

FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM
September 17, 2014, 9:30 a.m. – 12 noon
Fairfax County Government Center, Room 232

Agenda

- 1. Welcome and Introductions**
- 2. Meeting Logistics Discussion**
- 3. Action Items**
 - Item A-1: Endorsement of Recommendations for Advancing Opportunity and Racial Equity
- 4. Information Items**
 - Item I-1: Collective Impact Process Update
 - Item I-2: Middle School After-School Program Update
 - Item I-3: SCYPT Year in Review
- 5. Items and Announcements Presented by SCYPT Members**
- 6. Adjourn**

SCYPT Action Item A-1
September 17, 2014

TITLE:

Endorsement of Recommendations for Advancing Opportunity and Racial Equity.

ISSUE:

SCYPT endorsement of recommendations for racial equity promotion and disparity prevention.

RECOMMENDATION:

The SCYPT Equity Subcommittee recommends that the SCYPT endorse proposed strategies to promote racial equity and prevent disparities.

BACKGROUND:

In February and May 2014, the SCYPT endorsed recommendations for Fairfax County Government and Fairfax County Public Schools to take action to address racial inequities through the development and intentional implementation of policies and practices designed to identify and address disparate outcomes.

Over the summer, staff has met with SCYPT members, experts in the field, and other jurisdictions to identify lessons learned and best practices. *A Strategic Plan to Advance Opportunity and Achieve Racial Equity* is in development, with strategies focused building collective leadership to include infrastructure, tools, data, community engagement, and accountability.

The Equity Subcommittee asks the SCYPT to endorse recommendations to Fairfax County Government and Fairfax County Public Schools to establish the infrastructure necessary to proactively advance opportunity and address racial equity.

ATTACHMENTS:

None.

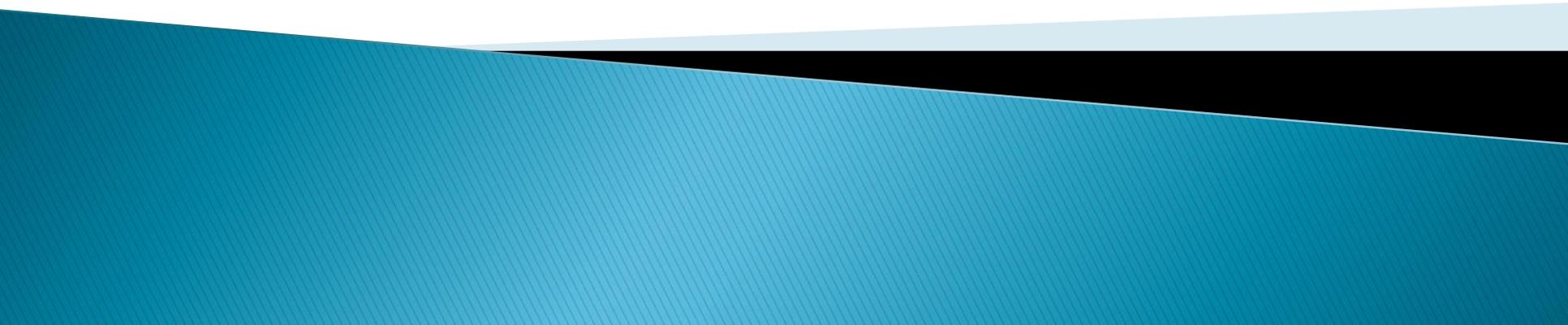
STAFF:

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

Next Steps in the Fairfax Journey to Advance Opportunity and Achieve Equity

Presentation to Successful Children and Youth Policy Team
September 17, 2014

Disproportionality & Disparity Prevention and Elimination Team (DDPET)



Reminder: “Asks” of SCYPT May 2014

Leadership

Leadership Work

1. Engage board members on equity

Convene SCYPT elected officials to consider action steps to engage full boards

- Engaged experts from Haas Institute for a Fair and Inclusive Society
- Team Fairfax participated in cohort convening of Government Alliance on Race & Equity in Minnesota (August, 2014)

2. Design local collective leadership approach to making racial equity a visible priority

- “One Fairfax “ - shift the community narrative
- Move beyond embracing diversity as an asset to implementing a new growth model driven by equity

Racial Equity

The development of policies, practices and strategic investments to reverse racial disparity trends, eliminate institutional racism, and ensure that outcomes and opportunities for all people are no longer predictable by race.

Learnings from Meetings with Experts

- ▶ “One Fairfax” – shift the community narrative in Fairfax County
- ▶ Access to opportunities shape quality of life
- ▶ Utilize tools to establish a baseline and track progress
 - How close is Fairfax County to achieving racial equity?
- ▶ Race ≠ Poverty
 - Race and class strategies are necessary
 - Racism perpetuates poverty
 - Independent of poverty, racial disparities still exist

Learnings from Convening in Minnesota

- ▶ Urgency – cannot ‘normalize’ racial inequities
- ▶ A growing number of local jurisdictions are working to achieve racial equity and advance opportunities for all
- ▶ Equity is beyond education and human services and includes the economy and built environment
- ▶ Align intentional collective leadership (Inside) with community mobilization strategies (Outside) to frame and achieve racial equity
- ▶ **Without taking intentional actions every day, disparities are perpetuated**

Next Steps – “Asks” of SCYPT

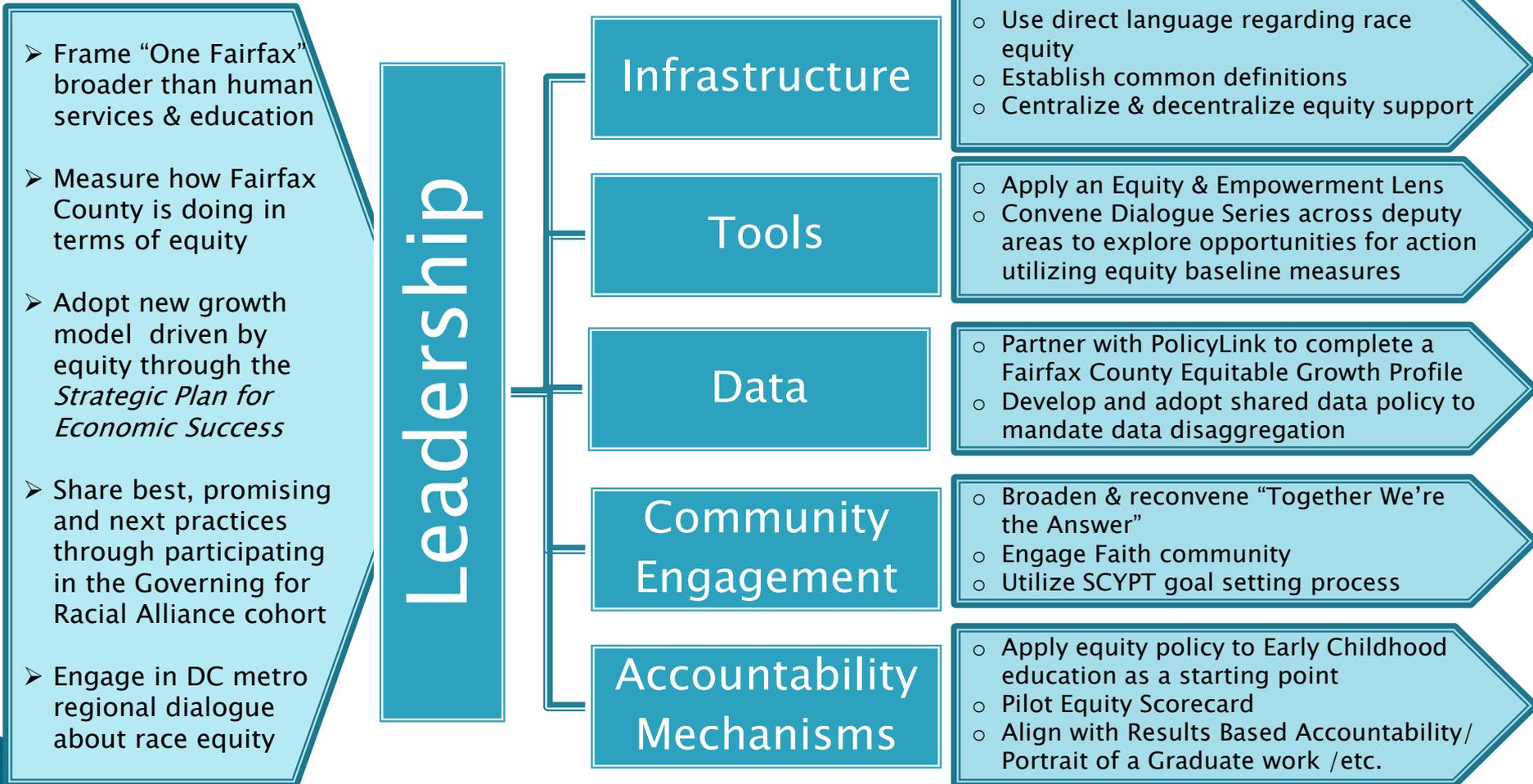
1. Engage the community and both boards around the vision of **“One Fairfax”** – a new narrative that moves Fairfax beyond embracing diversity towards adopting a new growth model driven by equity
 - Adopt Joint Board Resolution that leads to shared Equity Policy
2. Align with national movement – Fairfax County to enter into an MOA with the **Government Alliance on Race and Equity**
 - Alliance will provide technical assistance to
 - Operationalization of racial equity into targeted areas to include early childhood education and the juvenile justice system
 - Develop and implement a 2014/2015 Strategic Plan to Advance Opportunity and Achieve Racial equity

Next Steps – “Asks” of SCYPT

3. Serve as a pilot site for an **Equity Scorecard** led by National Results and Equity Collaborative
4. Establish a baseline of how Fairfax is doing today in terms of achieving equity
 - e.g. Equitable Growth Profile
5. “Pilot” application of a race equity policy in early childhood education/school readiness

Strategic Plan to Advance Opportunity and Achieve Racial Equity

(draft actions updated September, 2014)



SCYPT Information Item I-1
September 17, 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:

At the December 4, 2013, SCYPT meeting, Colin Groth of Strive Together presented on collective impact and led a discussion on how the SCYPT can better identify and achieve its community goals. After discussion, Mr. Groth made some process recommendations for the SCYPT:

1. Consider whether the right people are at the table and who else may need to participate.
2. Review and, if necessary, revise the vision and mission statements for the SCYPT;
3. Identify community-level outcomes and indicators of child and youth success;
4. Review and, if necessary, revise the SCYPT's structure to allow for interaction between the various organizations and groups working to promote successful children and youth; and
5. Develop a process to get this information out to, and get feedback from, the community.

Staff is in the final stages of the contracting process to obtain facilitation and technical assistance in this work. At the May 2014 meeting, Lesley MacDonald announced that the Community Foundation for Northern Virginia will be contributing \$25,000 towards this effort.

Details on this process will be provided at the October meeting.

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

SCYPT Information Item I-2
September 17, 2014

TITLE:

Update on the Middle School After-School Program

ISSUE:

The FCPS Middle School After-School Program is a free program offered five days per week that is sponsored in partnership with Fairfax County Government.

BACKGROUND:

Since 2006, all Fairfax County Public Schools (FCPS) middle schools have offered a regularly scheduled after-school program for five days a week. Late bus transportation is provided three days per week, generally on Monday, Wednesday, and Thursday. Parents/guardians must provide for transportation on days with no late bus. The after-school program is free. Particular program offerings vary by school, but all offer activities that address four key strategies: academic support and enrichment; social skills and youth development; physical activity, health, and recreation; and family and community involvement.

The program is operated by FCPS, but is funded in partnership with the Fairfax County Department of Neighborhood and Community Services, which contributes approximately 75 percent of the annual budget. The program was developed jointly by FCPS and the County, based on a logic model focused on the four strategy areas.

FCPS annually conducts an outcome and process evaluation of the program. An independent process evaluation was also conducted earlier this year. Staff is in the process of reviewing the logic model to determine if changes to the program are necessary; the SCYPT will receive additional updates throughout this process.

Additional information on the program can be found online at <http://www.fcps.edu/supt/activities/afterschool.shtml>.

ATTACHMENTS:

Middle School After-School Program Logic Model

Middle School After-School Program Outcomes

“Assessment of the Middle School After-School Program in Fairfax County: Final Report”

STAFF:

Mark Emery, FCPS Middle School After-School Program

Jesse Ellis, Department of Neighborhood and Community Services

Middle School After-School Program

Update and Outcomes...

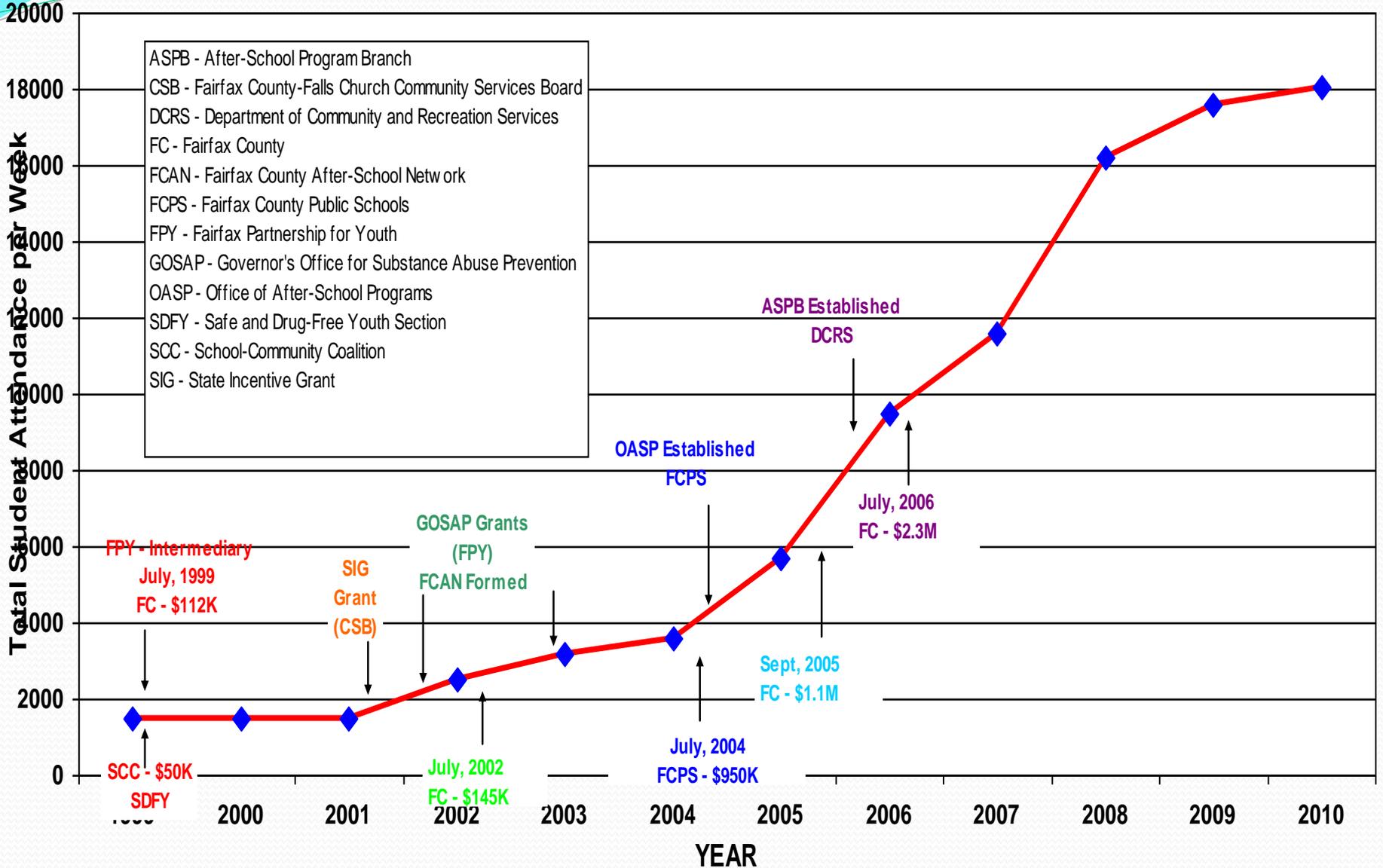
Mark H. Emery
Administrator, After-School Programs
FCPS

Successful Children and Youth Policy Team
Fairfax County Government Center
September, 17, 2014

Agenda

- A Short History
- Where Are We
- Future Trends

Weekly Attendance Trends in Middle School After-School



Where Are We?

Process Indicators...

26 MS offer a five-day-a-week program; 1 MS – 3 days

On average, MS provide 13.5 hours of programming/week

The Typical Weekly Attendance, across all MS, is 21,126

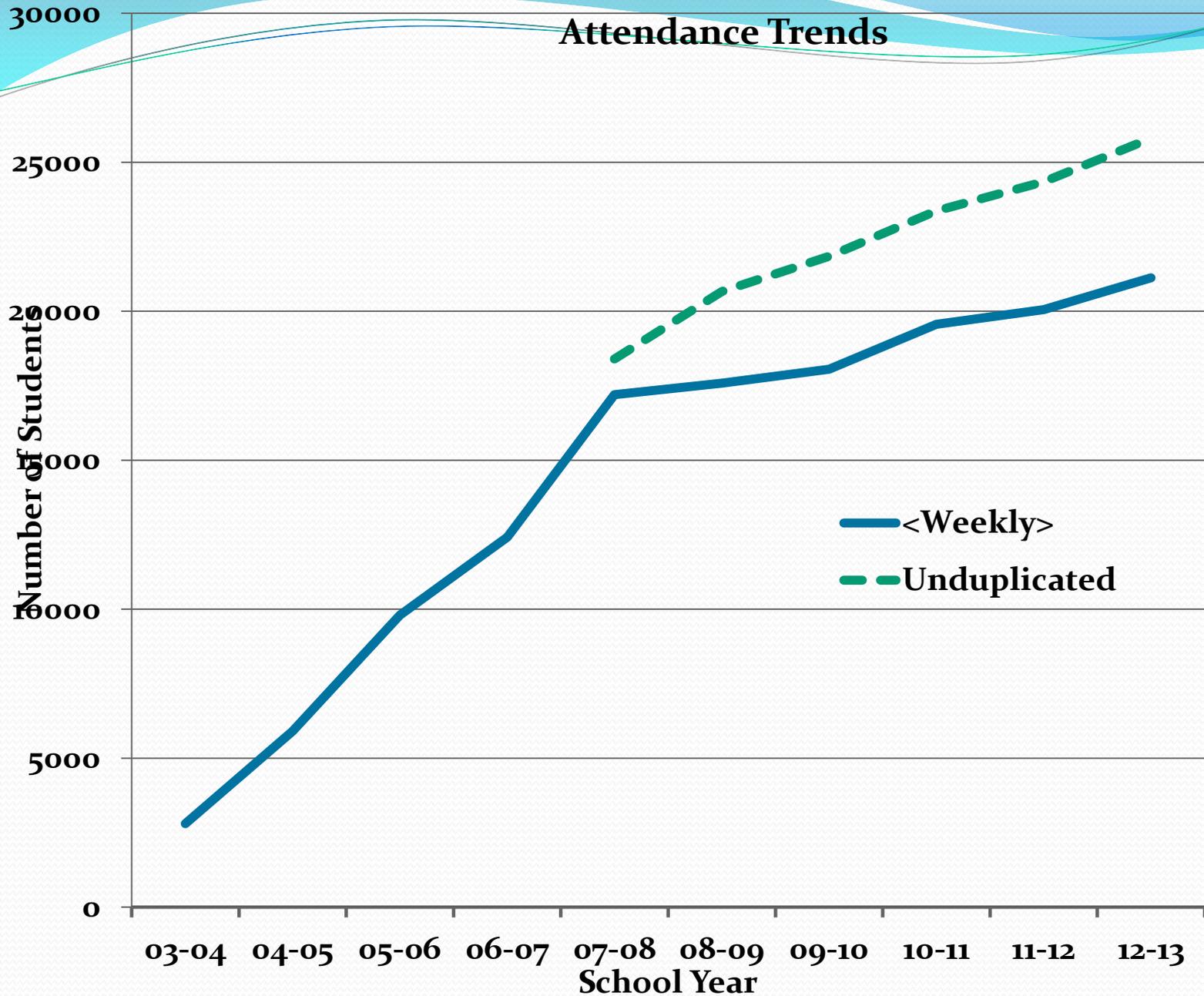
25,809 individual MS students participated (93% of MS population)

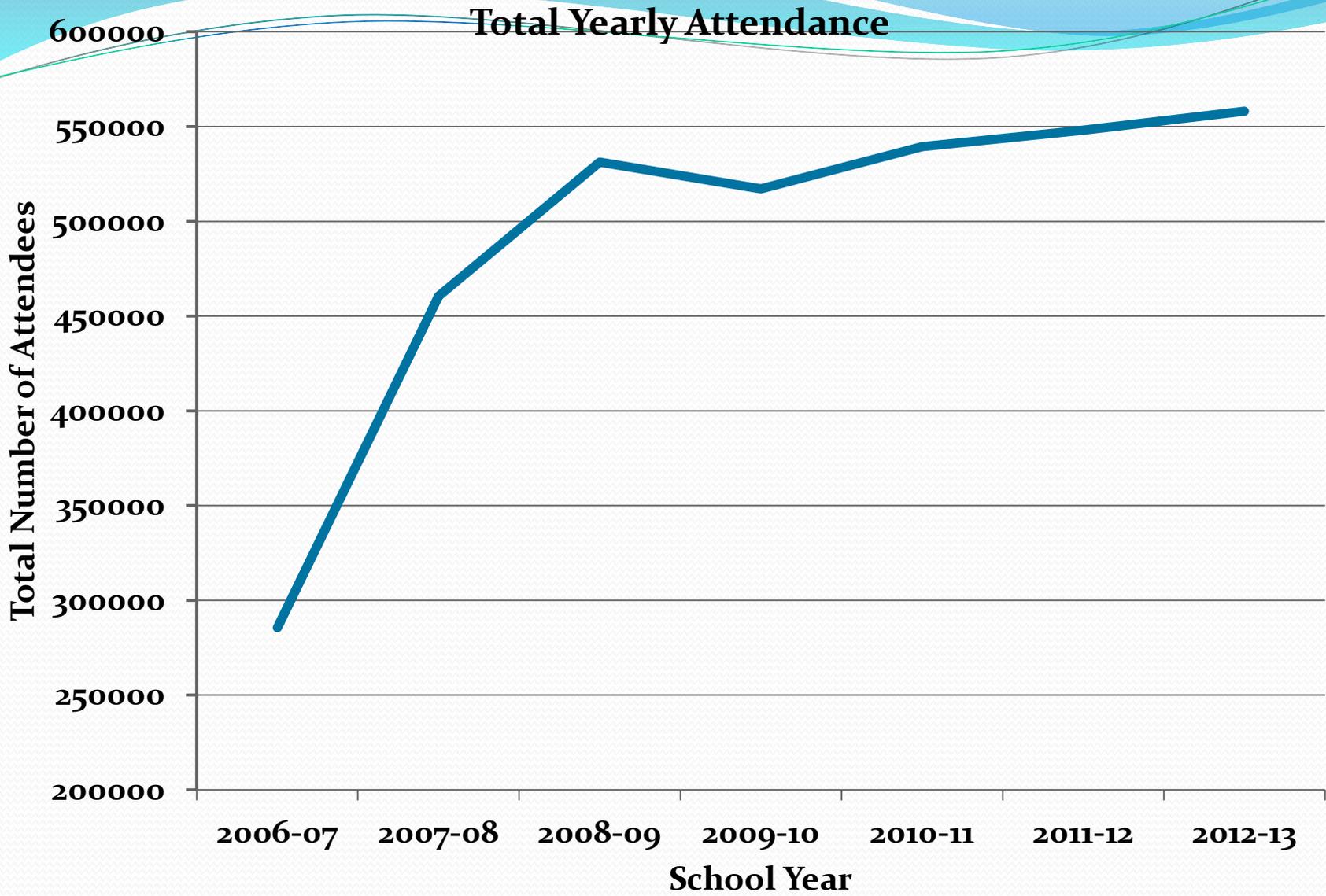
The after-school program, across all MS, has over 500 adult and 500 student volunteers each quarter

27 MS have partnered with over 90 outside organizations/groups

27 MS offered a total of 850 different activities

Attendance Trends





Outcomes:

Multiple Measures Correlated w/Dosage

- Increased Academic Performance
- Increased Classroom Participation
- Increased HW Completion Rates
- Improved Student Behavior
- Improved Peer Relationships
- Improved Student-Adult Relationships
- Improved School Attendance
- Improved School Connectedness

Survey Results (2014)

Teachers agree, or strongly agree for ASP:

- 88% - activities relate to school day
- 94% - offers meaningful enrichment activities
- 95% - students benefit from participating
- 87% - student-student relationships improved
- 73% - student-adult relationships improved

Survey Results (2014)

Parents agree, or strongly agree for ASP:

- 86% - satisfied with activities and programs
- 88% - satisfied with days and times
- 83% - adequate physical activity
- 68% - helps child complete HW

Survey Results (2014)

Parents agree, or strongly agree about child's experience:

- 90% - enjoys attending ASP
- 95% - comfortable with staff
- 84% - seems happier/less stressed
- 89% - has friends in ASP
- 73% - completes HW easier
- 84% - better attitude towards school
- 75% - doing better academically

Survey Results (2014)

When asked how they felt about ASP, students report:

- 80% - enjoyed attending ASP
- 87% - interesting, fun things to do
- 78% - learn about new things
- 82% - get help with HW
- 88% - respected the rules
- 84% - felt safe
- 82% - adults happy to see them there
- 78% - tell friends to attend

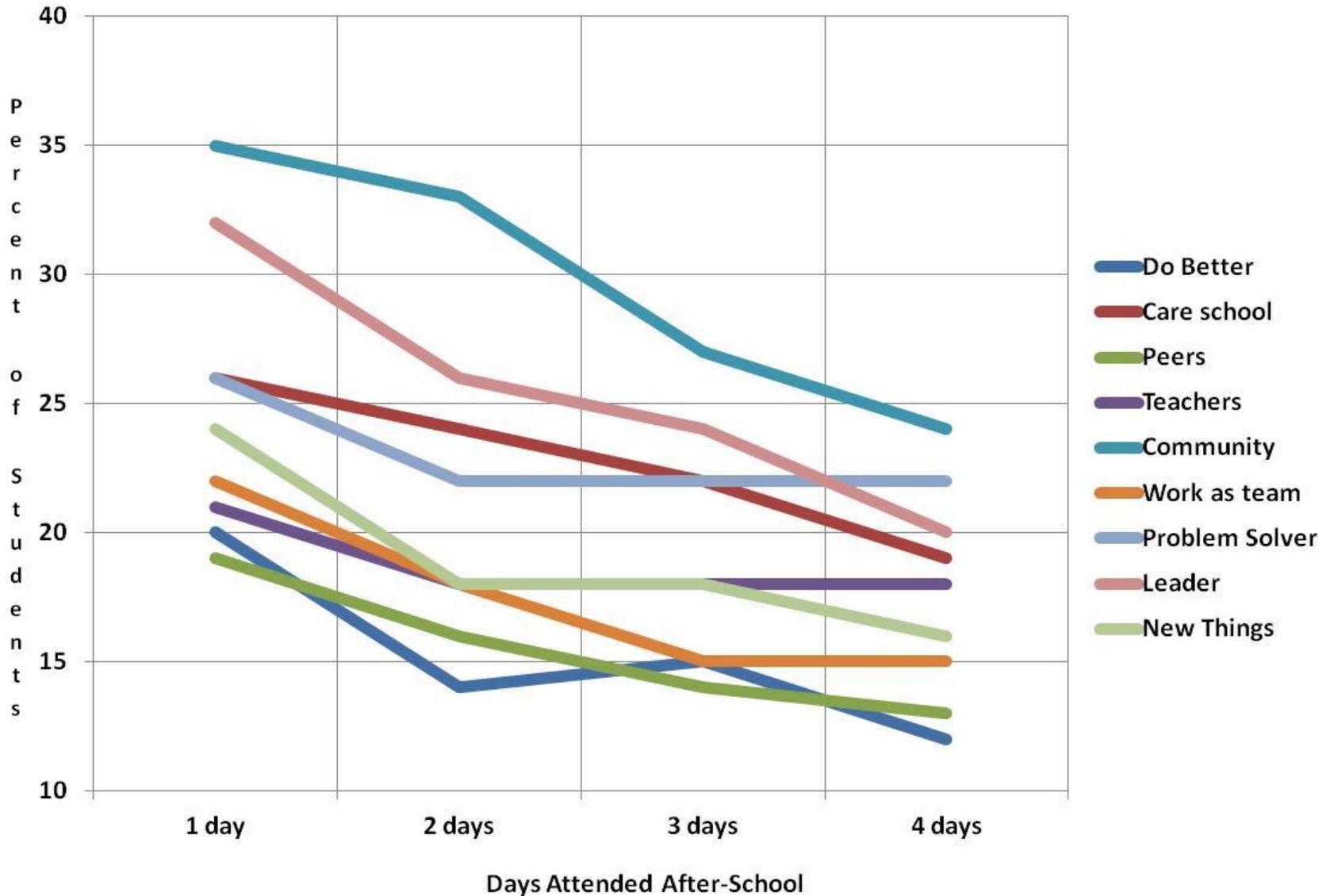
On Connectedness Issues...

Students reported ASP helped them to:

- 77% - do better in school
- 67% - care more about their school
- 61% - stronger connection to community
- 75% - get along better w/ peers & adults
- 68% - become better at solving problems
- 72% - work better w/ others on team
- 63% - become more of a leader
- 72% - learn to do things couldn't do before

Connectedness by Dosage...

Students Stating A-S Did Not Help Them...



Minority Student Participation

SMART Goal addressing Minority Student
Achievement Gap

Increase participation of Black & Hispanic students –
both number and frequency

Of those attending 60, or more, days of after-school,
22% are Black; 24% are Hispanic – exceeds
demographic profile by 10 and 4 percentage points

Assessment of MSAS Program

Manila Consulting Group
July 2014

Reviewed documents, website

Interviewed principals and after-school specialists

Reviewed Youth Survey

8 th Grade	Alcohol		Inhalants		Cigarettes		Marijuana	
	Ever	30-day	Ever	30-day	Ever	30-day	Ever	30-day
2001	42%	21%	12.5%	5%	27%	9.3%	10%	5.1%
2013	23%	7%	12.8%	5%	8%	2%	5%	2%

Findings:

- Broad spectrum of activities offered:
 - Sports, STEM, HW, project-based activities, arts
- Decisions made by student and sponsor interest
- Participants representative of school population
- Outreach efforts to recruit at-risk populations
- Benefits:
 - Relationships, school climate, academics, engagement, social skills, safe environment, structure
- Challenges:
 - Funding and budget cuts, demands on teachers, engaging neediest students, transportation

Recommendations:

- Make adjustments to Logic Model
- Strategies to identify, engage, and track participation and progress
- Individual student-level data

How did we get here?

Theory of Change

Develop a Logic Model



Assess Needs



Identify Program Goals to Meet Needs



Select Program Elements to Achieve Goals

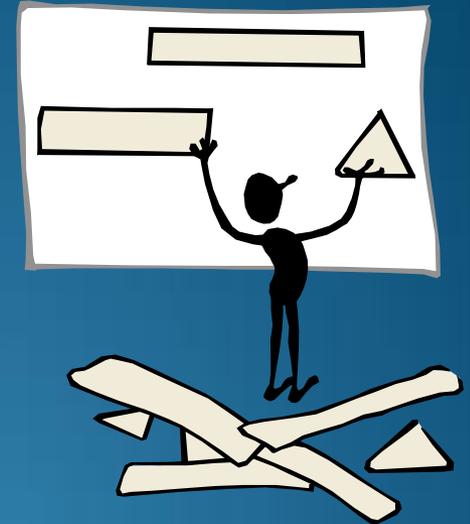


Align Outcomes with Program Goals



Establish Performance Measures and Data Sources

Assess Implementation and Progress



Logic Model

- **Defines four key after-school program strategies:**
 - ✓ **Academic support and enrichment**
 - ✓ **Social skills and youth development**
 - ✓ **Physical, health, & recreational activities**
 - ✓ **Family and community engagement**
- **Delineates the activities that support the strategies**
- **Key program objectives are developed as are outcomes and outcome measures based on needs**

At the School Level

NEEDS

What is the need to be addressed?

Increase in verbal and physical aggression

GOALS

What is the program trying to accomplish?

*Reduce unacceptable behavior;
Improve peer-peer & -adult relations*

ACTIONS

What are the activities used to achieve goals?

Peer mediation; Peer tutoring; Leadership; Bullying prevention; Team building

RESULTS

What are the data sources & performance measures?

ISIS, Pre- & Post – Tests; Surveys

After-School Strategies

*Social Skills & Youth Development;
Recreational*

Portrait of a Graduate

Five Pillars

Student Achievement Goals

*Essential Life Skills;
Responsibility to the Community*

Evaluation Model

- Quarterly Reports
 - Process measures; correlate dosage with changes in grades, behavior, attendance
- Site Visits - planned and unplanned
- Yearly Surveys - students, teachers, after-school staff, parents
- School-wide academic and behavior data
- Examine correlations among all measures

Future Trends

Align Logic Model to Portrait of a Graduate and the County Model

Fully implement the Academic Intervention Database for the MSAS Program

Implement Student Listening Circles at each MSAS site

DRAFT Fairfax County Public Schools-Fairfax County After-School Program Logic Model

Goal:	<p>To provide comprehensive, high-quality after-school activities for middle school youth that provide opportunities to cultivate the pillars of the Portrait of a Graduate through an emotionally and physically secure environment that encompasses Academic Support and Enrichment, Social Skills and Youth Development, Physical and Mental Wellness, and Family and Community involvement while fostering school and community connectedness. With its combination of formal and informal learning, after-school programs help students develop in all domains.</p> <p>The pillars of the Portrait of a Graduate identify what skills and knowledge students will need to be prepared for the future and include: Communicator, Collaborator, Global Citizen, Creative and Critical Thinker, and Goal-Directed and Resilient Individual.</p>
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Program Strategies	Description	Program Elements
Academic Support and Enrichment	High quality expanded learning opportunities engage students in inquiry-based learning and creative problem solving that deepens comprehension and awareness, promotes critical thinking, and allows students to explore new fields and identify and ignite passions. Research indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, narrow the achievement gap, and reduce behavioral issues. ¹	Homework Assistance; Tutoring; STEM; Literary Programs; Foreign Language; Clubs and Associations; Fine and Performing Arts; Strategic Board Games; Project-Based Learning Activities
Social Skills and Youth Development	The after-school environment allows youth to communicate and collaborate with peers and adults in a more relaxed atmosphere while providing opportunities to become better global citizens and creative and critical thinkers as it challenges them to become goal directed, culturally aware, and resilient individuals. Research shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, higher self-confidence, increased social competence, and less substance abuse and behavioral issues including gang involvement. ²	Mentoring; Service Learning; Leadership; Prevention-Based Activity; Peer Mediation; Character Education; Boys' Clubs; Girls' Clubs; Social Clubs; Career Preparedness: College Readiness
Physical and Mental Wellness	After-school programs provide the opportunity for youth to engage in activities and projects that promote communication skills and collaboration and reinforce resiliency through physical and mental wellness, goal-setting, and team-building activities. Research indicates that high quality after-school programs foster positive effects on students' social-emotional skills; physical fitness; emotional distress; academic performance; and attitudes towards self, school, and others. ³	Recreation Activity; Intramurals; Sports Opportunities; Exercise/Fitness Activities; Team Building; Health and Wellness Activities; Nutrition; Dance; Healthy Cooking
Family and Community Involvement	After-school programs depend on and draw upon family and community support for program development, volunteer staffing, and capacity building. Strong collaborative partnerships drive program quality and sustainability and help leverage school, family, and community strengths to support student success and life-long learning opportunities. Research shows that family and community involvement in an after-school environment can have a positive impact on resiliency, youth development, and prevention of high-risk behaviors. ⁴	Partnership Building; Volunteer Recruitment; Parent Education; Family Engagement; Community Outreach; Service Learning

Academic Intervention Database

- Microsoft Access based – linked to ISIS
- Attendance tool – by specific after-school activity
- Track participation in particular activity by ethnicity, gender
- Correlate dosage in an activity to changes in academics, behavior, day-time attendance, connectedness
- Teachers, counselors, specialists can track participation in particular A-S activity
- Teachers, counselors, specialists can share comments, observations

Student Listening Circle

WestEd – School climate model adapted to after-school
Concept:

- Facilitated student focus group process
- Engages and supports students to share perspectives & ideas on after-school (facilitated Listening Circle)
- Students collaborate with adults in planning and implementing Action Plan(s) (short and long-term)
- SLC held at Whitman MS – Jan 2014
- Received training from WestEd
- In process of training staff to facilitate SLC at each MS

Any Questions?

Fairfax County Public Schools-Fairfax County After-School Program Logic Model

Goal:

To provide comprehensive, high-quality after-school activities that provide opportunities for middle school youth to feel safe, improve academic development and performance, improve social, emotional, and physical well-being while establishing healthy behaviors, improve school and community connectedness, reduce the potential for risk-taking behaviors, and reduce interest in gang involvement or delinquent activities so that youth have greater opportunities for success in developing the attitudes, skills, knowledge and abilities to live healthy lives, become productive adults, and to thrive in the workplaces and communities of the 21st century.

Program Strategies	Description	Program Elements
Academic Support and Enrichment	Quality after-school programs can address the two strongest predictors of substance abuse and behavioral issues – 1) academic difficulties and 2) unsupervised time after-school. Research indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, narrow the achievement gap, and reduce behavioral issues.	Homework Assistance; Tutoring; Math and Literacy Programs; Clubs and Associations; Technology; Fine and Performing Arts; Board Games
Social Skills and Youth Development	The after-school environment allows youth to interact among themselves and with adults in a more relaxed atmosphere. Research shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, higher self-confidence, increased social competence, and less substance abuse and behavioral issues including gang involvement.	Mentoring; Service Learning; Leadership; Violence Prevention; Substance Abuse Prevention; Gang Prevention; Peer Mediation; Character Education; Career Preparedness: College Readiness
Physical, Health, and Recreational	After-school programs provide the opportunity for youth to participate in activities and projects that promote and reinforce physical fitness, team-building, healthy nutrition and wellness, and emotional well-being.	Recreation Activity; Intramurals; Sports Opportunity; Exercise Activities; Team Building; Health and Wellness Activities
Family and Community Involvement	After-school programs depend on and draw upon family and community support for program development, volunteer staffing, and capacity building. Strong collaborative partnerships drive program quality and sustainability and help leverage school, family, and community strengths to support student success and life-long learning opportunities.	Partnership Building; Volunteer Recruitment; Parent Education; Family Engagement; Community Outreach

Long-Term Outcomes	Intermediate Outcomes	Short-Term Outcomes
<p>Usually assessed after more than one year and include outcomes achieved and observed in school, home, and community, as well as the after-school program and many need a community-wide effort to affect.</p>	<p>Those that take less time to develop and some may require community-wide effort to affect. Intermediate steps are necessary to achieve long-term outcomes.</p>	<p>Those that are usually attainable within a year and are observable within the after-school program</p>
<ul style="list-style-type: none"> • Improved academic performance <ul style="list-style-type: none"> ○ Higher aspirations for the future ○ Better attitudes towards school • Reduced gang activity & recruitment <ul style="list-style-type: none"> ○ Reduced substance abuse rates ○ Improved school-community connectedness • Improved health and wellness <ul style="list-style-type: none"> ○ Improved sportsmanship and self-confidence ○ Improved leadership skills • Sustainable financial support <ul style="list-style-type: none"> ○ Improved parenting skills & family literacy ○ Increased participation in after-school 	<ul style="list-style-type: none"> • Improved course grades and SOL scores <ul style="list-style-type: none"> ○ Increased engagement in learning ○ Higher school attendance rates • Increased number of positive peer & adult relationships <ul style="list-style-type: none"> ○ Reduced discipline and substance abuse referrals ○ Increased involvement with school and community • Improved understanding of healthy diet and exercise <ul style="list-style-type: none"> ○ Improved team-building skills ○ Improved adult-youth relationships • Increased collaborative partnerships <ul style="list-style-type: none"> ○ Increased parent and family involvement ○ Improved program quality 	<ul style="list-style-type: none"> • Improved homework completion rates (quantity/quality) <ul style="list-style-type: none"> ○ Improved class participation ○ Students know assistance is available • Improved interactions with staff <ul style="list-style-type: none"> ○ Improved positive social skills ○ Improved attitude towards self, school, and community • Increased time spent in physical activity <ul style="list-style-type: none"> ○ Improved peer-peer relationships ○ Increased willingness to assume responsibility • Improved communication and networking <ul style="list-style-type: none"> ○ Increased outreach ○ Increased number of program offerings

Monday, June 02, 2014

Fairfax County Public Schools-Fairfax County After-School Program Logic Model

Academic Support and Enrichment Objective:	Students participating in academic support and enrichment activities will show increased success and academic achievement as demonstrated by improved homework completion rates, course grades, and SOL scores and increased engagement in learning.
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Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
<p>Space available for individual and group study and homework activities</p> <p>Teachers and staff with technical expertise for academic activities</p> <p>Program staff to coordinate homework assignments</p> <p>Designated homework time as a scheduled activity</p> <p>Tutorial sessions regularly scheduled</p> <p>Enrichment activities linked to the school day</p>	<p>Homework Assistance</p> <p>Subject specific support for homework correctness</p> <p>Individual and group tutoring</p> <p>Cross-age peer and adult tutoring</p> <p>Training or coaching in thinking skills</p> <p>Homework assignment coordination</p> <p>Academic enrichment activities</p> <p>School clubs and associations</p> <p>Literacy, math, technology programs</p> <p>Fine and performing arts activities</p>	<ul style="list-style-type: none"> • # of youth receiving homework support daily • # of youth receiving tutoring • # of adult and peer tutors • # of staff training sessions • Rate of parent & teacher satisfaction with homework & tutoring support 	<ul style="list-style-type: none"> • Students recognize that help and resources are available • Improved homework completion rates (quality & quantity) • Improved class participation 	<ul style="list-style-type: none"> • Improved time management and study skills • Increased engagement in learning • Higher school attendance rates • Improved course grades • Improved SOL scores 	<ul style="list-style-type: none"> • Improved academic performance • Acquisition and use of independent learning skills • Better attitudes towards school • Higher aspirations for the future 	<ul style="list-style-type: none"> • % of students who show 1 letter grade improvement in 2 core subjects • % increase in SOL Assessments (Math and Reading) • % reduction in disparity in SOL pass rates by subgroup • % reduction in unexcused absences • % increase in HW completion rates • % increase in mentors & volunteers

External Factors	
Collaborative planning by classroom teachers, after-school staff, and tutors. Low pupil/teacher ratios. Highly qualified and trained homework staff and tutors. Collection and use of evaluation information for continuous program assessment and improvement.	Staff trained in tutoring techniques and homework support. Experiential and project-based learning. Enrichment activities linked to in-school activities. Active recruiting efforts for student participation

Fairfax County Public Schools-Fairfax County After-School Program Logic Model

Social Skills and Youth Development Objective:	Students participating in social skill and youth development activities will show improved social and emotional well-being as demonstrated by improved healthy behaviors, improved school and community connectedness, and reduced participation in gang or delinquent activities.
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Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
Programs/tools/resources that promote the development of social skills Staff with knowledge, skills, and strategies to promote social skills Evidence-based prevention programs Trained adult & peer mentors Partners to support service learning Partners to support career readiness and college preparation	Mentoring Service learning projects Violence/gang prevention programs Substance abuse prevention programs Character education Peer mediation Leadership development activities Career readiness programs College preparedness programs	<ul style="list-style-type: none"> • # of youth participating in prevention activities • # of mentees • # of adult and peer mentors • # of evidence-base prevention programs delivered • # of staff training sessions • Rate of parent & teacher satisfaction with social skill and youth development activities 	<ul style="list-style-type: none"> • Improved positive interactions with staff • Display more positive social skills • Improved attitude towards self and school • Improved regular attendance in after-school • Improved written and verbal communication skills 	<ul style="list-style-type: none"> • Increased # of positive peer and adult relationships • Improved school attendance • Increased social competence • Improved refusal skills • Reduced referrals for discipline issues & substance abuse • Increased involvement with school & community 	<ul style="list-style-type: none"> • Reduced substance abuse rates • Reduced violent incidents • Reduced suspensions and expulsions • Reduced bullying activity • Reduced gang participation and recruitment • Improved school and community connectedness • Increased parental involvement • Higher career aspirations 	<ul style="list-style-type: none"> • % reduction in unexcused absences • % increase in substance abuse awareness and resistance • % reduction in substance abuse & behavior referrals • % of participants reporting increased self-confidence • % of participants participating in volunteer/service learning activities • % of staff, teachers, parents reporting increase in positive behavior

External Factors	
Available and trained adult and peer mentors. Community-wide support for positive youth activities and gang prevention. Collection and use of evaluation information for continuous program assessment and improvement.	Staff trained in evidence based prevention programs. Culturally relevant and diverse programs. Business, CBO, and FBO partners providing service learning opportunities. School-community coalitions providing programming support.

Fairfax County Public Schools-Fairfax County After-School Program Logic Model

Physical, Health, and Recreational Objective:

Students participating in physical, health, and recreational activities will show improved nutrition, health practices, physical development, leadership and team building skills, and self-confidence as demonstrated by increased physical activity, enhanced nutrition and wellness, positive youth-adult relationships,

Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
<p>Programs/tools/resources to support physical and recreational activities</p> <p>Staff with knowledge, skills, and strategies to promote health, physical development, and sports activities</p> <p>Access to gymnasiums and fields on a regular basis</p> <p>Nutritious snacks</p>	<p>Intramural sports</p> <p>Exercise/physical fitness activities</p> <p>Competitive games</p> <p>Non-competitive sports</p> <p>Strength training</p> <p>Health and wellness activities</p> <p>Skill clinics</p>	<ul style="list-style-type: none"> • # of youth participating in intramural sports & fitness activities • # of adults serving as coaches/trainers • # of staff training sessions • # of sports/fitness opportunities offered • Time spent in physical activity • Rate of parent & teacher satisfaction with physical and recreational activities 	<ul style="list-style-type: none"> • More time spent in physical activity • Improved peer-peer relationships • Increased awareness of opportunities for positive leisure-time activities • Improved knowledge of physical fitness and healthy lifestyles 	<ul style="list-style-type: none"> • Increased understanding of the need for balanced, healthy diet • Increased interest in participating in physical activity • Improved adult-youth relationships 	<ul style="list-style-type: none"> • Improved health and fitness • Improved sportsmanship • Improved leadership skills • Increased healthy choices in food selection • Reduced problem behaviors in leisure time 	<ul style="list-style-type: none"> • % reduction in participating in unhealthy behaviors • % increase in the number attending after-school an average of 3 times/week • % of students reporting at least one hour of physical activity/day • % of students reporting improved fitness attitude and knowledge

External Factors

Access to gymnasiums and fields during after-school hours. Able to meet the needs of disabled students.

Available and trained adult staff.

Appropriate equipment to support varied sports program.

Collection and use of evaluation information for continuous program assessment and improvement.

Fairfax County Public Schools-Fairfax County After-School Program Logic Model

Family and Community Involvement Objective:

Developing effective collaborative partnerships among family, school, community, and the public, private, and non-profit sectors will result in increased parental involvement, more effective use of resources, improved coordination of existing programs and services, more culturally relevant programming, increased capacity and community support, improved program quality, increased sustainability, broadened access to after-school, and increased ability to meet the needs of youth and families.

Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
<p>Programs/tools/resources to promote partnership building and civic engagement</p> <p>Programs/tools/resources to support family literacy and parent education</p> <p>Opportunities to participate in community building projects and activities</p> <p>Broad array of partners</p>	<p>Community outreach</p> <p>Outreach and recruiting of students</p> <p>Partnership building</p> <p>Volunteer recruitment and training</p> <p>Parent education</p> <p>Family literacy</p>	<ul style="list-style-type: none"> • # of collaborative partnerships • # of adults serving as volunteers • # of community focus groups held • # of funding streams supporting after-school • # of business leaders involved • # of parenting and family literacy classes 	<ul style="list-style-type: none"> • Increased community awareness of after-school • Improved communication and networking • Identified local leaders and champions • Increased outreach efforts to expand stakeholder participation 	<ul style="list-style-type: none"> • Increased number of collaborative partnerships • Increased parental & family involvement • Expanded public-private partnerships • Improved program quality • Increased parent education & family literacy program offerings 	<ul style="list-style-type: none"> • Increased level of alternative financial support • Improved collaboration between programs, agencies, and organizations • Increased community engagement • Improved parenting skills • Increased student participation in after-school • Improved school-community connectedness 	<ul style="list-style-type: none"> • % improvement in parental involvement in school and after-school activities • % increase in number of collaborative partners • % increase in alternative resources • % increase in school & community connectedness • % increase in student participation in after-school

External Factors

Partnership structure that includes multiple partners and multiple partnership levels.
 Available and trained adult staff. Active community participation.

Availability of parent education and literacy programs and training staff.
 Collection and use of evaluation information for continuous program assessment and improvement.



**ASSESSMENT OF THE MIDDLE SCHOOL AFTER-SCHOOL PROGRAM
IN FAIRFAX COUNTY**

FINAL REPORT

July 6, 2014

Prepared by:

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I. OVERVIEW OF THE ASSESSMENT

The Fairfax County after-school program logic model was developed in 2005 to guide implementation of "comprehensive, high-quality after-school activities that provide opportunities for middle school youth to feel safe, improve academic development and performance, improve social, emotional, and physical well-being while establishing healthy behaviors, improve school and community connectedness, reduce the potential for risk-taking behaviors, and reduce interest in gang involvement or delinquent activities so that youth have greater opportunities for success in developing the attitudes, skills, knowledge and abilities to live healthy lives, become productive adults, and to thrive in the workplaces and communities of the 21st century." Since then there has been no systematic review of the program to ensure that after-school offerings are consistent with the model.

This project was intended to provide information on Fairfax County's middle school after-school programs, including assessing how the programs are aligned with the Fairfax County after-school program logic model, which reflects Fairfax County Public Schools' (FCPS) Student Achievement Goals and 21st Century Skills. The county is interested in ensuring that the after-school programs are meeting the needs of the children and families served, providing them with opportunities for academic enrichment; social skill development; participation in programs that promote physical activity, healthy lifestyles, and recreational activities; and family and community involvement. As such, this project was a first step in a continuous quality improvement process designed to ensure that Fairfax County programs match community needs.

Description of tasks. The assessment included four primary tasks.

Task 1: Kickoff meeting. The first project task was a meeting with key stakeholders from FCPS and Neighborhood and Community Services to develop the assessment plan and get their input on the after school program. At this meeting, it was recommended that both principals and program specialists from the 27 Fairfax County middle schools be interviewed.

Task 2: Development of site-specific crosswalk documents. In order to get a better idea of the programs offered at each middle school, we reviewed each school's Web site and developed a spreadsheet for each site that maps after-school programs offered to the

Fairfax County after-school program logic model. This provided preliminary information on the extent to which each school is implementing program strategies that are aligned with the model.

Task 3: Telephone interviews. We worked with our FCPS sponsor and Fairfax County Neighborhood and Community Services staff to select one person to interview by telephone from each of the 27 middle schools. The respondent was either the principal ($n=14$) of the school at which the program operated or the program specialist ($n=13$). Our FCPS sponsor in collaboration with Fairfax County Neighborhood and Community Services staff notified each prospective participant that s/he has been selected to participate in a phone interview. The interviews were then scheduled at a time convenient for the respondent and conducted by phone. Interviews lasted 30-45 minutes and focused on such topics as which programs are most highly attended; how decisions are made about what programs to offer; the role of the program specialist in planning and implementing the program; who is being served in the program; the match between the target audience and programs offered; and challenges and successes in implementation. A copy of the protocol can be found in Appendix A. Prior to each interview, we assured the respondent that we would report findings in aggregate form only and would not identify respondents individually. Content analysis was used to analyze the information gathered.

Task 4: Analyze Youth Survey data. Review of findings from the Youth Survey provided contextual information to inform assessment of the extent to which the middle schools are implementing after-school programs that address students' risk behaviors.

Expected results. This assessment was intended to be the first step in the development and implementation of a comprehensive evaluation of the middle school after-school program that will provide information to ensure the program is meeting its goals and promote continuous quality improvement. Data gathered were qualitative and, as such, provide information on the perspectives and experiences of principals and program specialists involved with the after-school program. The findings are expected to provide the basis for recommendations for next steps and a starting point for development of a comprehensive annual evaluation plan that will include school-specific quantitative data.

II. ROLES AND RESPONSIBILITIES OF KEY STAFF

In most cases, the principal reported that the program specialist takes the lead with his/her support. There was some variability in the extent to which the principal is involved. Ten of the fourteen principals reported talking with the program specialist every day or weekly. The remaining four principals said that they met with the program specialist periodically throughout the year. In some cases the program specialist is considered part of the administrative team and included in leadership team meetings. One principal said she was “in the weeds of the program because it’s such a big part of the school day. My day doesn’t end until the after-school program does.”

All of the program specialists reported managing all aspects of their programs, including gathering information on program preferences, tracking program data, developing a menu of programs, recruiting sponsors, managing all aspects of daily implementation and developing budgets.

III. PROGRAM OVERVIEW

Array of activities. A review of the Web site for each school found that almost all of the sites listed activities in three of the four program strategy areas (i.e., academic support and enrichment; social skills and youth development; physical, health and recreational). Only one school listed activities that were clearly related to the fourth program strategy, family and community involvement. In interviews, however, principals and program specialists highlighted opportunities to engage the public and families in events like performances and sports tournaments.

Most and least popular programs. Eleven of fourteen principals cited sports as the most popular programs. Half noted homework club or STEM-related clubs as most popular. Interestingly half noted homework or academic-focused clubs as least popular. Half of the principals reported that special interest or “boutique” clubs were least popular in terms of the number of participants, but that those who did participate did so consistently. Examples of these clubs included glee, debate, Model UN, civic engagement, Harry Potter and eco-group.

Ten of thirteen program specialists cited sports and six cited academic clubs as most popular. Least popular clubs reported by the program specialists were the special-interest clubs (e.g., chess, origami, gardening, computer programming)

Decision-making process. All of the principals reported that decisions are made primarily based on student and sponsor interest. Some programming changes year to year based on interest and availability of sponsors. Interest is gauged by participation and assessed annually at most schools through surveys of students, staff and parents. Most programs require a minimum of 10 students. Principals also noted encouraging student-driven programs. If a student has an interest in a program s/he is encouraged to present it to the program specialist. Two principals talked about assessing the enrichment potential of programs and the extent to which they “mesh with the whole philosophy of the program, the philosophy that we want kids to be here in a safe environment where they can learn developmentally appropriate behaviors and also support them academically.”

All of the program specialists described a very interactive process for deciding which programs to offer. All talked about getting input from students and teachers, with seven of the thirteen reporting the use of formal student surveys, five describing the use of a student petition process, and four explaining that programming decisions were made based on where there were areas of academic need. Every program specialist said that attendance was the biggest factor in decisions to discontinue programs. Every program specialist also reported having a great deal of influence over programming decisions. Most discussed working in collaboration with other stakeholders such as teachers, other administrators and principals.

IV. STUDENTS SERVED

Description of children served by the program. All 14 principals said that their after-school program participants were representative of their school population as a whole. Eleven of the thirteen program specialists said that students attending their programs were representative of the student body as a whole. Two felt that the students who came to the programs were more likely to receive free lunches and/or be “socially inept, at risk and have no place to go after school, and/or at academic risk.” Respondents discussed attracting both students who needed to stay after school for academic reasons and those who wanted to stay for enrichment. All but one of the principals discussed the tremendous diversity of their school populations in terms of socioeconomic status, culture, nationality and language.

Match between children targeted for participation and those who actually participate. All of the principals agreed that they were attracting the students they hoped to attract. Two principals discussed special outreach efforts to attract students who are most at risk (e.g., in special education, struggling academically, receiving free lunches). One principal described going regularly to the community center in one of the most disadvantaged neighborhoods to invite families to have their children participate in the after-school program. All of the program specialists said they were reaching the students they hoped to reach. Many talked about the importance of offering “something for everyone.”

V. PROGRAM IMPLEMENTATION

Perceived benefits to participants. Eleven of fourteen principals noted that the relationships between students and teachers that developed as a result of participation in the after-school program were critical to increasing school engagement and improving school climate. Eight principals said students benefited from having a safe place to participate in structured activities. Half of the principals discussed the importance of the academic support provided after school and how that helped children to be more successful in class. Five principals noted the importance of giving students opportunities to try new things and explore interests.

Program specialists all agreed that the program provided a wide range of benefits. All but three noted the importance of the academic component. Nine of thirteen said participation in the program helped students to develop social skills and relationships; seven said the program facilitated students’ connection to school and to teachers, which resulted in better grades, fewer discipline problems and better attendance; and six said the program provided students a safe space and structure.

Program challenges. Half of the principals noted funding and budget cuts as issues. Five principals said it was difficult to manage the demands on teachers and get them to sponsor programs after school. Three principals discussed challenges to engaging the neediest students and balancing academics with activities the students viewed as fun.

Of the thirteen program specialists, seven said space was an issue, while another seven cited recruiting overworked teachers to serve as sponsors as a challenge. Data collection (2), funding (3), and transportation (3) were also identified as challenges.

Program Successes. Six of the principals talked about the importance of the relationships that develop between students and teachers and the ways in which that improves academic performance and engagement. One principal said, “One hour after school makes a difference in the seven hours in school.” Another principal said, “I can’t imagine being a principal without the after-school program. It’s an integral part of what we do. We count on the extra time get kids to engage in the learning process. It’s a vibrant program.” Six principals cited the number of students involved in the programs as a success. The same number of principals mentioned positive feedback from parents and community engagement as strengths. One principal explained, “We have basketball events and parents come to the games. It’s a big deal for our most at-risk students. Their parents sit on the floor and are very proud that their kids are playing. It makes them feel more comfortable coming into the school. They feel like their kids are excelling at something. The events also include dance groups, cheerleaders, singing at halftime, and are opportunities to showcase our students’ talents and share them with the community.” Another principal described a similar event at his school and said that “watching the dance team, I saw some of the girls on the team who had been in the office recently for serious issues. Those girls got a standing ovation. It was the first time I’d seen those girls smile at school. They were being recognized for something good.” Four principals noted improved academic performance as a key success.

Successes identified by program specialists included:

- Fostering students’ sense of connection to school and relationships with teachers (5)
One program specialist said, “The programs allow students to develop critical relationships with adults in the building.” Another said, “Kids get to connect with teachers. They get to know other adults and feel more of a connection to the school. They get to see teachers in a different light.”
- Connection to the community and families (5)
One program specialist described offering dinner through community partnerships and trying new activities based on partnerships with religious groups and restaurants. Another talked about the programs allowing school staff to “get to know families in a different way.”
- Promoting a culture of acceptance, inclusion and pride in the school (5)

One program specialist said, “The program is part of our culture of being inclusive. The outreach efforts of teachers all play into the acceptance of the program.”

- Smoothing the transition into and out of middle school (3)

For example, the Jump Start program provides rising 7th graders five weeks of free activities and supervision that ease the transition to middle school: “Parents really like it, and it makes both parents and kids feel less nervous at the start of the school year.”

- Support of staff and school administrators (2)
- Academic support, including access to computers to do homework for students who don’t have a computer at home (2)
- Opportunities for students to explore new interests (2)

VI. YOUTH SURVEY: KEY FINDINGS

Review of the Fairfax County Youth Survey data from 2012 yielded several key findings, including:

- Very low incidence of gang involvement (2.8 percent of 8th graders report ever being involved with a gang)
- Very low incidence of other risk behaviors (e.g., 1.9 percent of 8th graders and 0.3 percent of 6th graders smoked cigarettes; 6.5 percent of 8th graders and 2.1 percent of 6th graders drank alcohol)
- Inverse relationship between percent of students exhibiting risky behaviors and number of assets, including having high personal integrity, performing community service, having teachers recognize good work, having community adults to talk to, participating in extracurricular activities, and having parents available for help
- Similar inverse relationship between percent of students who report depressive symptoms and number of assets
- Only about half of students met recommendations for physical activity (47.2 percent of 8th graders and 54.3 percent of sixth graders)
- Relatively high rates of racial/cultural harassment (44.4 percent of 8th graders were victims and 18.3 percent of 6th graders) that are fairly stable for 10th and 12th graders

- Assets schools provide to build resiliency include teacher notices good job, opportunities to talk to teacher one-on-one, school communicates with parents when student does well, teacher praises when student does well
- Assets the community provides include availability of extra-curricular activities
- Resiliency builders include increase prosocial bonding, set clear consistent boundaries, teach life skills, provide caring and support, set and communicate high expectations, provide opportunities for meaningful participation

Of particular note is the low incidence of gang involvement and other risk behaviors, the areas the after-school program was originally intended to influence. The low incidence of these behaviors suggests that these may no longer be reasonable outcomes on which to focus. Instead, focusing on areas where there is a greater possibility of affecting change (e.g., increasing students' physical activity, promoting cultural awareness and respect) may offer a better approach.

Also of note is the Youth Survey's emphasis on building resiliency through the development of students' assets. Based on interviews with principals and program specialists, the after-school program is a key means by which middle schools develop assets related to children's resiliency. Specifically, the programs provide opportunities for teachers to notice children doing a good job, students to talk to teachers one-on-one, teachers to praise students when they do well, and schools to communicate with parents when student succeed. The programs also provide opportunities for extra-curricular activities of all sorts and opportunities for meaningful participation. This focus on resiliency is consistent with the after-school program logic model and its emphasis on helping students "feel safe," "improve social, emotional, and physical well-being while establishing healthy behaviors" and "improve school and community connectedness."

VII. RECOMMENDATIONS

- Based on Youth Survey data, reconsider the logic model, including mission, goals, expected outcomes, measures and evaluation mechanisms, and revise the logic model accordingly
- Assess the extent to which the current after-school program model is consistent with the revised logic model. Particular attention should be paid to after-school program processes, including how decisions are made about which programs to offer, the mix of programs, and recruitment and retention strategies. Where inconsistencies are identified, changes to the program model should be considered. For example, if the program seeks to target students at greatest academic risk, strategies to identify, engage and track the progress of those students should be developed and implemented.
- Based on the review of the current program model and outcomes desired, it also will be important to assess the extent to which the current structure, management and oversight of the program are consistent with program strategies and goals. If inconsistencies are identified, alternate approaches to structuring and managing the program should be explored.
- Develop and implement a comprehensive evaluation plan to collect and analyze additional data consistent with the logic model that can be used to assess program effectiveness and guide decision making. The plan should take into account the recommendations made in the Lee District report (e.g., consider assessing unduplicated counts of student participation, late bus utilization, the number of students who participate in specific programs by school and day of the week, the types of programs—after-school versus extra help from teachers that falls outside of the after-school program—each student participates in, SOL scores as a complement to grades).
- The evaluation plan should include collection of individual student-level data that can be used to determine which students are participating in which programs (and how often) and what changes are occurring in variables such as behavior, attendance, test scores, and grades as a result. Process data should also be collected at the school level to track the decision-making process regarding which programs to offer, specific strategies used to recruit students to participate in after-school programs and challenges to consistent

attendance, particularly among the most at-risk students. Results of annual student, parent and teacher surveys should also be included in the evaluation to provide contextual information that can be used to better understand findings and contribute to continuous quality improvement. Of note, based on the Board of Supervisors' discussion of the possibility of requiring fees for participation in after-school programs, it will be important to survey parents and students about the likely impact of such fees on their participation prior to making a final decision.

- Finally, it is critical that all recommendations—including development and implementation of a comprehensive annual evaluation—are carried out jointly by Neighborhood and Community Services and FCPS.



OUTCOMES

Fairfax County Public Schools – Fairfax County Middle School After-School Program

The Middle School After-School Program is funded and implemented through a collaborative partnership between Fairfax County Public Schools, After-School Programs and the Fairfax County Government, Department of Neighborhood and Community Services.

Every middle school currently has a regularly scheduled after-school program five days a week that runs from regular dismissal times until as late as 5:30 p.m./6:00 p.m. Each middle school offers a broad spectrum of rich and engaging activities during the hours after school encompassing: academic support and enrichment; social skills and youth development; physical, health, and recreational activities; and, family and community involvement. The after-school program is a key element in the school division's and county's initiatives to improve academic performance, develop healthy and successful youth, and combat gangs. The after-school program is neither child care nor an extension of the school day. These after-school activities provide each youth with greater opportunities to form a relationship with a caring adult, to contribute to the community, to acquire new skills in a supportive environment, to be safe and secure, to form healthy relationships with peers, and to develop the attitudes, skills, and knowledge to thrive in the workplaces and communities of the 21st century.

This County-School partnership also supports summer programs and activities including a five-week summer camp initiative at five middle school sites and a one- to two- week Jump Start initiative for rising middle school students at all middle school sites. Both efforts provide a safe structured environment that helps students with their transition into their individual middle or high school.

The 2013-14 school year marks the eighth year of the five-day-a-week after-school program in 26 middle schools. An additional middle school provides a three-day-a-week after-school program. The strategic and intentional way in which the after-school program was designed and implemented and linked to the school day and to the FCPS student achievement goals has produced numerous documented positive outcomes for our youth. The middle school after-school program has been featured in a recent compendium on the positive impact that afterschool and summer programs have in helping students succeed. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success* demonstrates the role afterschool and summer learning play in improving and expanding students' education and how communities are building successful supports for their students (<http://www.expandinglearning.org/expandingminds/article/working-together-how-county-government-and-school-district-joined-provide-all>).

Some Facts about the Middle School After-School Program:

(All process data is for the 2012 – 13 school year)

- On average, middle schools provide about 13 hours of after-school programming per week
- Over 93 percent of the middle school population (25,809 individual students) attend the after-school program
- The typical weekly attendance, across all middle schools, is 21,126 students

- Frequent after-school attendance (60 or more days) for Black and Hispanic students exceeds the demographic profile of middle school students by 100 percent and 14 percent respectively
- In a typical school quarter, over 500 adults and 500 students volunteer in the after-school program contributing over 25,000 hours of service and support during the year
- The after-school program partners with over 90 outside agencies, organizations, and individuals to provide programming
- On average, over 37 different programs and activities are offered during the after-school hours at each middle school
- 36 percent of parents say their child(ren) would be staying home alone if there was no after-school program
- Between the 2007-08 and 2012-13 school years:
 - The typical weekly attendance has increased by 23 percent
 - The total number of attendees has increased by 25 percent
 - The number of individual students served has increased by 40 percent

What have been some of the outcomes and benefits of the FCPS-FC Middle School After-School Program?

- **Increased academic performance**
 - Between the 2005-06 and 2010-11 schools years there was a 54 percent reduction in the percent of Ds and Fs in core subjects (English, math, science, social studies)¹
 - Of those students who received one or more F's in a core subject, 84 percent attended less than 60 days of after-school²
 - Of those students who received one or more D's in a core subject, 83 percent attended less than 60 days of after-school²
 - 91 percent of classroom teachers agree that the after-school program benefits students academically³
 - 83 percent of classroom teachers agree or strongly agree that academic performance of after-school participants has improved⁴
 - 62 percent of parents agree or strongly agree that their children are doing better academically since attending after-school⁵
- **Increased classroom participation**
 - 79 percent of classroom teachers agree or strongly agree that classroom participation of after-school participants has improved⁴
- **Improved homework completion rates**
 - 72 percent of classroom teachers agree or strongly agree that homework completion rates of after-school participants have improved⁴
 - 70 percent of parents agree or strongly agree that their child completes homework with greater ease⁵
 - 60 percent of parents agree or strongly agree that the after-school program has helped his/her child complete homework on time⁵
- **Improved student behavior**
 - 73 percent of classroom teachers agree or strongly agree that the classroom behavior of after-school participants has improved⁴
 - 86 percent of teachers agree or strongly agree that the after-school program facilitates improved behavior among the participants³

- Of those students who received a behavior infraction, 83 percent attended less than 60 days of after-school²
- **Better peer relations, emotional adjustment**
 - 87 percent of classroom teachers agree or strongly agree that student-student relationships of after-school participants has improved⁴
 - 80 percent of parents agree or strongly agree that their child seems happier or less stressed since attending after-school⁵
 - 88 percent of parents agree or strongly agree that their child has friends in the after-school program⁵
- **Improved student-adult relationships**
 - 73 percent of classroom teachers agree or strongly agree that student-teacher relationships for after-school participants has improved⁴
- **Improved school attendance**
 - Of those students with three or more unexcused absences, 75 percent attended less than 30 days of after-school²
- **Better attitudes towards school**
 - 80 percent of parents agree or strongly agree that their child has a better attitude towards school⁵
- **Reduced high risk behavior**
 - High risk behavior over multiple measures for 8th grade students has dropped over the past seven years⁶
- **Reduced gang crime**
 - There has been a 32 percent drop in youth gang activity between 2006 and 2008 as after-school attendance doubled⁷
- **Increased participation in healthy recreational activities**
 - 43 percent of eight graders are participating in recreational activities at least an hour per day⁶
- **Increased school, family, and community partnerships**
 - Participation in extracurricular activities by Spanish speaking youth and youth who speak other languages at home has increased by 21 percent and 24 percent, respectively⁸
 - The after-school program partners with 90 outside organizations, agencies, and individuals⁹
- **Parent response⁵**
 - 84 percent of parents agree or strongly agree that they are satisfied with the kinds of activities and programs offered
 - 88 percent of parents agree or strongly agree that the days and hours of the program are adequate
- **Classroom teacher response⁴**
 - 83 percent of teachers agree or strongly agree that the after-school program offers assistance to students that relates to what is being taught during the school day
 - 94 percent of teachers agree or strongly agree that the after-school program offers meaningful enrichment activities
 - The following percentages of teachers report that students attending after-school have benefitted academically (91%), socially (97%), and behaviorally (86%)

- **Student response**¹⁰
 - The most important reason cited for attending after-school is that there are interesting things to do; the second most important reason is that their friends attend
 - 77 percent of students would recommend after-school to other students
- **Connectedness**¹⁰
 - **When asked how they felt about the after-school program, students report:**
 - 80 percent liked coming to after-school
 - 88 percent respected the rules
 - 85 percent felt safe
 - 83 percent felt adults were happy to see them there
 - 77 percent tell their friends to attend
 - **The following reported the after-school program helped them to:**
 - Do better in school – 78 percent
 - Care more about their school – 69 percent
 - Feel a stronger connection to their community – 62 percent
 - Get along better with their peers and adults – 75 percent
 - Become better at solving problems – 69 percent
 - Work better with others on a team – 73 percent
 - Become more of a leader – 63 percent
 - Learn to do things they could not do before – 73 percent
 - **Comparing responses by dosage (1 day/week versus 4 days/week), the changes in those reporting that after-school did NOT help with the following measures:**
 - Care more about my school, dropped by 25 percent
 - Feel a stronger connection to my community, dropped by 45 percent
 - Work better with others on a team, dropped by 50 percent
 - Become more of a leader, dropped by 50 percent
 - Learn to do things they could not do before, dropped by 38 percent

References

1. FCPS Education Decision Support Library Data (Enrollment and Marks), 2005-06 through 2010-11
2. After-School Program Quarterly/Yearly Student Information System (SASI) Reports, June 2013
3. After-School Program Staff Survey, June 2013
4. After-School Program Teacher Survey, June 2013
5. After-School Program Parent Survey, June 2013
6. Fairfax County Youth Survey, 2011, retrieved from www.fairfaxcounty.gov/demogrph/youthpdf.htm
7. Fairfax County Gang Prevention Status Report, retrieved from www.fairfaxcounty.gov/gangprevention/gangpreventionreport_092407.pdf
8. Fairfax County Youth Survey, 2008, retrieved from www.fairfaxcounty.gov/demogrph/youthpdf.htm
9. After-School Program Quarterly Progress Reports (2012-13)
10. After-School Student Survey, June 2013

All survey responses are based on the number of respondents who expressed an opinion.

SCYPT Information Item I-3
September 17, 2014

TITLE:

SCYPT Year in Review

ISSUE:

As a result of SCYPT endorsements and actions, progress was made in the areas of behavioral health, school readiness, and racial equity over the past year.

BACKGROUND:

The SCYPT was first convened in May 2013. At that meeting, the team adopted its charter and received an overview of key issues facing Fairfax County children and youth. The team met five times over the course of the 2013-14 school year, directing initiatives and helping to foster change in a number of areas. Some critical areas of progress are highlighted in the attached document.

ATTACHMENTS:

“2013 – 2014 Year in Review”

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

Fairfax County Successful Children and Youth Policy Team 2013-2014 Year in Review

September 17, 2014

The SCYPT was first convened in May 2013. At that meeting, the team adopted its charter and received an overview of key issues facing Fairfax County children and youth. The team met five times over the course of the 2013-14 school year, directing initiatives and helping to foster change in a number of areas. Some critical areas of progress are highlighted below.

School Readiness

The SCYPT endorsed an approach to improving the quality of and access to early care and education programming. The Board of Supervisors included three new positions and approximately \$700,000 in the FY2015 budget to implement the initiative, which includes expansion of Neighborhood School Readiness Teams (NSRTs); additional on-site coaching for early childhood professionals; and expansion of the Virginia Preschool Initiative (VPI), Virginia Quality Rating and Improvement System, and Child Care Assistance and Referral programs. Longer-term recommendations endorsed by the SCYPT include developing an integrated early childhood longitudinal data system and a joint County/FCPS approach to early childhood education capital improvement planning.

In FY2015, six new neighborhoods, feeding into eight schools, will be served by NSRTs. Expanded on-site coaching will be provided to 360 previously unserved early childhood professionals, who serve 4,500 children. Two new VPI classrooms, operated by FCPS, will serve 34 children, while an additional 50 children in community-based programs will be served through VPI. Thirty new child care programs, serving 1,270 children, will participate in VQRIS.

This summer, the CSB's Infant and Toddler Connection and FCPS early childhood special education program partnered to provide a transition experience for children who would be entering a preschool autism class in September. Five children participated in a three-day per week program over 6 weeks this summer. The program was staffed by FCPS employees and supported by Applied Behavior Analysis coaches. The children participated in activities designed to help them learn classroom routines and expectations in order to be better prepared for entering school. Preliminary data shows average to above average social validity scores in all areas surveyed from the parents and teachers who participated. During the upcoming school year, ITC and FCPS will continue to collect transition data from the students who participated and will analyze and review the final findings.

Racial Equity

Fairfax County has not escaped the national challenge of racially disproportionate outcomes in many areas, including juvenile justice, academic achievement, and health. Recognizing that intentional strategies are necessary to achieve racial equity, advance opportunities and eliminate such disparities, a SCYPT equity subgroup began meeting in the spring. Racial equity is defined as the development of policies, practices and strategic investments to reverse racial disparity trends, eliminate institutional racism, and ensure that outcomes and opportunities for all people are no longer predictable by race.

The SCYPT equity subgroup's charge is to develop a Strategic Plan to Advance Opportunity and Achieve Racial Equity that includes components focused on intentional leadership, infrastructure, "equity lens" tools, data, community engagement, and accountability.

Behavioral Health

The SCYPT endorsed an initiative designed to increase access to behavioral health services for "middle tier" youth with symptoms or diagnoses of depression, anxiety, trauma, substance use, and/or conduct disorder, but who are not in need of intensive services. The Board of Supervisors included \$1.2 million in the FY2015 budget to implement the initiative, which includes system changes to improve information sharing, use of best practices, collaboration, and accountability; an expanded Systems of Care approach that includes early intervention services; the development and implementation of a CSB Youth Services Division Resource Plan; a plan to better leverage services provided in multi-agency and co-located sites; an expanded scope of mental health promotion and wellness priorities within the Partners in Prevention Fund; improved access to behavioral health care for families with insurance and Medicaid; and a review of policies on the use of Comprehensive Services Act non-mandated funding

A final report on recommendations in the CSB Youth Services plan is due in October. The Systems of Care Office was established within the Department of Family Services; the County is currently in the process of filling the Director and Program Manager positions. Funding for multi-agency access to mental health and substance use outpatient treatment has been appropriated; detailed procedures for screening, access to funding, and protocols for administration are in development. Services are anticipated to begin in January 2015.

The SCYPT also endorsed recommendations on suicide prevention. A new Youth Suicide Review Team will begin its work this fall. The recently developed Northern Virginia Suicide Prevention Plan includes the report recommendations and many other strategies, several of which are already in place, including crisis textline services, and expanded gatekeeper training opportunities.

Moving Forward

In its Budget Guidance for FY2015 and FY2016, the Board of Supervisors affirmed the important role of the SCYPT and called for specific actions around youth behavioral health and disproportionality. The School Board has been equally supportive.

Over the coming months, the SCYPT will engage the community in a process of developing community-wide goals for child and youth success and identifying the indicators by which to measure progress towards those goals. Further, the team will review the structure of the SCYPT to ensure it is properly resourced and set up to achieve success through collective impact.

Follow the SCYPT online at <http://www.fairfaxcounty.gov/living/healthhuman/scypt/> for meeting schedules and summaries, presentations, and more.

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