2014

TITLE:

Portrait of a Graduate

ISSUE:

The Fairfax County School Board has approved Fairfax County Public Schools (FCPS) Portrait of a Graduate, a framework for the skills each student should have by the time he or she graduates in order to be prepared for the future.

BACKGROUND:

Portrait of a Graduate provides a framework for all students to become: a communicator; collaborator; global citizen; creative and critical thinker; and a goal-directed and resilient individual. These skills and attributes align with the Board's Student Achievement Goals to pursue academic excellence, develop essential life skills, and demonstrate responsibility to the community and the world. Portrait of a Graduate is designed to instill a lifelong pursuit of academic knowledge and interdisciplinary learning in students in the five areas while serving as a foundation on which FCPS will build a long-range strategic plan. The five areas are: communicator, collaborator, ethical and global citizen, creative and critical thinker, and goal-directed and resilient individual.

Among the skills that students will aspire to are using technological skills and contemporary digital tools to explore and exchange ideas; respecting divergent thinking to engage others in thoughtful discussion; promoting environmental stewardship; expressing thought, ideas, and emotions meaningfully through the arts; and acting responsibly and ethically to build trust and lead.

Beginning at last year's annual education summit with nearly 700 attendees and during Superintendent Garza's nine listening tours—attended by approximately 1,800 people—citizens were asked to provide feedback on the community's expectations of what they want a graduate from FCPS to know and be able to do upon completion of high school. A committee of 70 community members met to define the five areas of the framework, then the School Board, FCPS leadership team, principals, and teachers provided feedback to help refine the areas.

ATTACHMENTS:

None.

STAFF:

Kim Dockery, Fairfax County Public Schools
Jane Lipp, Fairfax County Public Schools

PORTRAIT OF A GRADUATE



Portrait of a Graduate Stakeholder Committee

- Facilitated by Ken Kay
 - 70 member task force
 - parents, business community members, community members, teachers, counselors, principals, county government (NCS, OfC, JDRDC)
 - Community Feedback
 - Regional Meetings around the direction FCPS (the needs of the students, families and the community)
 - Parent and Community survey
 - School Board input



Today

- Focus on 25 years of change.
- Focus on skills young people need to address change.
- Focus on most important 21st century competencies?

Second Session, 11/7/13

- Begin to narrow list of competencies.
- Begin to create definition for each competency.
- Begin to create visual to support the competencies.





PORTRAIT OF A GRADUATE

ETHICAL AND GLOBAL CITIZEN



CREATIVE AND CRITICAL THINKER



COLLABORATOR



COMMUNICATOR



GOAL-DIRECTED AND RESILIENT INDIVIDUAL



Student Achievement Goals: Pursue Academic Excellence, Develop Essential Life Skills, and Demonstrate Responsibility to the Community and the World

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

 Communicator	 Collaborator	 Ethical and Global Citizen	 Creative and Critical Thinker	 Goal-Directed and Resilient Individual
<p>Applies effective reading skills to acquire knowledge and broaden perspectives</p> <p>Employs active listening strategies to advance understanding</p> <p>Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners</p> <p>Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts</p> <p>Uses technological skills and contemporary digital tools to explore and exchange ideas</p>	<p>Respects divergent thinking to engage others in thoughtful discussion</p> <p>Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals</p> <p>Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints</p> <p>Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks</p>	<p>Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues</p> <p>Contributes to solutions that benefit the broader community</p> <p>Communicates effectively in multiple languages to make meaningful connections</p> <p>Promotes environmental stewardship</p> <p>Understands the foundations of our country and values our rights, privileges and responsibilities</p> <p>Demonstrates empathy, compassion and respect for others</p> <p>Acts responsibly and ethically to build trust and lead</p>	<p>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes</p> <p>Uses information in novel and creative ways to strengthen comprehension and deepen awareness</p> <p>Demonstrates divergent and ingenious thought to enhance the design/build process</p> <p>Expresses thought, ideas, and emotions meaningfully through the arts</p> <p>Evaluates ideas and information sources for validity, relevance, and impact</p> <p>Reasons through and weighs evidence to reach conclusions</p>	<p>Engages in healthy and positive practices and relationships to promote overall physical and mental well-being</p> <p>Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</p> <p>Uses time and financial resources wisely to set goals, complete tasks, and manage projects</p> <p>Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy</p>



COMMUNICATOR

- Applies effective reading skills to acquire knowledge and broaden perspectives
- Employs active listening strategies to advance understanding
- Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners
- Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts
- Uses technological skills and contemporary digital tools to explore and exchange ideas





COLLABORATOR

- Respects divergent thinking to engage others in thoughtful discussion
- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals
- Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints
- Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks





ETHICAL AND GLOBAL CITIZEN

- Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues
- Contributes to solutions that benefit the broader community
- Communicates effectively in multiple languages to make meaningful connections
- Promotes environmental stewardship
- Understands the foundations of our country and values our rights, privileges and responsibilities
 - Demonstrates empathy, compassion and respect for others
 - Acts responsibly and ethically to build trust and lead





CREATIVE AND CRITICAL THINKER

- Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes
- Uses information in novel and creative ways to strengthen comprehension and deepen awareness
- Demonstrates divergent and ingenious thought to enhance the design/build process
- Expresses thought, ideas, and emotions meaningfully through the arts
 - Evaluates ideas and information sources for validity, relevance, and impact
 - Reasons through and weighs evidence to reach conclusions





GOAL-DIRECTED AND RESILIENT INDIVIDUAL

- Engages in healthy and positive practices and relationships to promote overall physical and mental well-being
- Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Uses time and financial resources wisely to set goals, complete tasks, and manage projects
- Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy



14-15 Proposed Strategic Planning goals

Student Success

- We commit to reach, challenge, and prepare every student for success in school and life.

Caring Culture

- We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported and hopeful.

Premier Work Force

- We commit to invest in our employees, encourage innovation, and celebrate success.

Resource Stewardship

- We commit to champion the needs of our school communities and be responsible stewards of the public's investment.



Student Success

- All students will achieve at their full potential, achievements gaps will be eliminated



Strategic Drivers for Strategic Plan

- Comprehensive plan for full implementation of pre-kindergarten to all qualifying students
- Increase cultural proficiency of FCPS staff by requiring all to participate in cultural competency training





FCPS Cares

Responsive **Culture**
Excellence in **Academics**
Positive **Relationships**
Enriching **Experiences**
For All **Students**



PORTRAIT OF A GRADUATE



SCYPT Information Item I-3
October 22, 2014

TITLE:

2013 Fairfax County Youth Survey: 2013-2014 School Year Data Highlights

ISSUE:

The latest data from the Fairfax County Youth Survey includes key information on youth behaviors and risk and protective factors.

BACKGROUND:

Prevalence, trend, and associational data highlight areas of need and issues of concern related to substance use, bullying, behavioral health, healthy eating, physical activity, sleep, sexual behavior, and gang membership. The full Youth Survey report, additional data, the Prevention Toolkit, and other survey-related information and resources can be found online at www.fairfaxcounty.gov/youthsurvey.

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services
Sophia Dutton, Department of Neighborhood and Community Services

Fairfax County Youth Survey
School Year 2013-2014
Highlights

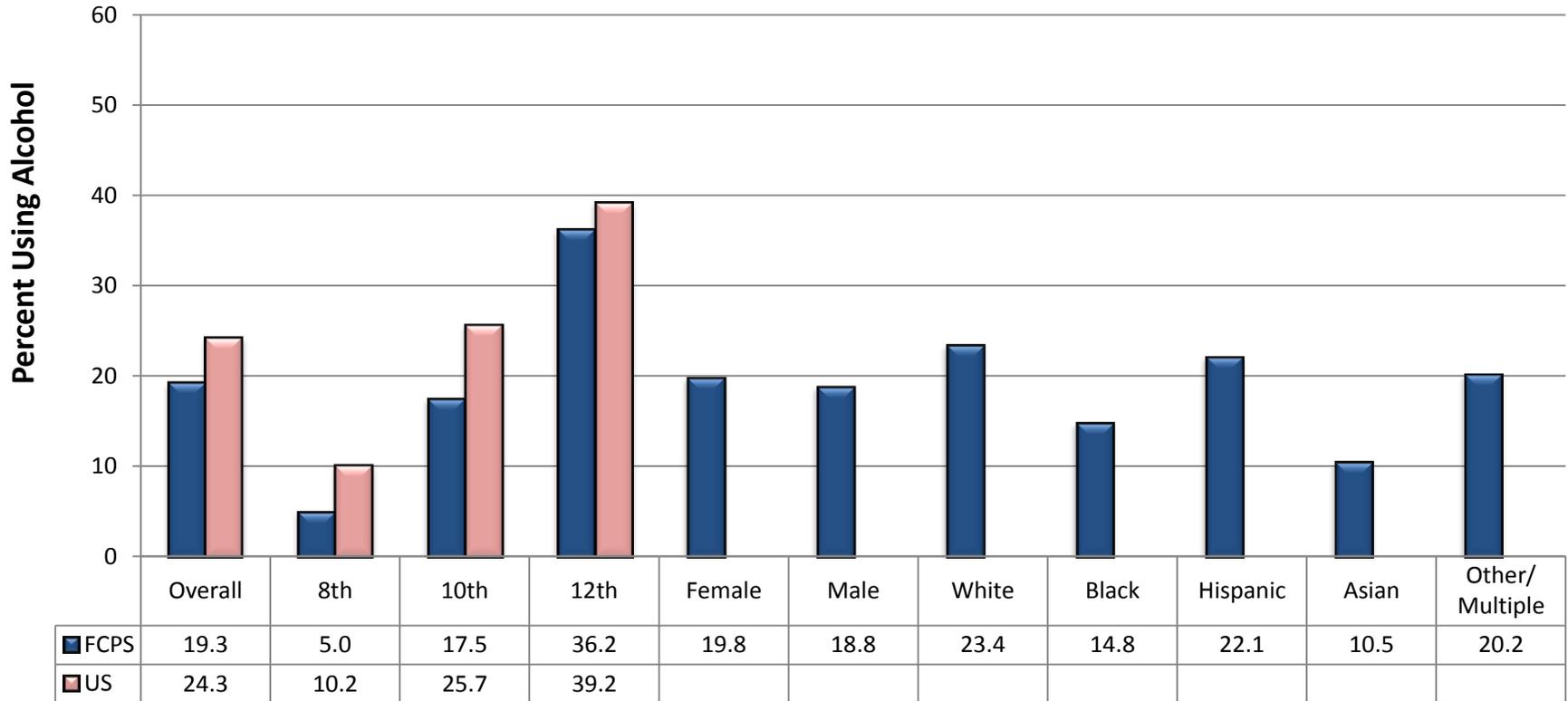
Successful Children and Youth
Policy Team
October 22, 2014

About the Youth Survey

- Comprehensive, anonymous, and voluntary
- Examines behaviors, experiences, and risk and protective factors
- 47,084 FCPS students in grades 6, 8, 10, & 12
 - Represents 89% of enrolled students
 - 32,439 usable questionnaires (gr. 8/10/12 survey)
 - 11,597 usable questionnaires (gr. 6 survey)

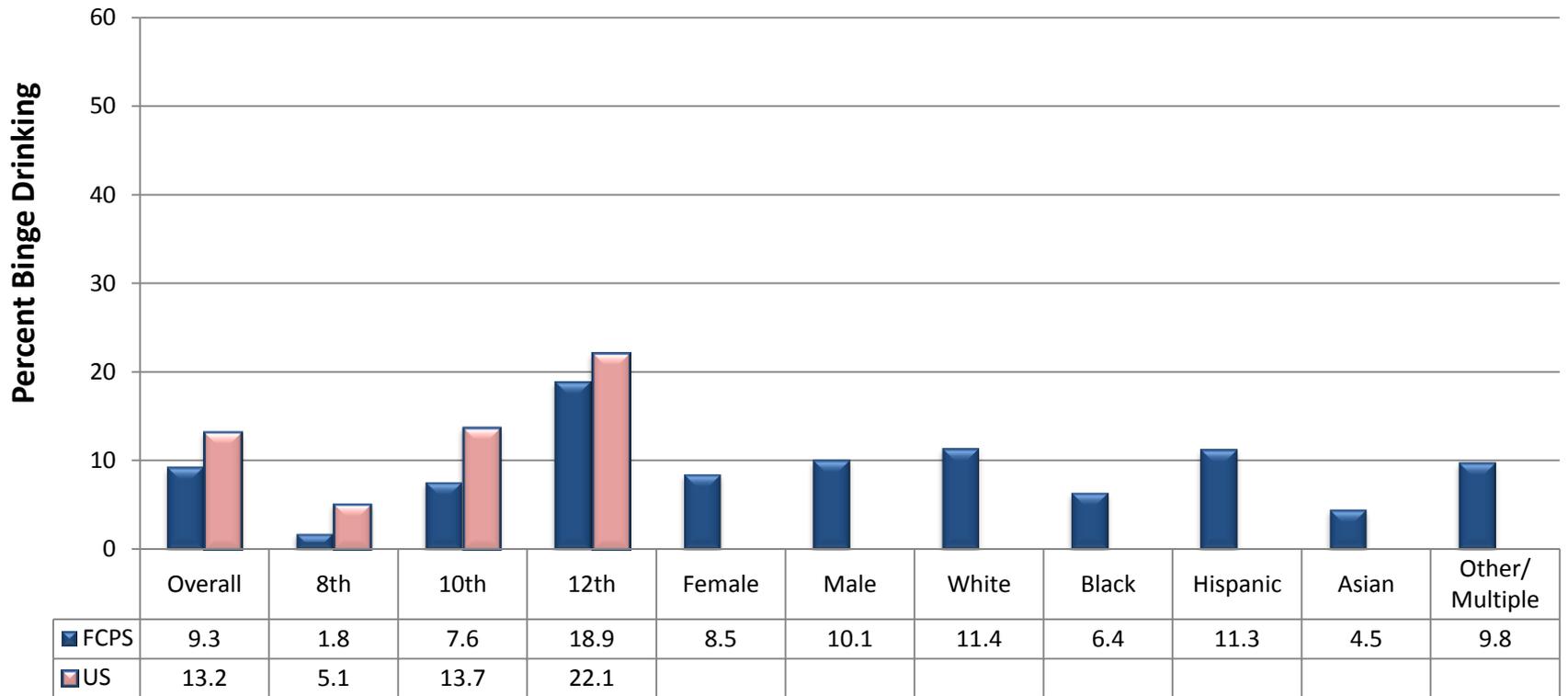
SUBSTANCE USE

30 Day Alcohol Use

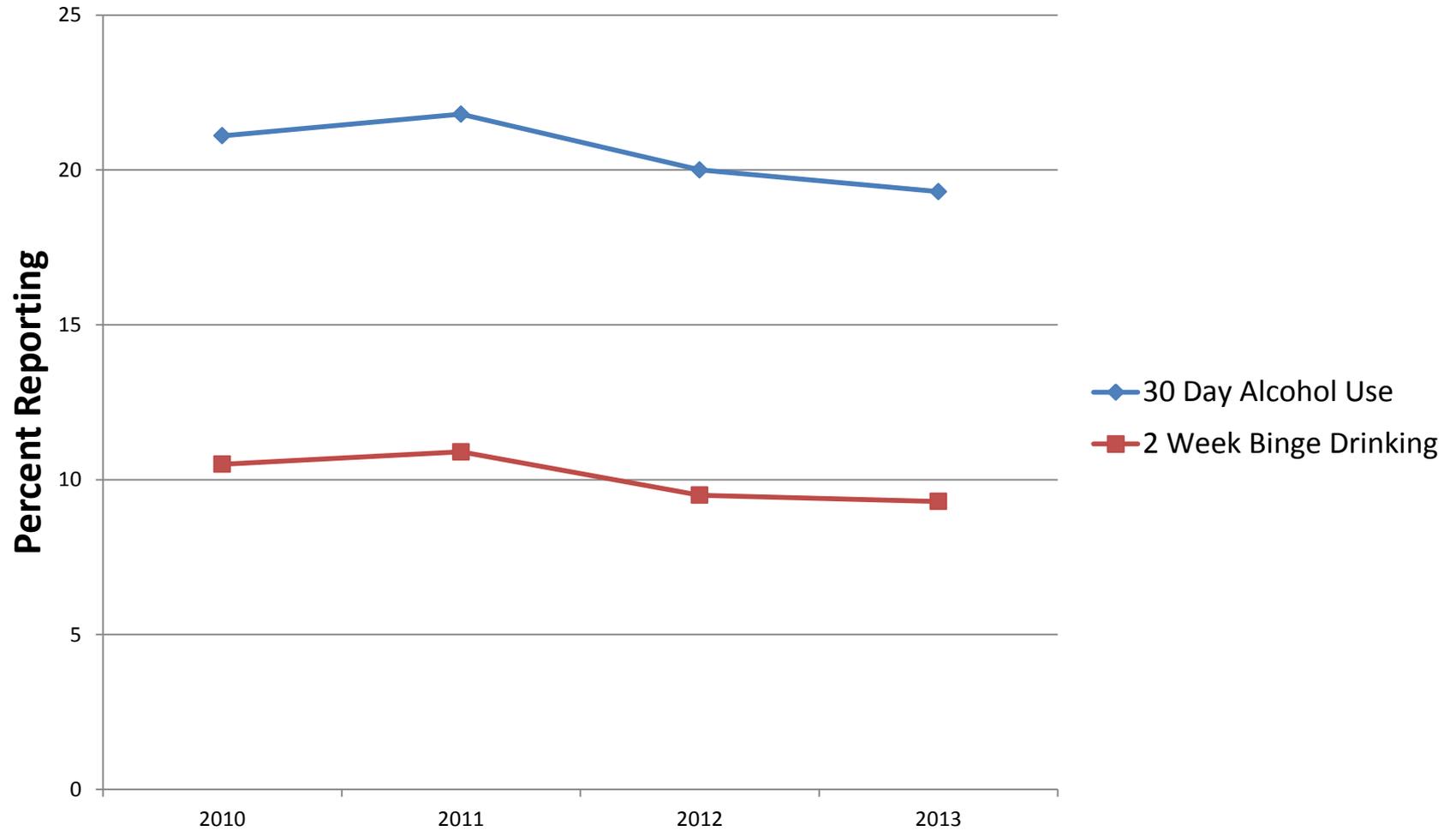


Note: 6th Grade Prevalence = 1.7%

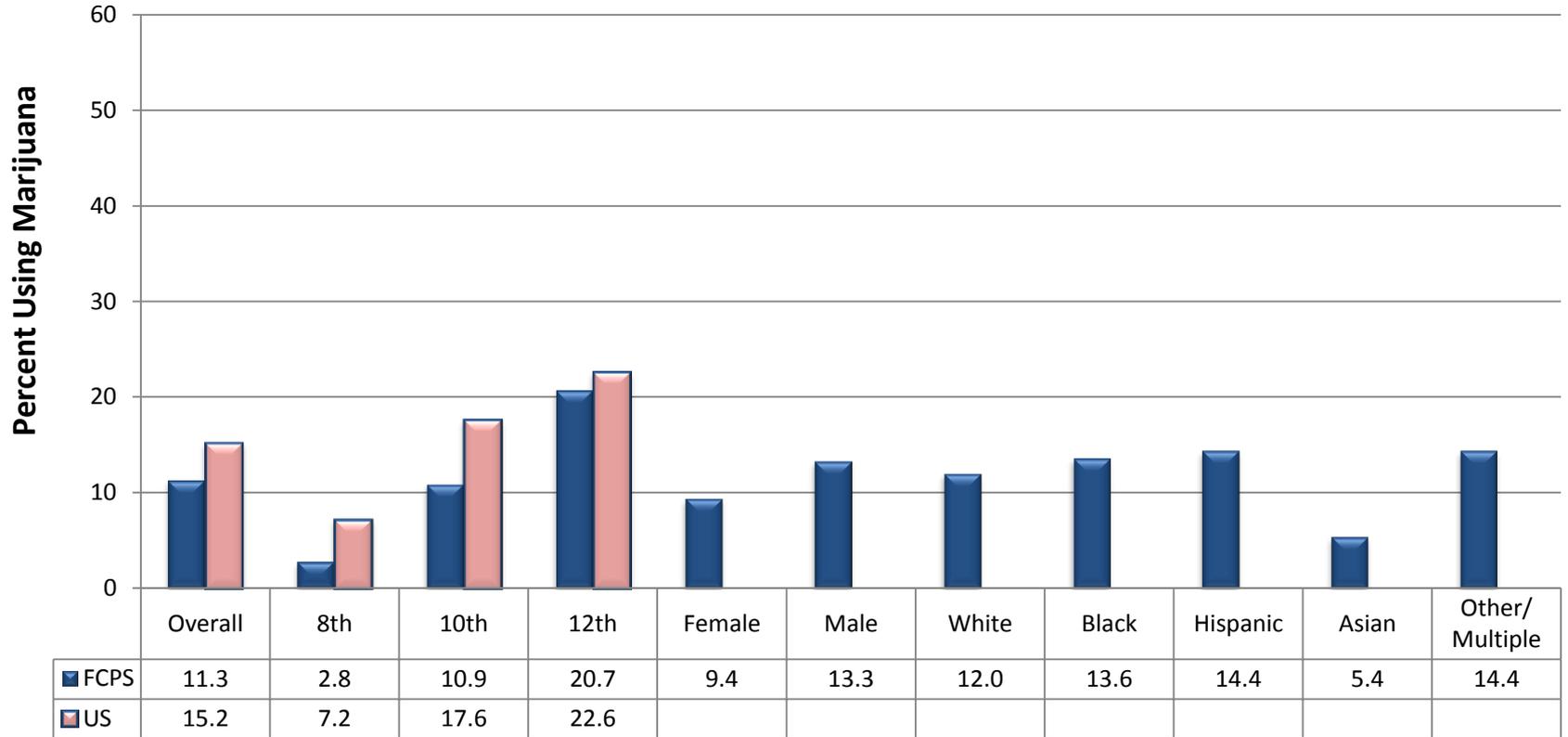
2 Week Binge Drinking



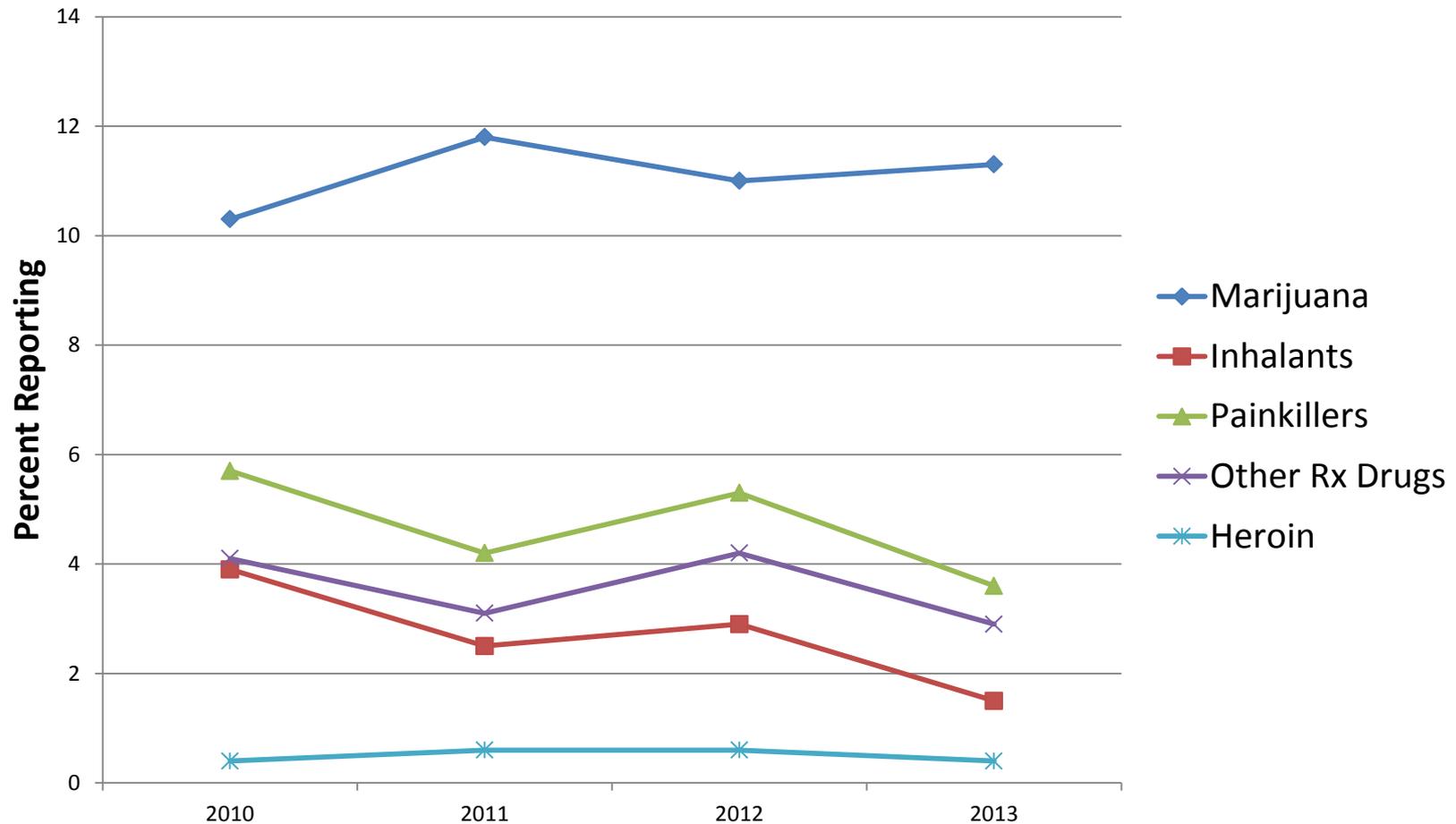
Alcohol Use Trends



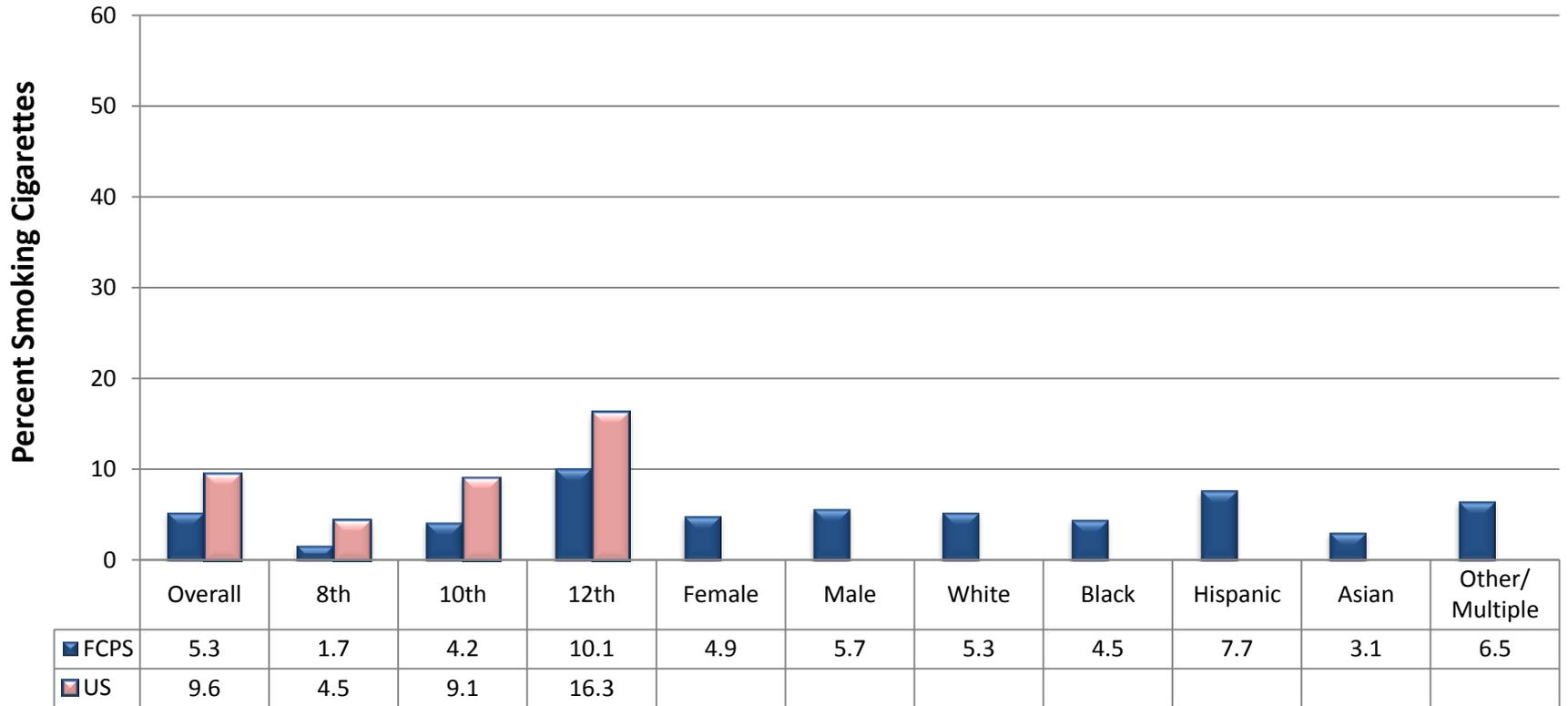
30 Day Marijuana Use



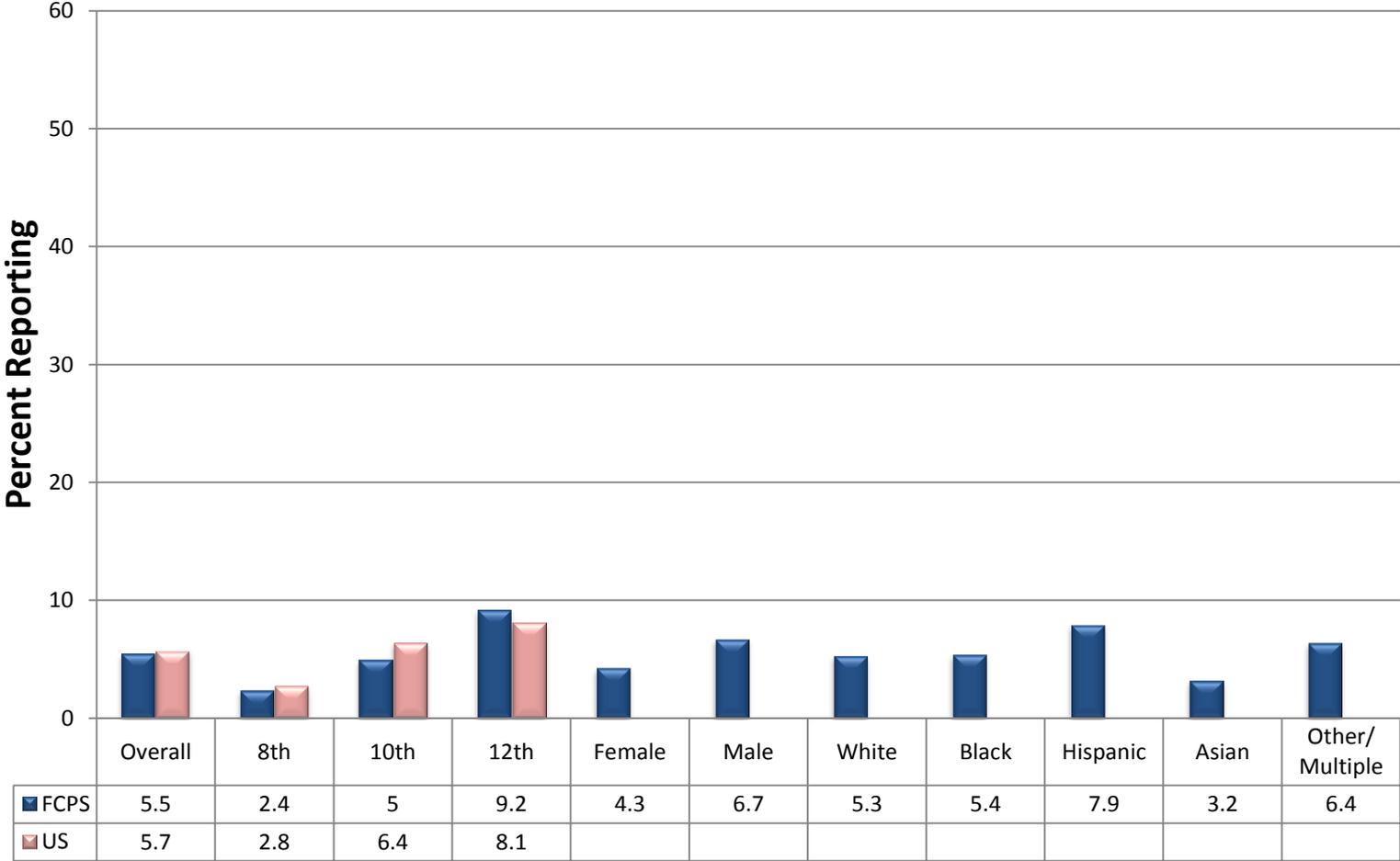
Marijuana and Other Drug Trends (30 Day Use)



30 Day Cigarette Use

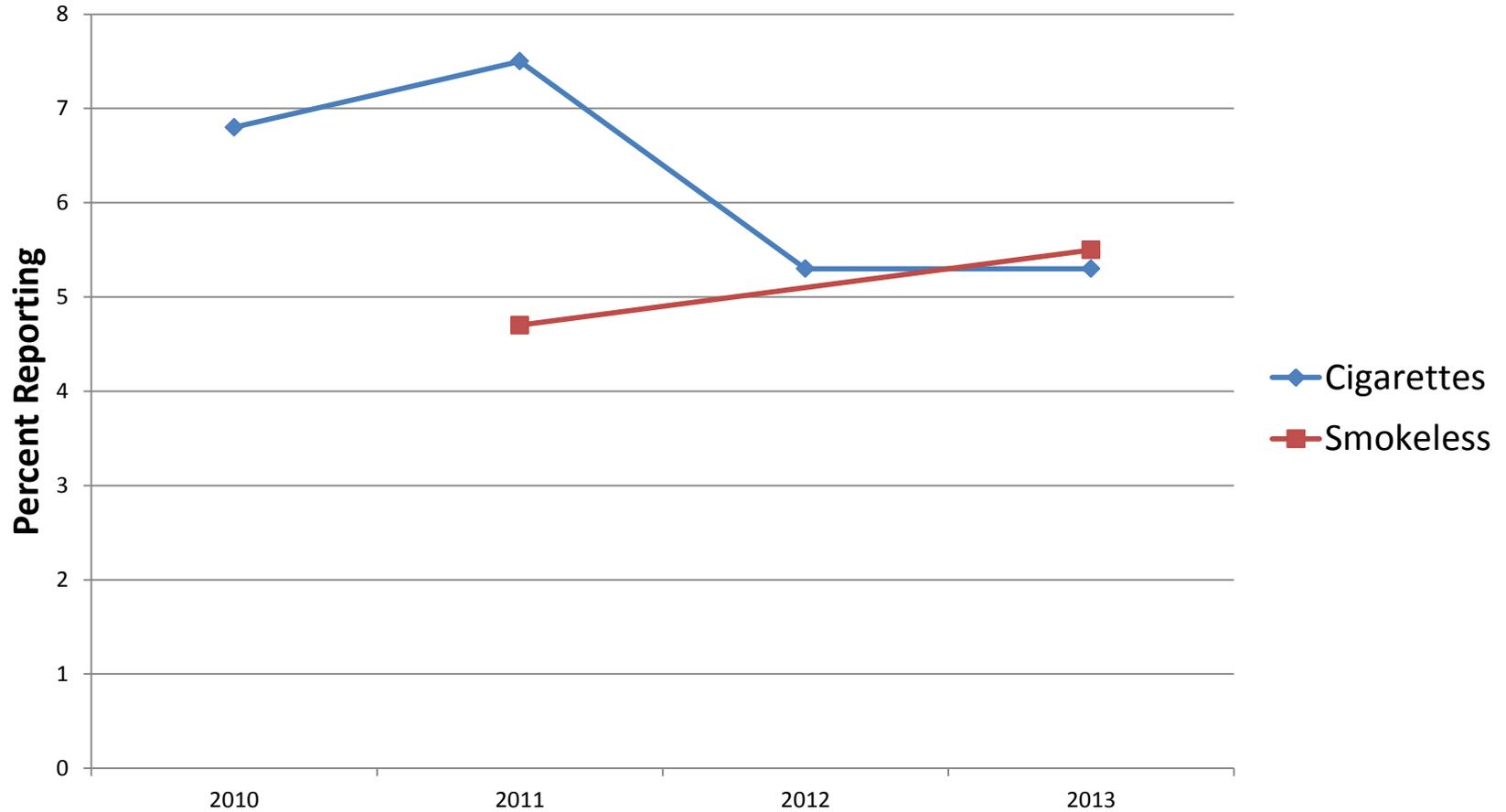


30 Day Smokeless Tobacco Use



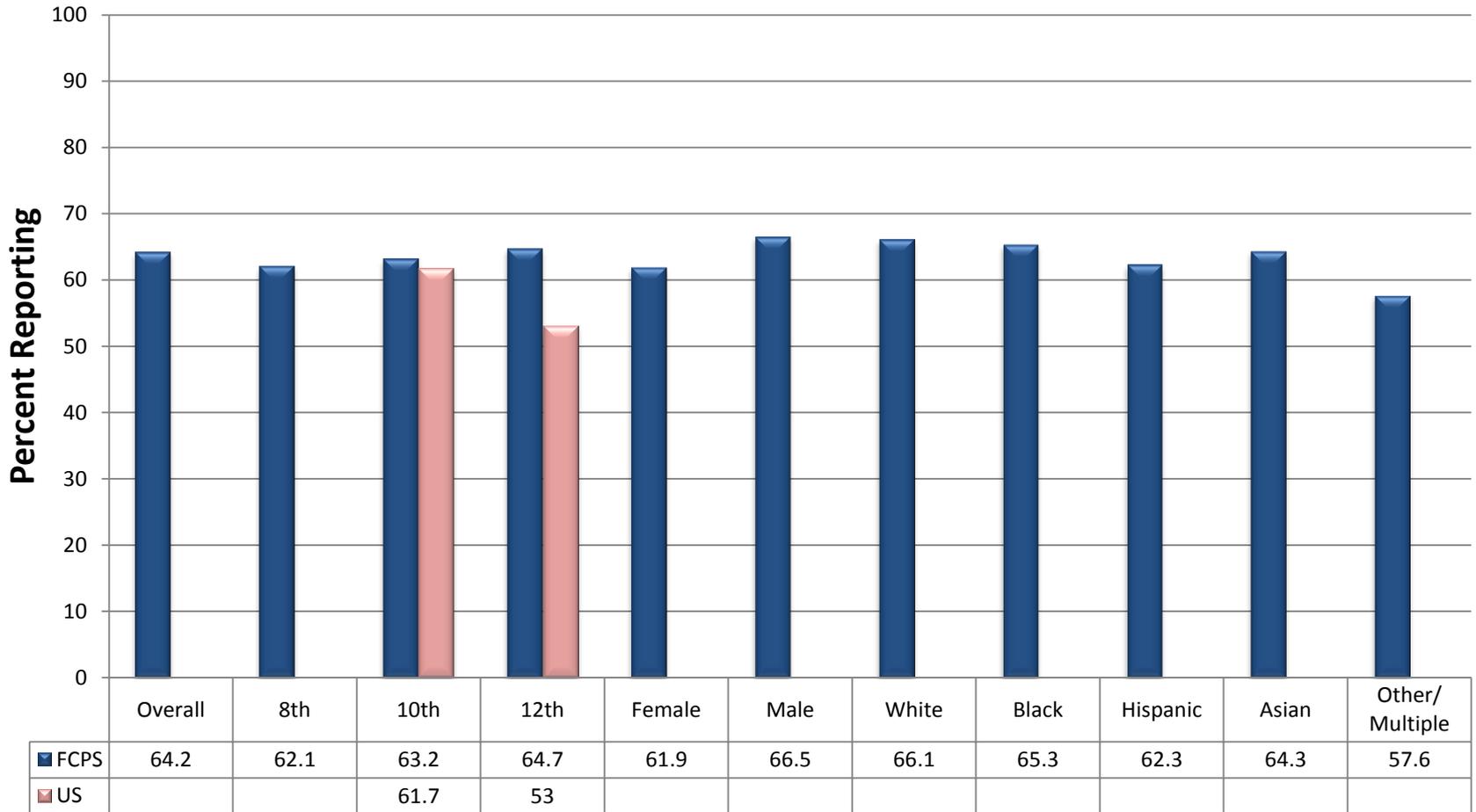
Tobacco Use Trends

(30 Day Use)

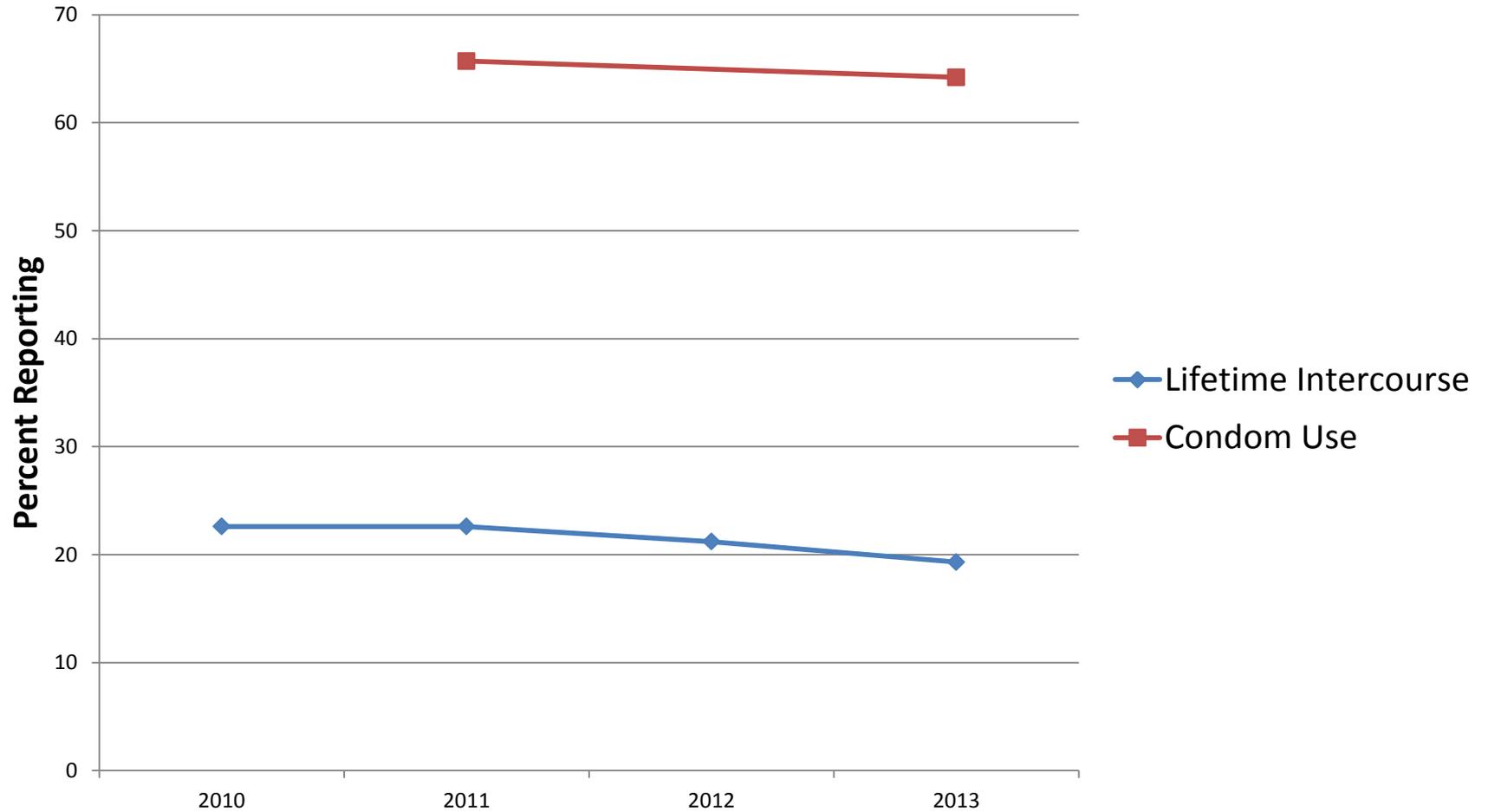


OTHER RISK BEHAVIORS

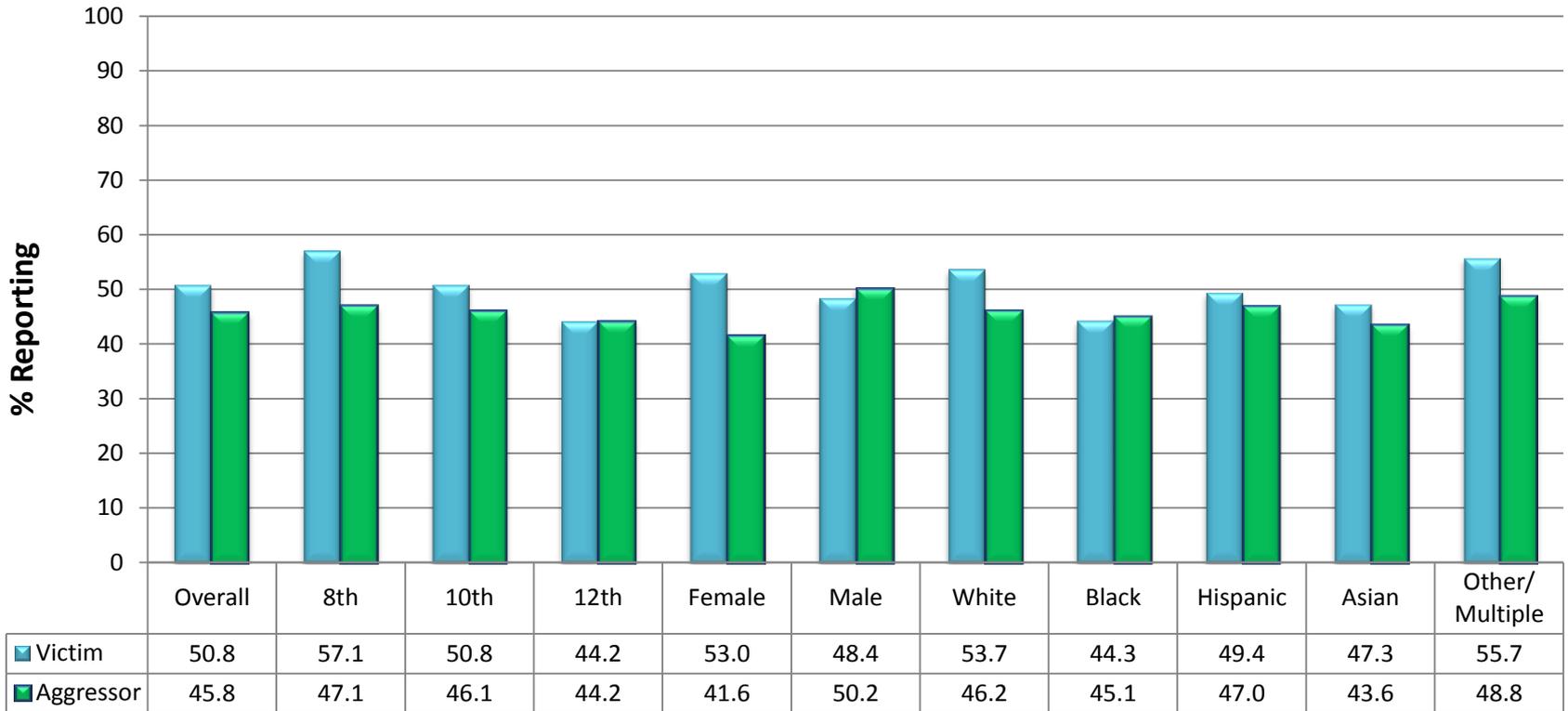
Condom Use During Last Intercourse



Sexual Behaviors Trends

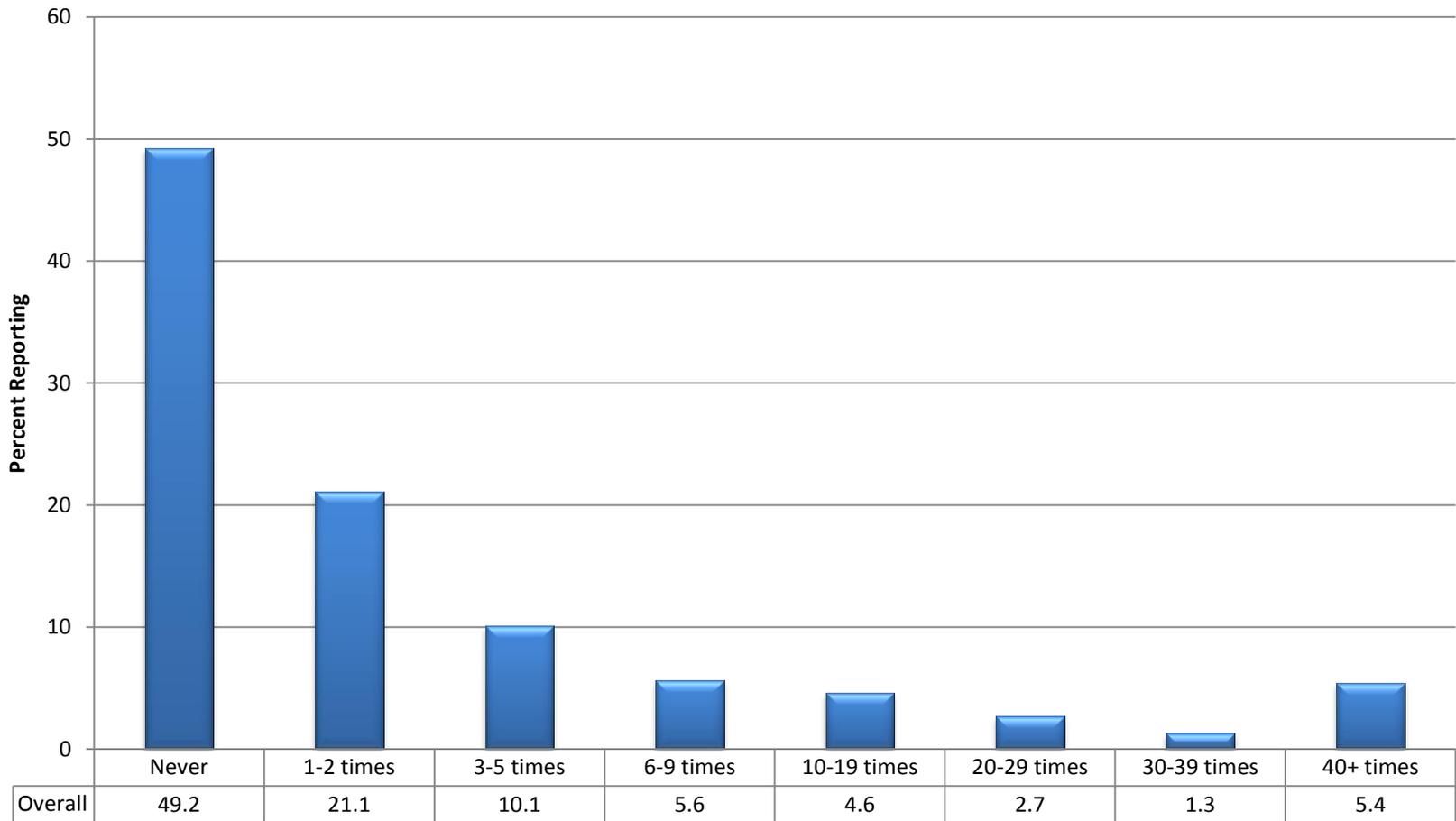


Past Year Bullying

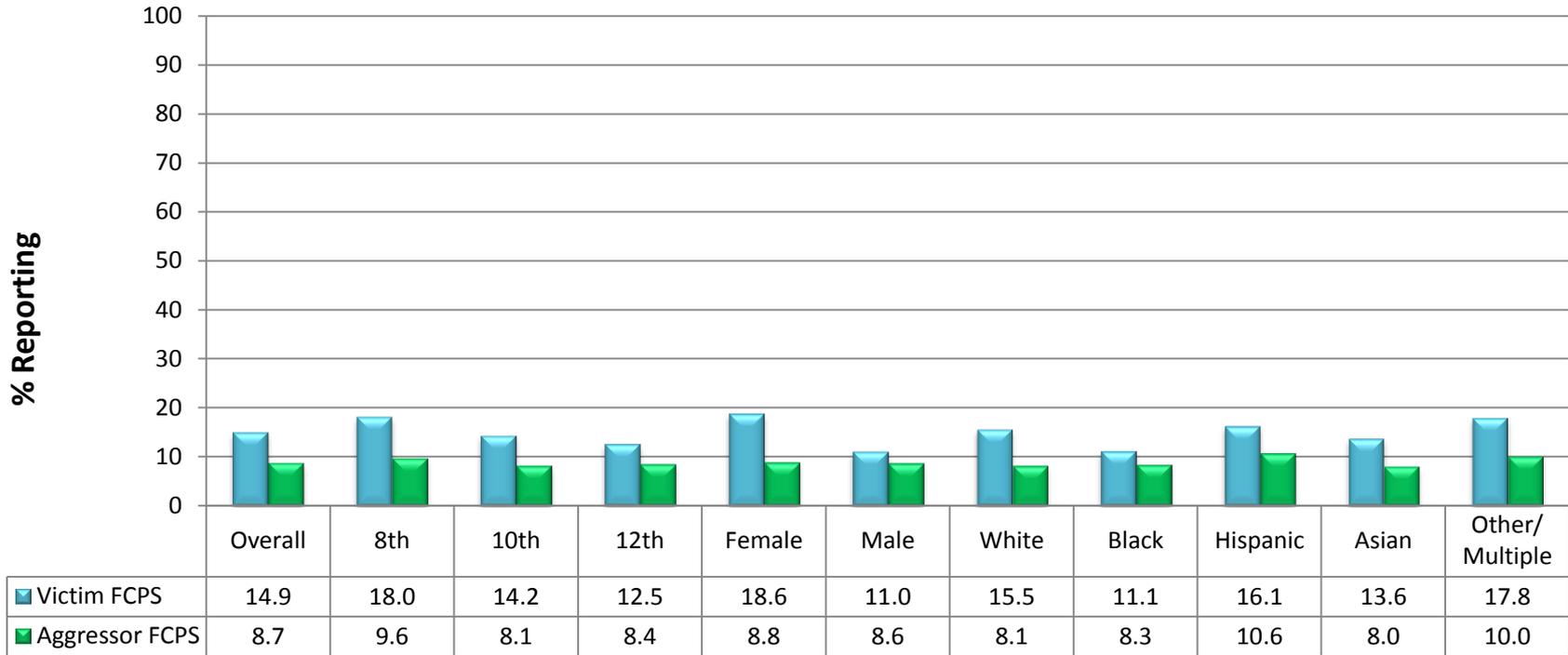


Note: 6th Grade Prevalence for Victim = 44.0%; Aggressor = 17.7%

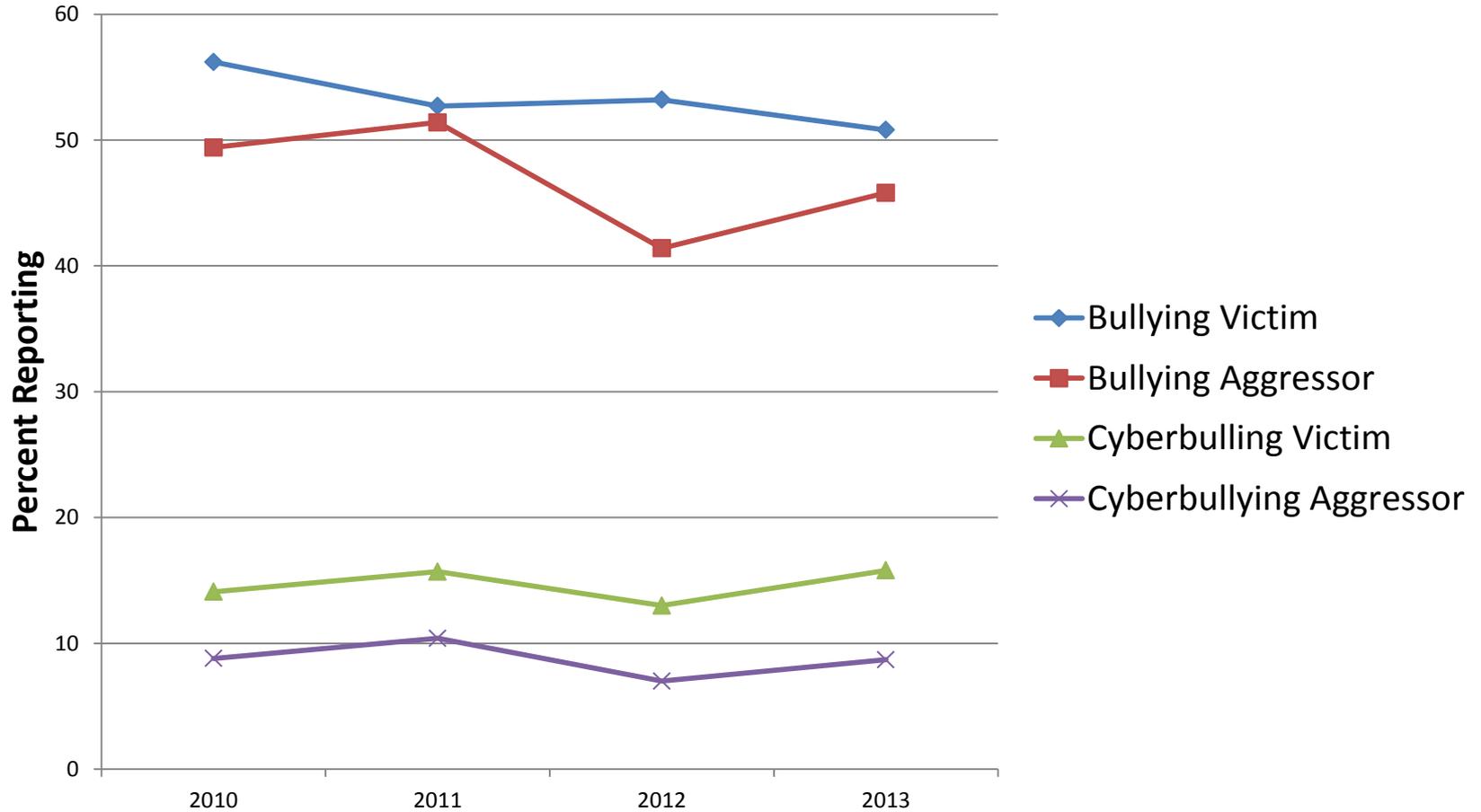
Past Year Bullying Victimization Frequency



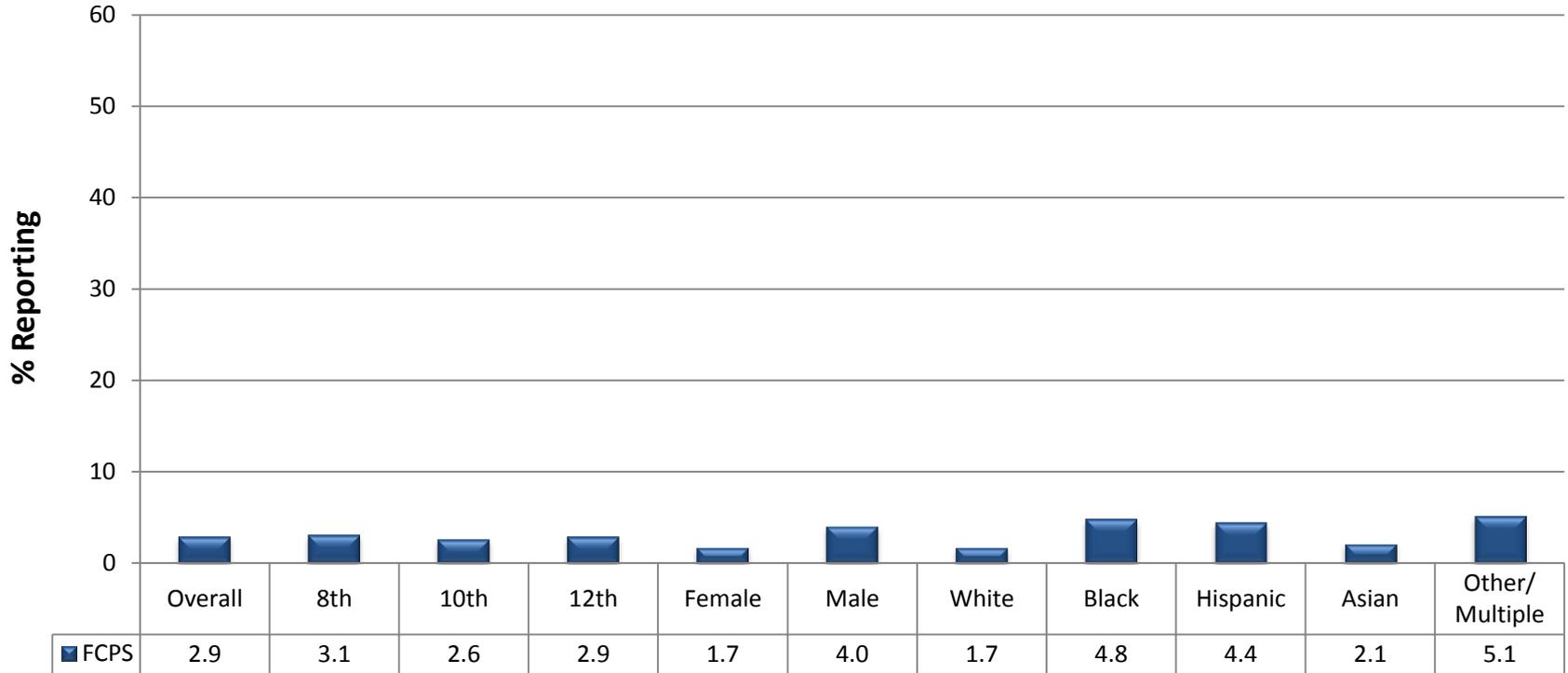
Past Year Cyberbullying



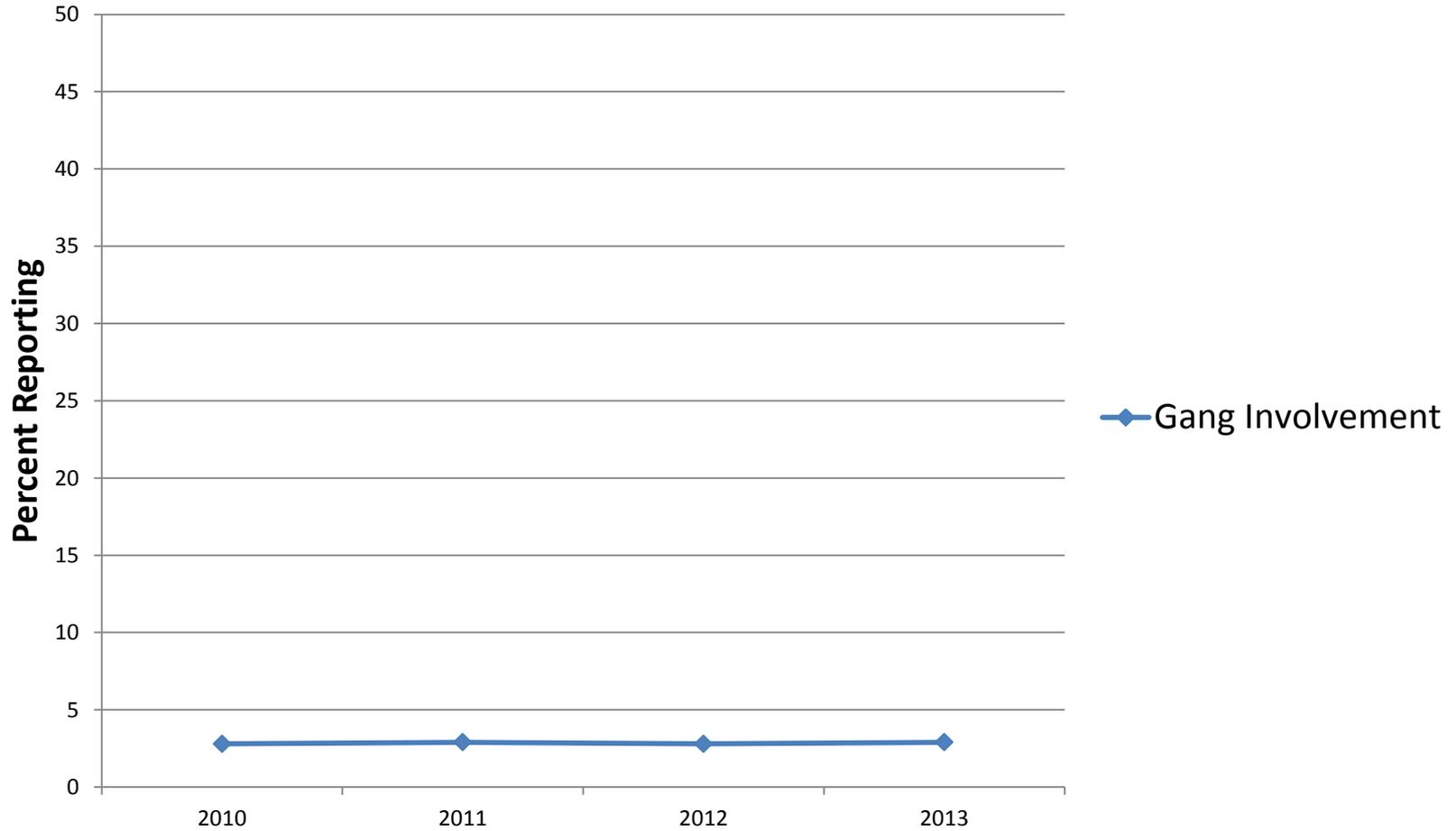
Past Year Bullying Trends



Lifetime Gang Involvement

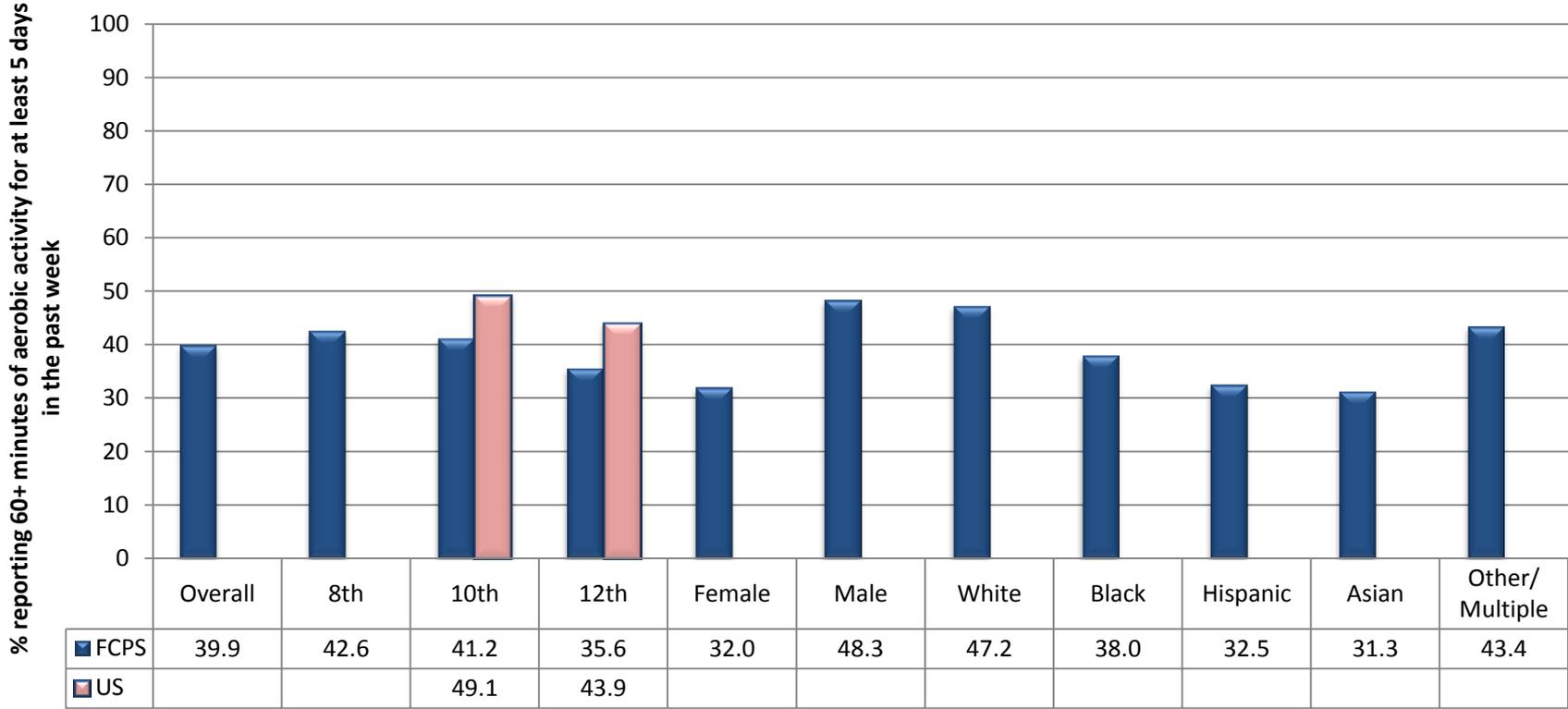


Gang Involvement Trends

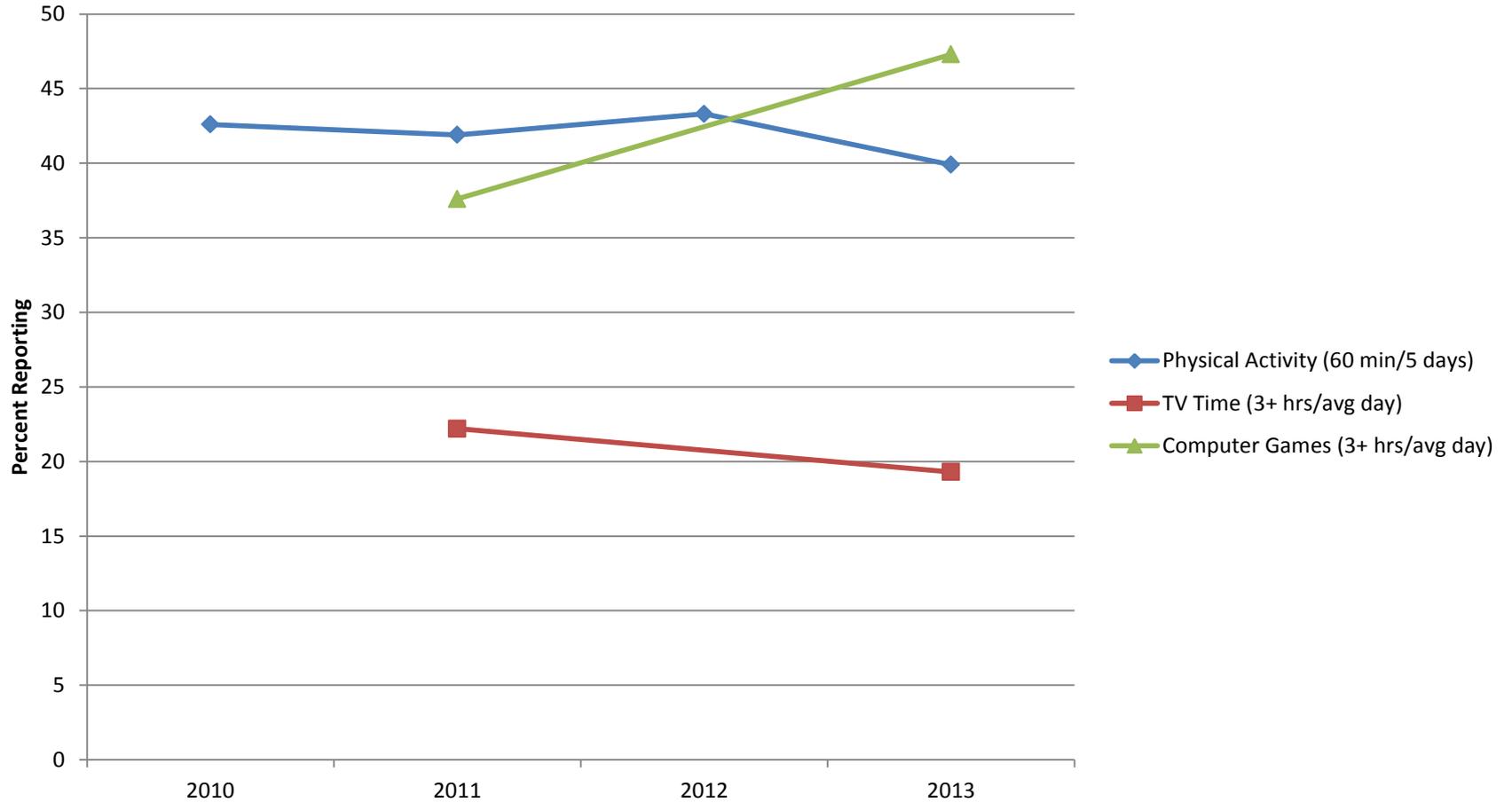


HEALTHY BEHAVIORS

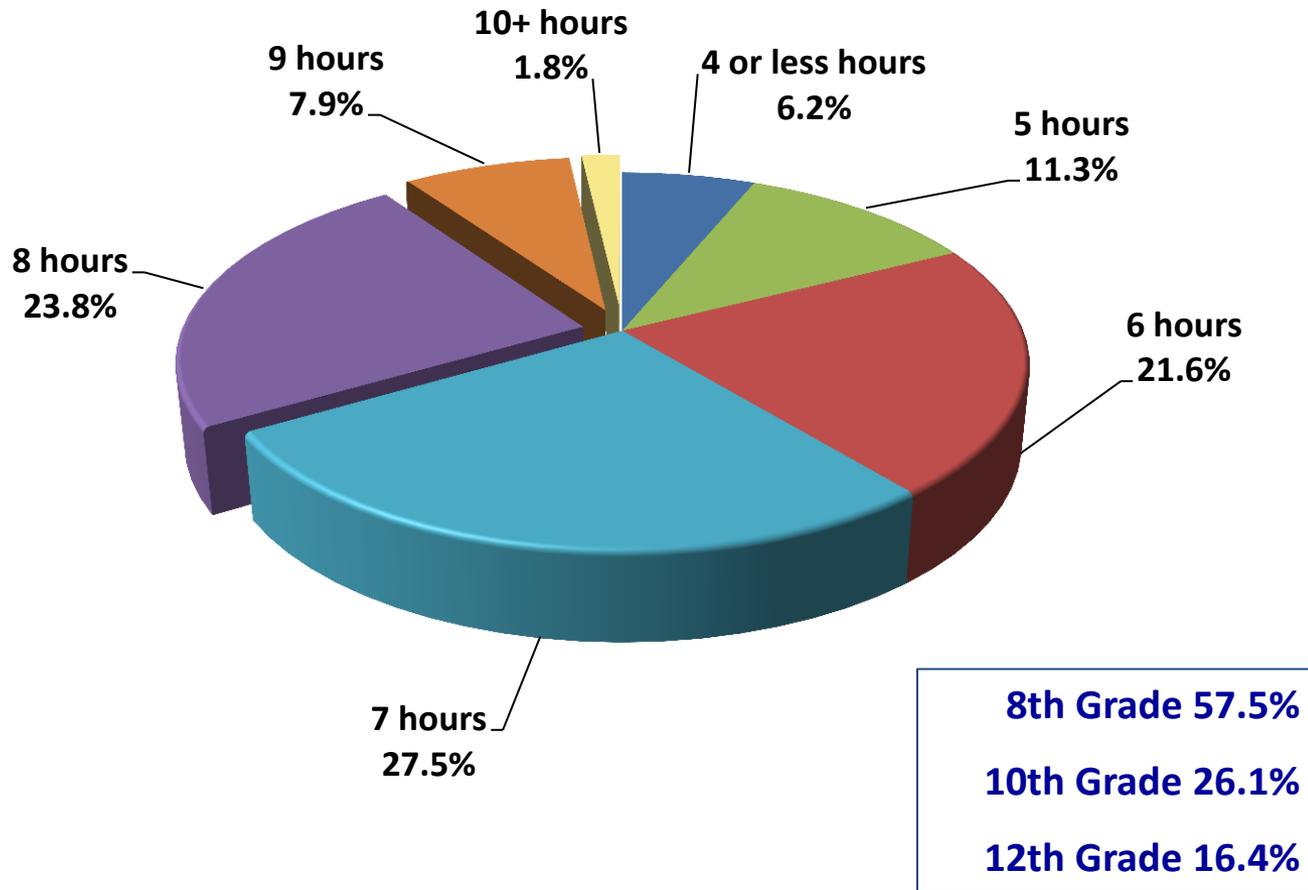
60+ Minutes of Physical Activity 5 Days in Past Week



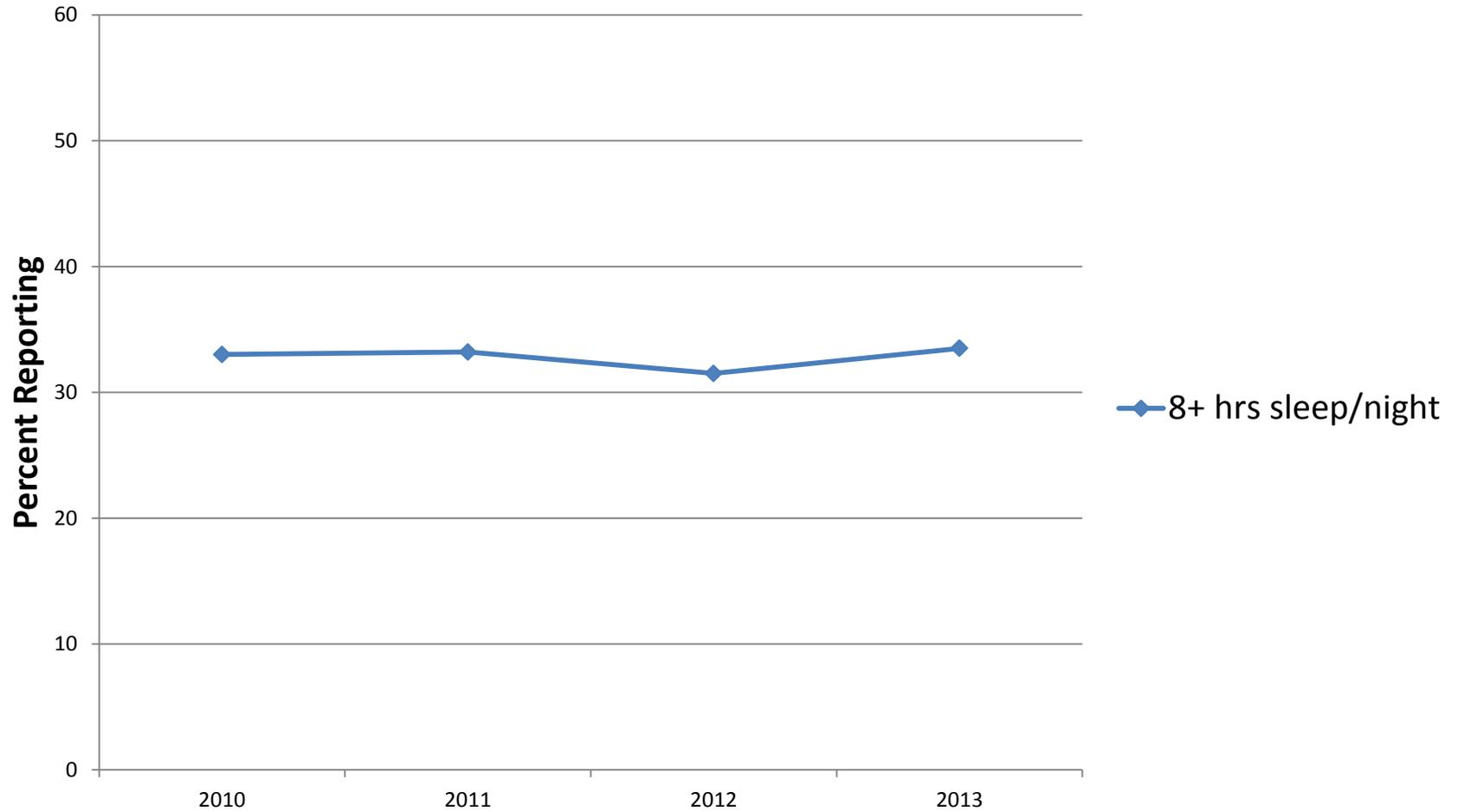
Physical Activity Trends



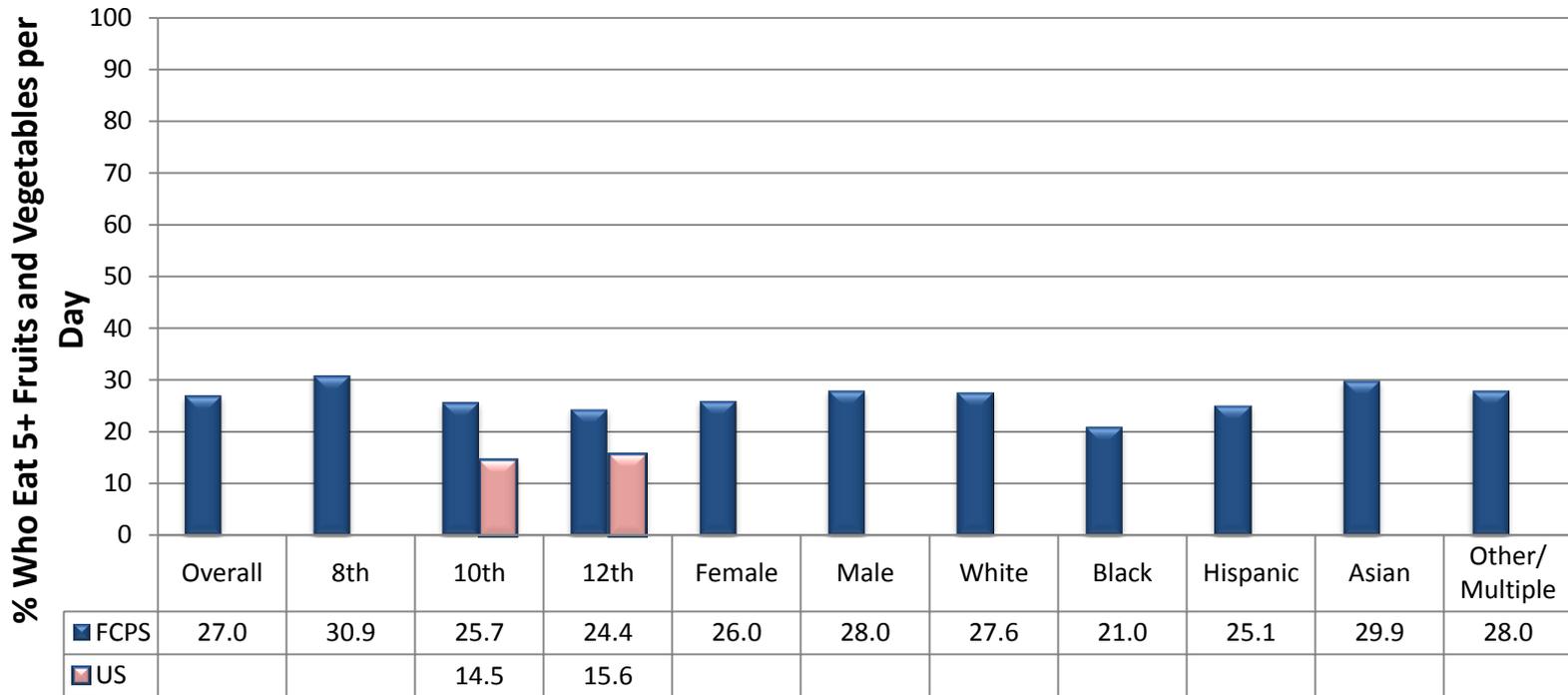
Average Number of Hours of Sleep (average school night)



Sleep Trends

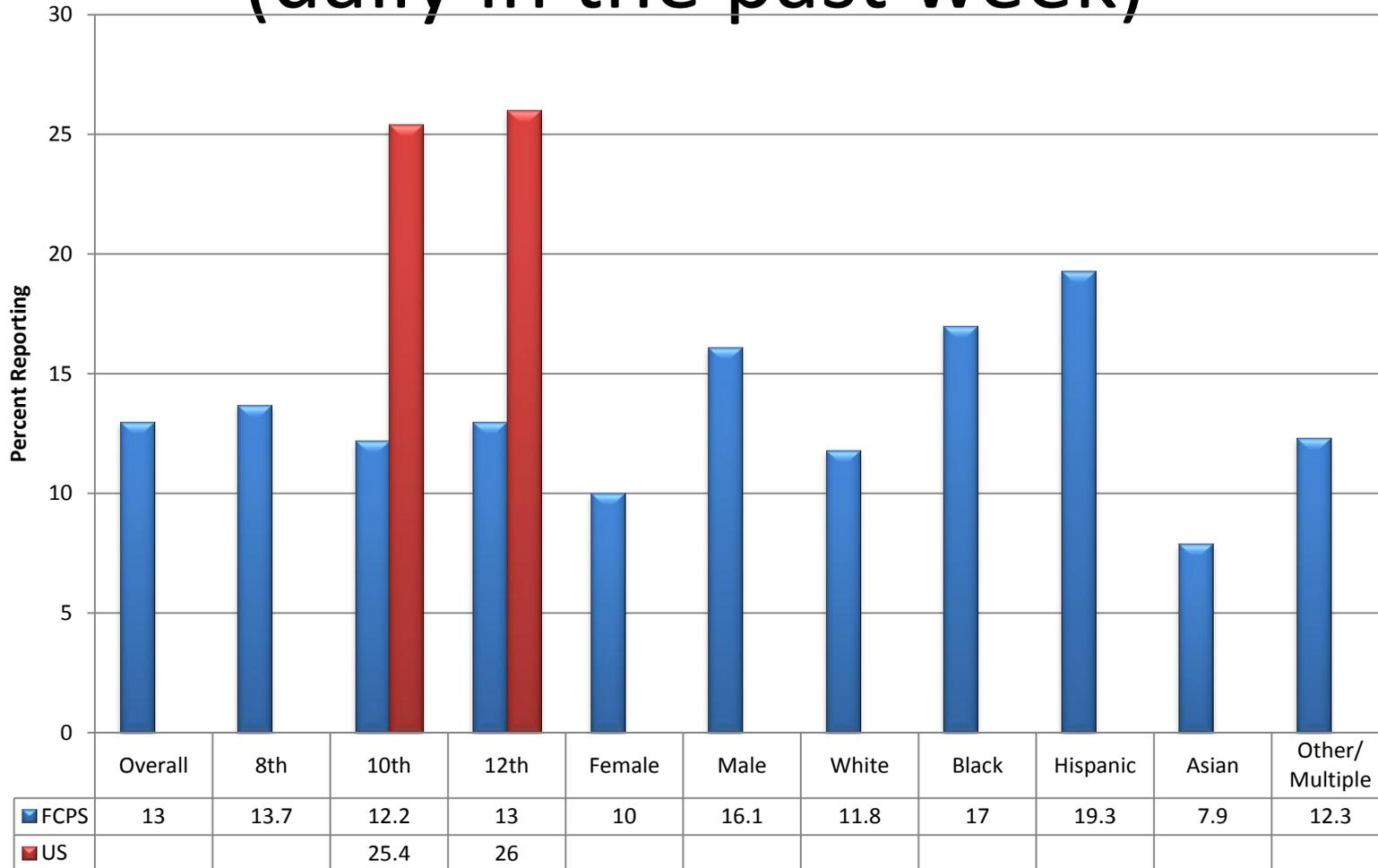


5+ Servings of Fruits/Veggies Daily

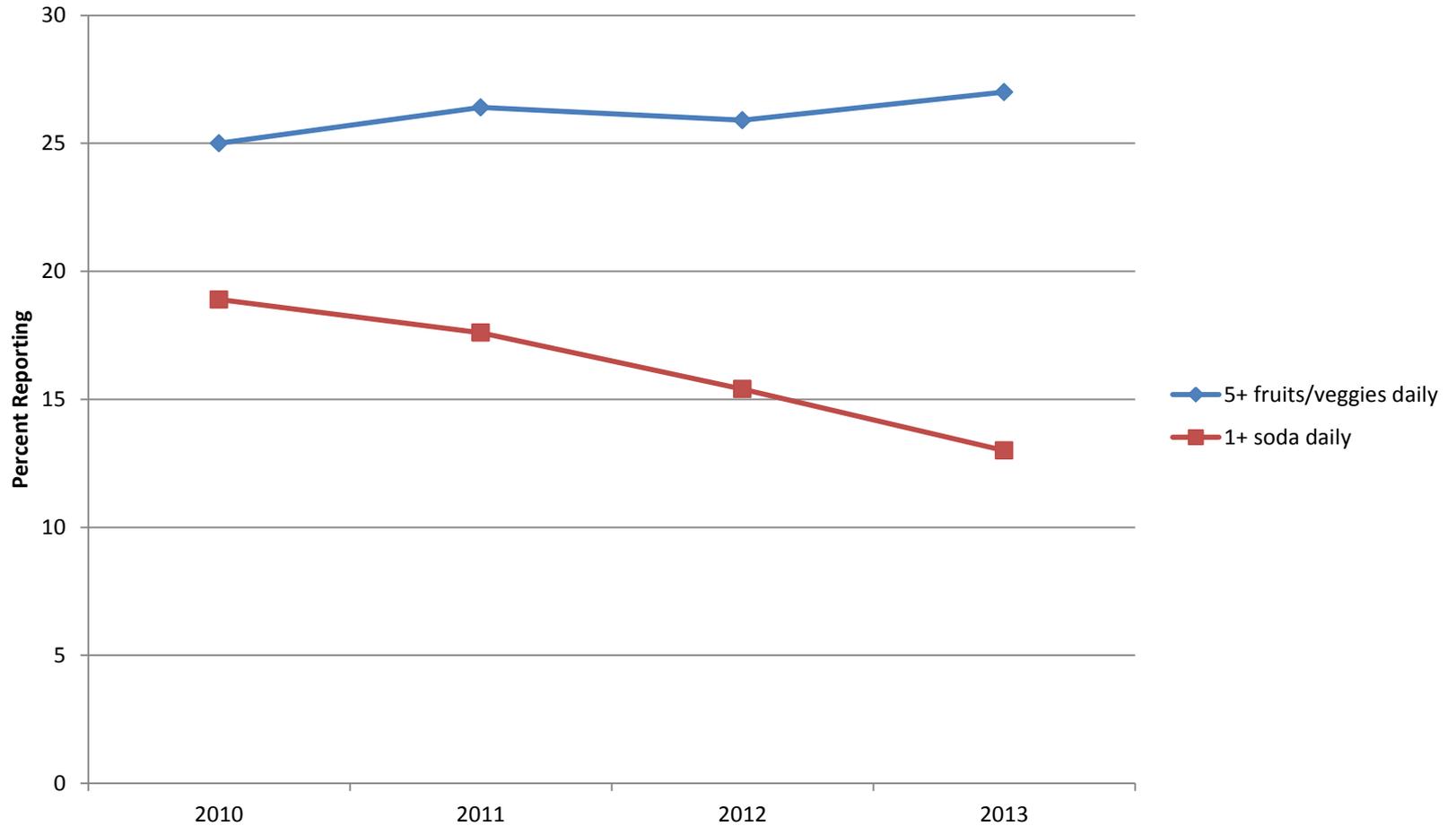


Note: 6th Grade Prevalence = 32.4%

Soda Consumption (daily in the past week)

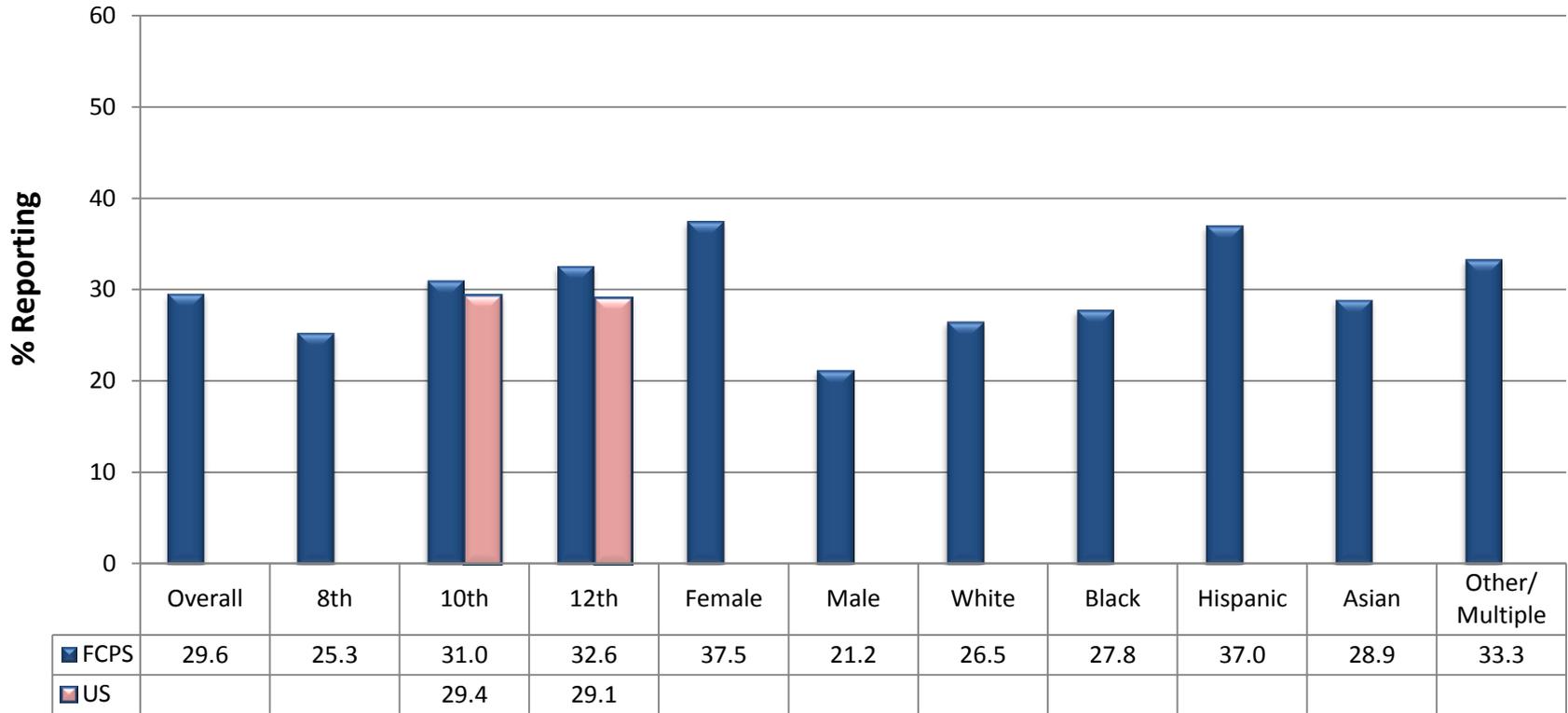


Healthy Eating Trends

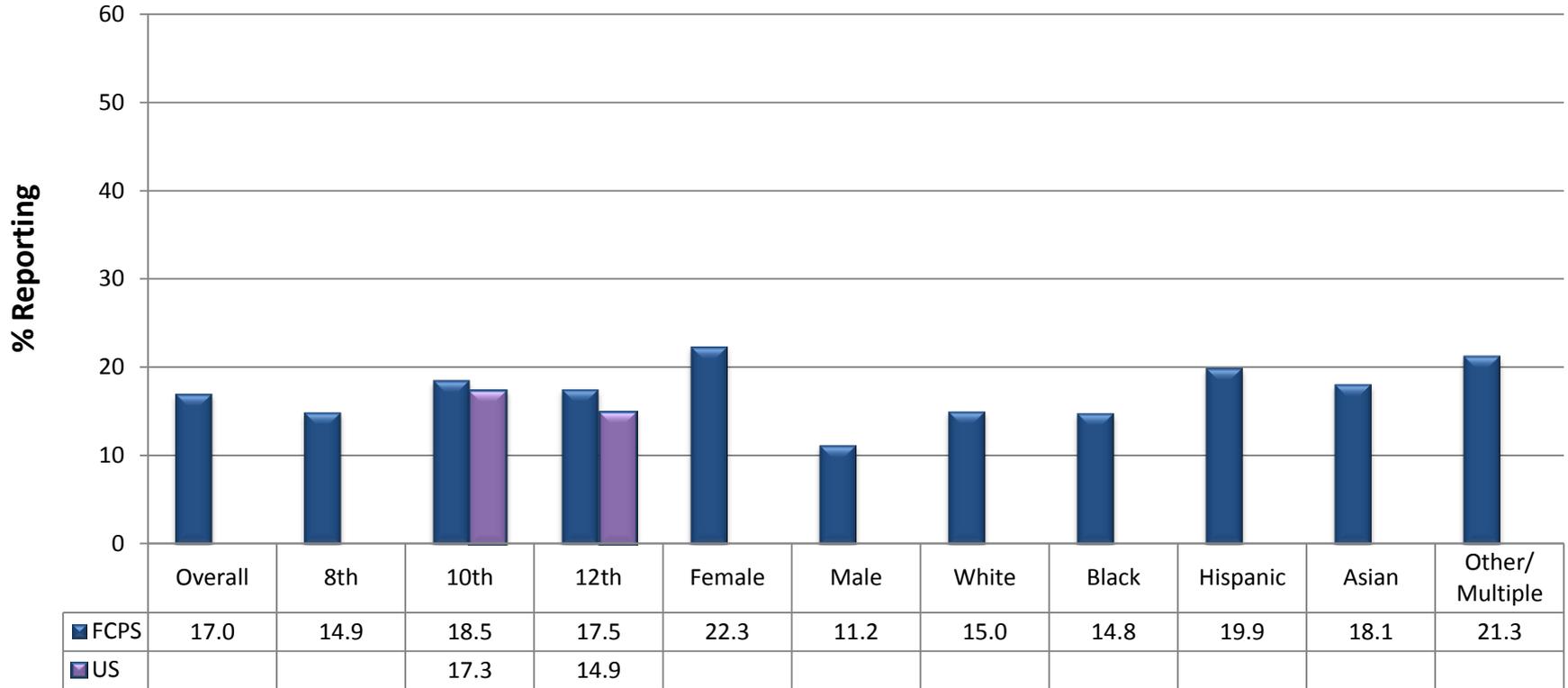


MENTAL HEALTH

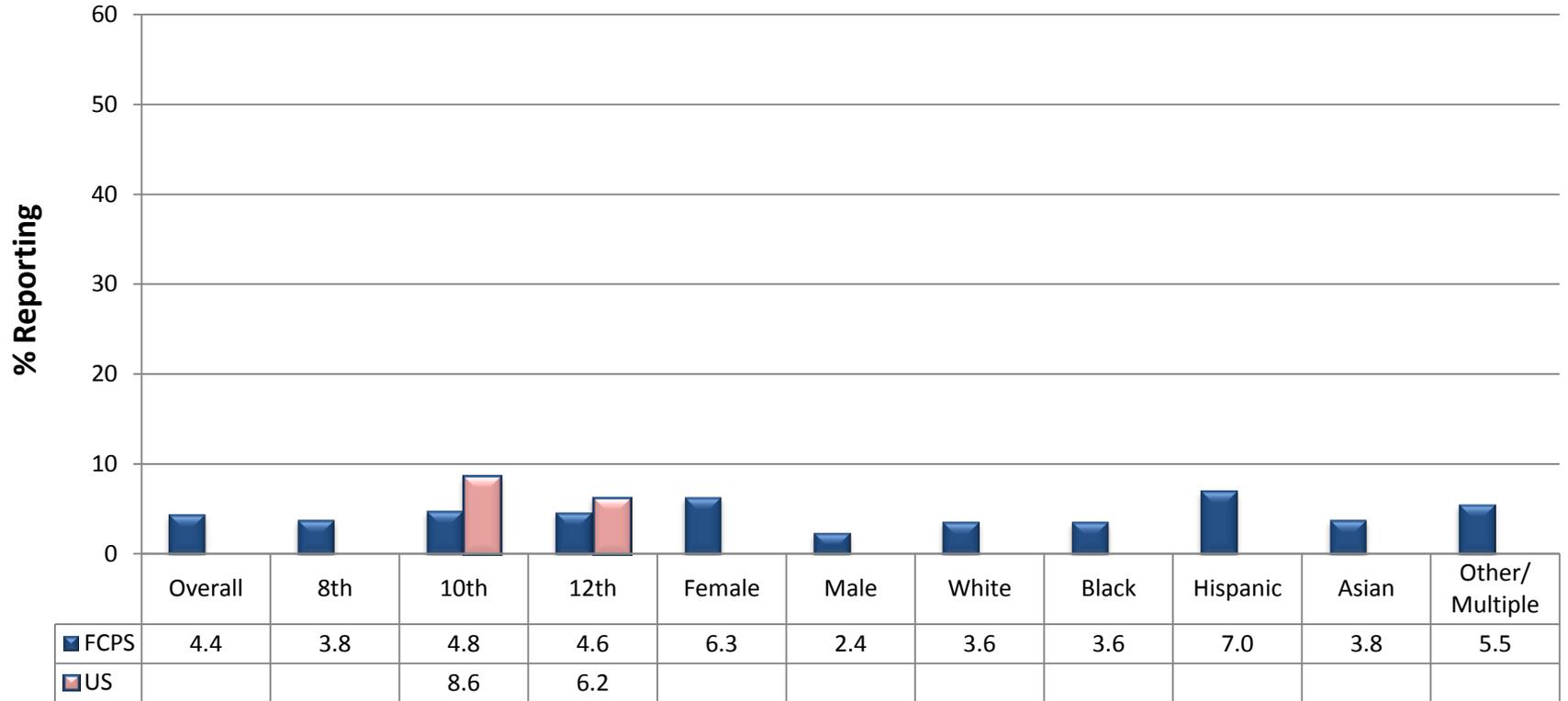
Depressive Symptoms in Past Year



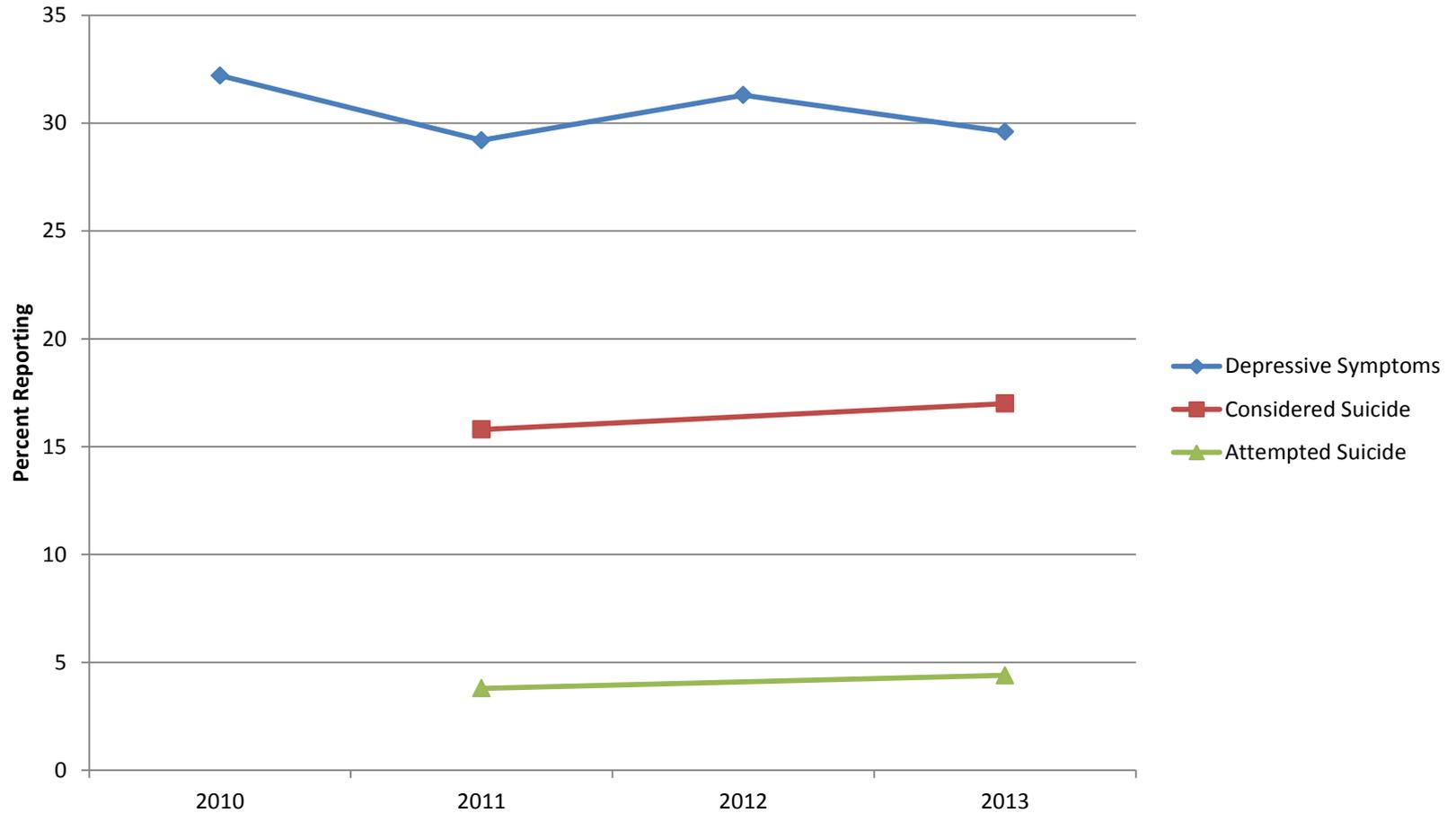
Considered Suicide in Past Year



Attempted Suicide in Past Year

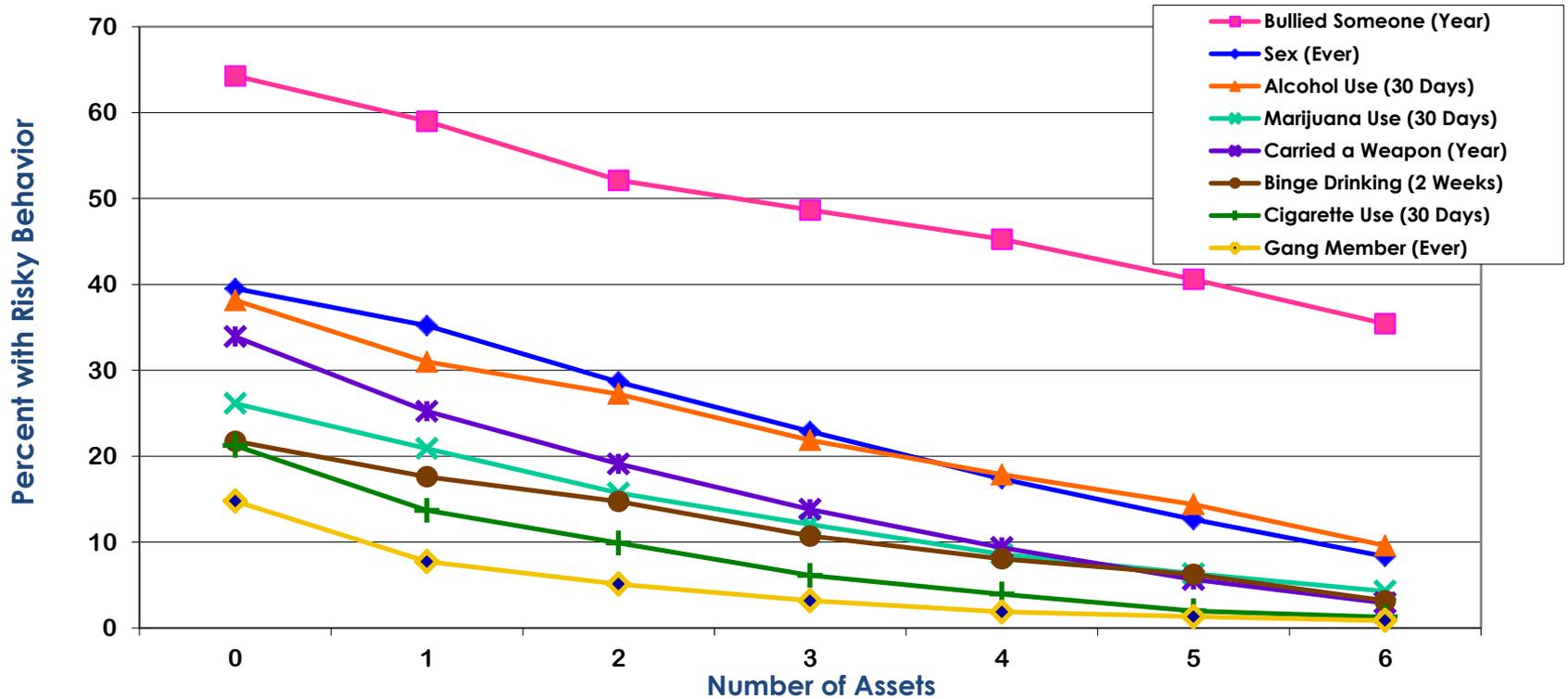


Mental Health Trends



THREE TO SUCCEED

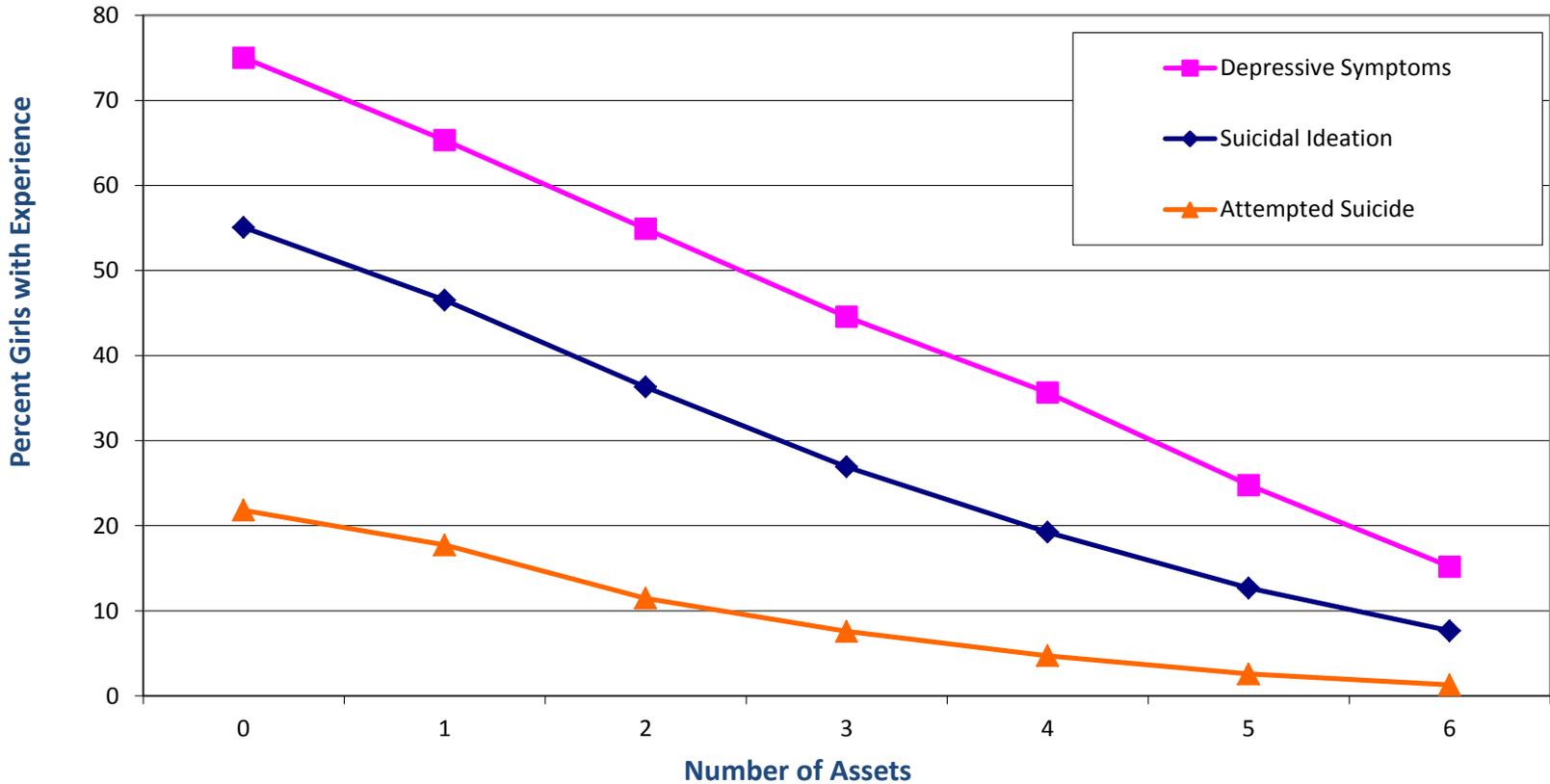
Three to Succeed



Having High Personal Integrity
 Performing Community Service
 Having Teachers Recognize Good Work

Having Community Adults to Talk to
 Participating in Extracurricular Activities
 Having Parents Available for Help

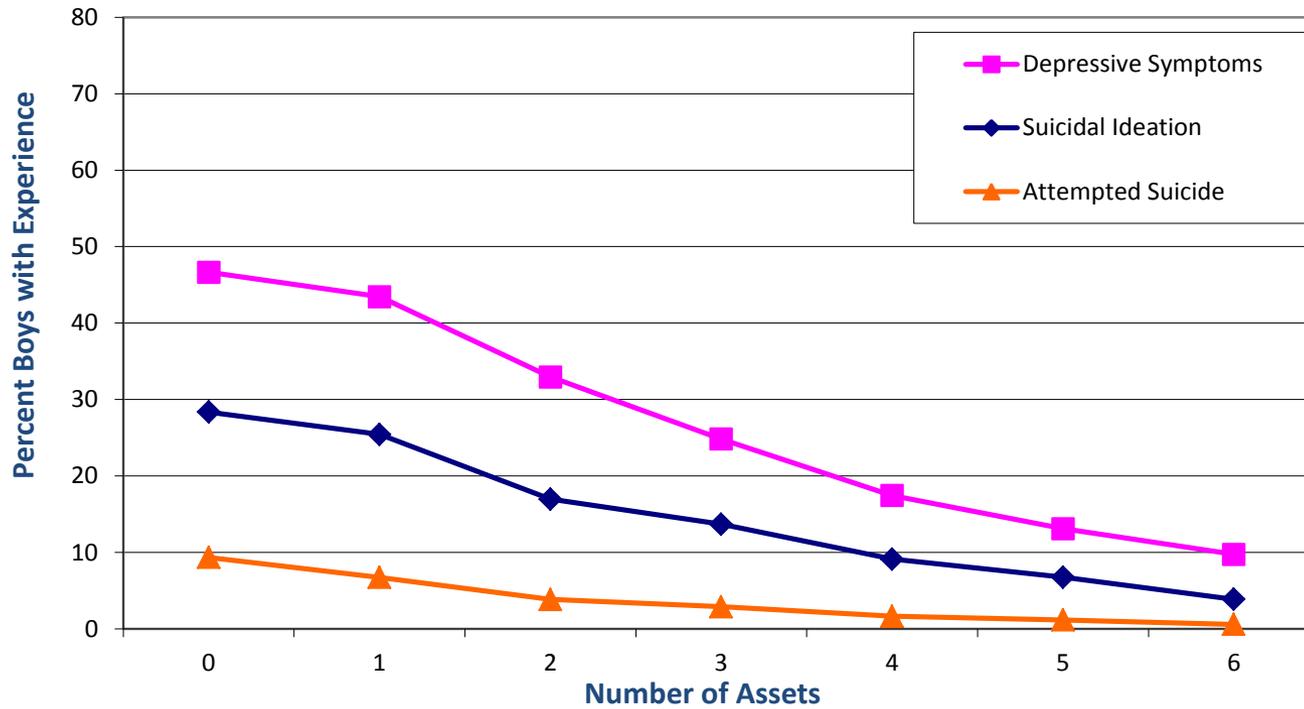
Girls Mental Health



Having High Personal Integrity
Performing Community Service
Having Teachers Recognize Good Work

Having Community Adults to Talk to
Participating in Extracurricular Activities
Having Parents Available for Help

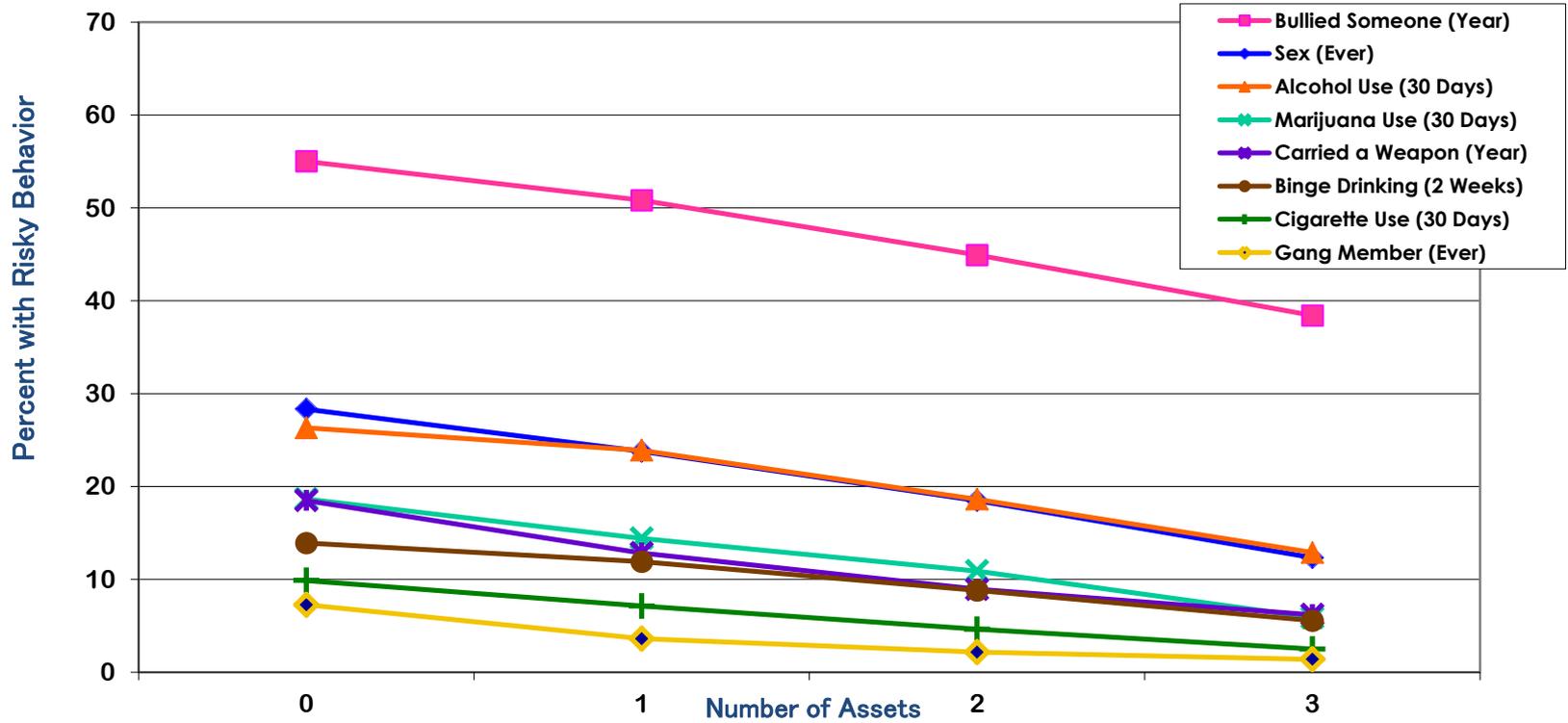
Boys Mental Health



Having High Personal Integrity
Performing Community Service
Having Teachers Recognize Good Work

Having Community Adults to Talk to
Participating in Extracurricular Activities
Having Parents Available for Help

Caring Adults



Having Parents Available for Help
Having Teachers Recognize Good Work
Having Community Adults to Talk to

SCYPT Information Item I-4
October 22, 2014

TITLE:

Update on Advancing Opportunity and Racial Equity

ISSUE:

The SCYPT Executive Committee, other leadership, and staff have been advancing the racial equity work discussed at the September meeting.

BACKGROUND:

On October 21, the Board of Supervisors Human Services Committee discussed the racial equity work and strategic plan. The "One Fairfax" draft resolution has been updated based on SCYPT and other feedback.

ATTACHMENTS:

None.

STAFF:

Karen Shaban, Department of Neighborhood and Community Services
Marlon Murphy, Juvenile and Domestic Relations District Court