

## FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

Sharon Bulova Center for Community Health (CSB Merrifield Center)

Room 3-314

March 29, 2023

10 a.m. – 12:30 p.m.

### Agenda

1. Welcome and Introductions
2. Update Presentations on SCYPT Initiatives:
  - a. Update 1: Community Schools Initiative in Fairfax County
  - b. Update 2: Equitable School Readiness Strategic Plan Update -Early Development Instrument (EDI)
3. Recap of New Action Steps or Assignments
4. Items and Announcements Presented by SCYPT Members
5. Public Comment
6. Wrap-up and Next Meeting

*This meeting will be live streamed via Zoom at: <https://us06web.zoom.us/j/5097984459>  
Password: Scypt2023! Or Telephone: 1(888) 270-9936 (US Toll Free) Conference code: 402862  
The live stream is for viewing only; members will not be able to participate in the meeting via Zoom.*

# **Multi-Tiered Evaluation of the Community Schools in Fairfax County Initiative in Fairfax County Public Schools**

March 2023

Successful Children and Youth Policy Team (SCYPT)

# Presentation Outcomes

- Provide an update regarding the Multi-Tiered Evaluation of the Community Schools in Fairfax County Initiative (CSFC) in Fairfax County Public Schools project
- Identify project next steps

# Community Schools

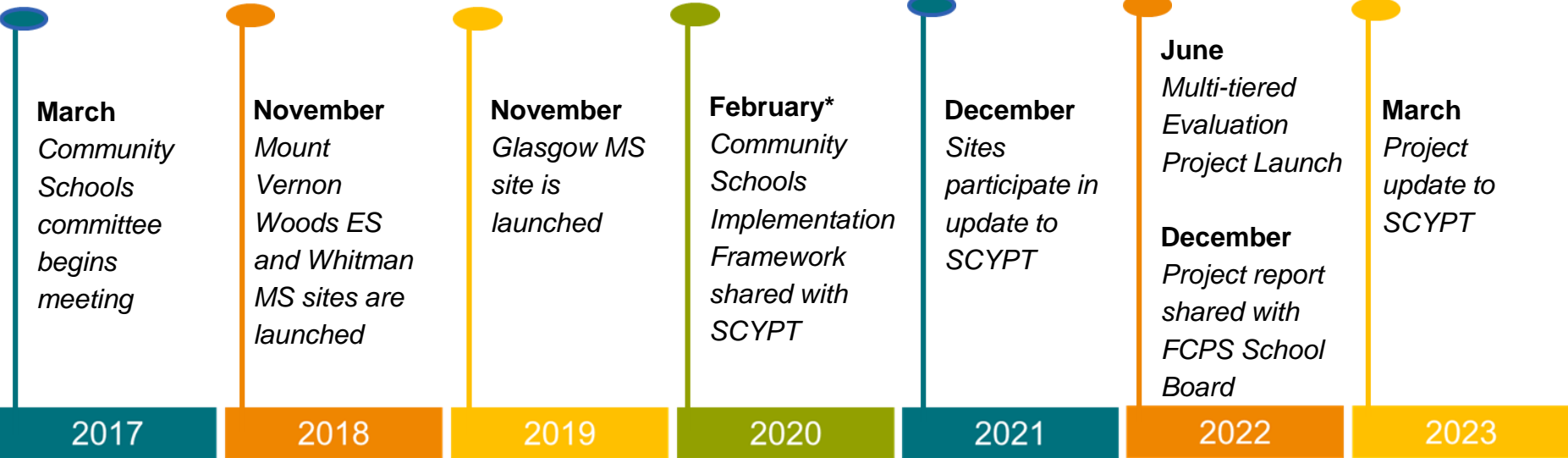
## Definition

Community schools are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success. Like every good school, community schools must be built on a foundation of powerful teaching that includes challenging academic content and supports students' mastery of 21st century skills and competencies. What makes community schools unique is the combination of four key pillars (or features) that together create the conditions necessary for students to thrive:

- 1) integrated student supports;
- 2) expanded and enriched learning time and opportunities;
- 3) active family and community engagement; and
- 4) collaborative leadership and practices.

Source: [Community Schools Playbook](#), by The Partnership for the Future of Learning, p. 3

# Community Schools Milestones



# Request for Project - February 2022

## FCPS School Board Work Session

- Review of Community Schools in Fairfax County Program Pilot at the existing Community Schools
- Request for adoption of the [Guidance for Implementing Community Schools in Fairfax County](#)
- Request for additional information prior to framework adoption
  - Program Effectiveness
  - Site Selection Process
  - Operations Management
  - Communications / Marketing Strategy

Existing Community Schools	Whitman MS	Mount Vernon Woods ES	Glasgow MS
<b>FCPS Region</b>	3	3	2
<b>School Year CS Established</b>	2018-2019	2018-2019	2019-2020
<b>Funder</b>	United Way of the National Capital Area	Fairfax County NCS	Communities in Schools of Northern Virginia, FCPS
<b>Coordinating Organization (MOU)</b>	United Community	United Community	Communities in Schools of Northern Virginia

# Project Methodology

## Design

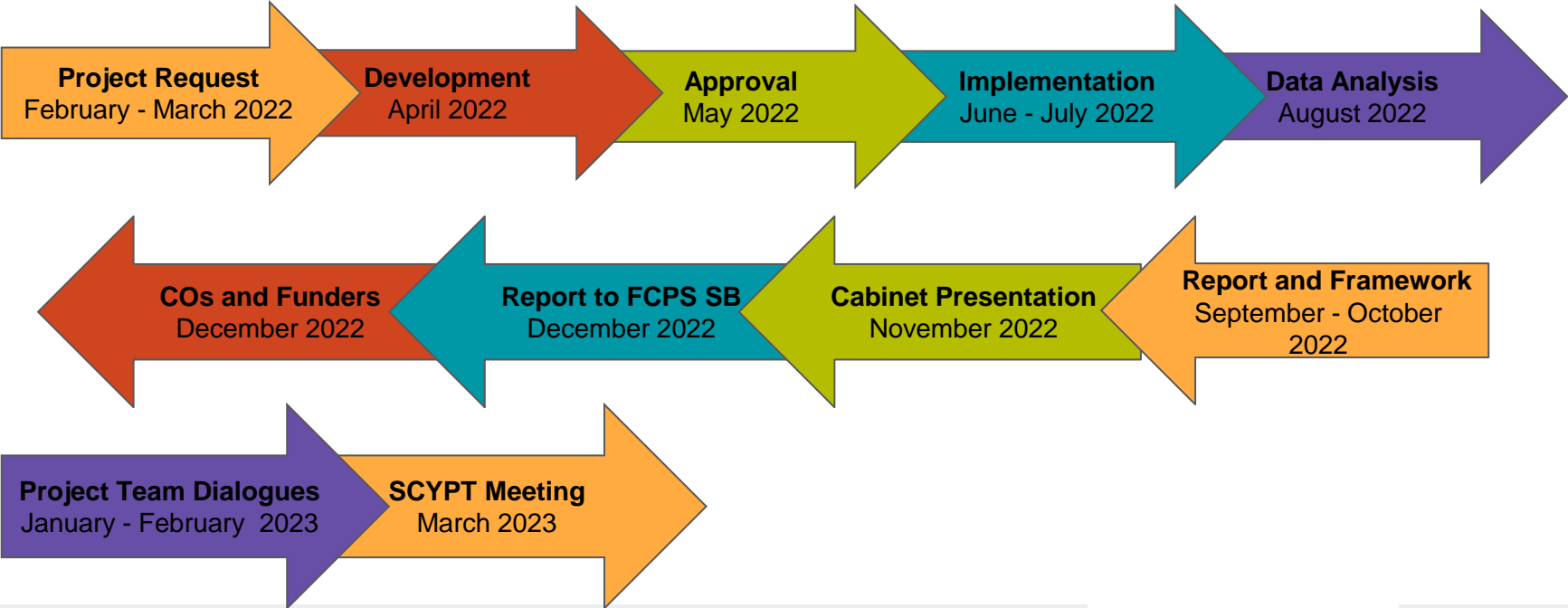
- Project includes quantitative and qualitative research methods
- Survey items and structured interviews items were developed using materials established by Montgomery County Public Schools [Linkages to Learning: Status of the Initiative in MCPS \(November 2015\)](#)

## Schools

- Three (3) Community Schools in Fairfax County (CSFC) sites participated in the project: Glasgow Middle School, Whitman Middle School, and Mount Vernon Woods Elementary School



# Project Timeline





# Evaluation Methods and Key Findings

# CSFC Family Survey

To determine family knowledge of and involvement with community school programs and services



## Method

- 3,013 electronic surveys were distributed to students' enrolling parent
- Surveys were made available for two (2) weeks
- Response rate of 22%

## Findings

- Parents were overall satisfied with community schools (87%)
- Additionally, parents agreed that the community schools initiative helped their students feel a part of the school (85%) and that it helped their family feel a part of the school as well (81%)
- Despite the noted satisfaction with the community school, knowledge of specific community school programs and involvement with the various programs were low (less than 65%)

# CSFC Staff Survey

To determine school staff perceptions of the community school initiative



## Method

- 80 electronic surveys were distributed to identified staff
- Surveys were made available for two (2) weeks
- Response rate of 61.3%

## Findings

- Staff reported that community schools help families meet their basic needs (93%)
- While staff agreed that community schools are significant in providing support for students' physical and social and emotional well-being (90%), they reported less favorable impacts towards increased attendance (60%), increased student engagement in learning (64%), and improved student behavioral issues (63%)
- Staff offered less than favorable responses regarding engagement with FCPS central office specifying the need for training, clear expectations, and ongoing communication (65%)

# CSFC Site-Level Survey

To determine how the community school program operates at each school site



## Method

- Electronic surveys distributed to three (3) school sites (including the administrators and school site coordinator)
- Surveys were made available for two (2) weeks
- Response Rates
  - Part I: Survey Only - 67%
  - Part II: 2021-22 Programs and Services - 100%

## Findings

- Of the programs and services reported during the 2021-22 school year, most reflected tier 1 supports for all students (45%).
  - It was noted that some schools struggled to provide a clear report of the facilitated programs and participation reach for each showing the need for standardized reporting across the initiative.
- School sites noted the need for central office coordination to support networking across the FCPS community schools.

# Structured Interviews

To determine FCPS stakeholder perceptions of CSFC



## Method

- Principals, regional assistant superintendents and magisterial board members connected to each school participated in the 1-hour interview
- Response rate of 100%

## Findings

- Stakeholders agreed that community schools have resulted in an improved ability to connect to families, increased family engagement at school, and increased partnership development.
- However, stakeholders noted the need for improved communication including successes and challenges to increase engagement and participation in the initiative.
- Better connection between school administration and the administration of the non-profits employing the school site coordinator is needed.

# Informational Interviews

To determine a process for CSFC site selection and staffing model

## Method

- Twelve (12) school divisions were contacted via email: four (4) schools responded via an information interview while two (2) offered responses via email

## Findings

- School divisions utilize a variety of clearly defined metrics to support their site selection process
  - academic performance (ex. graduation rates)
  - socioeconomic status (ex. rates of students receiving free and reduced meals)
- Overwhelmingly, school divisions employed their school site coordinator via a community-based organization (CBOs)
  - Advantage: CBOs have extensive networks and understanding of the community needs
  - Disadvantage: Staffing model relies extensively on continued funding from the CBO for the school site coordinator position; also, staff may lack connection with centrally provided resources from the school division

# School-Level Data Review

To determine the long-term impact of the community school initiative in improving student success using school site data from 2017 - 2022 (excluding SY 2019-20)

## Method

- School-level data metrics were reviewed and compared to assess any changes that could be attributed to the community schools initiative. Metrics included:
  - SOL pass rates (reading and math)
  - Chronic absenteeism
  - Assets/protective factors
  - Other reviewed data sources:
    - Student Information System (discipline incidents, immunization non-compliance)
    - SEL Screener (well-being)
    - Family Engagement Survey (advocacy, collaboration)

## Findings

- As the community schools initiative is still new and has been inconsistently implemented, partly due to pandemic-related issues and the typical time needed to ramp up new programs, the data are inconclusive as to any impact of community schools. However, most trends are in the same direction as seen division-wide.

# Project Considerations



# 1. Central Coordination

Enhanced coordination and management of community schools including the creation of a full-time, FCPS central office position. *This responsibility level should be Coordinator III or higher.*

- Standardized implementation plans
  - Shared understanding of expectations and deliverables
  - Common approach to service provision
  - Consistent resources and assistance provided to each school
- Maintenance of standard policies, procedures, memoranda of understanding, and other administrative elements that are applicable to all sites, including the site selection process.
- Standardized training curriculum (to include mandatory and optional training) for school site coordinators and other key school staff.
- Access to professional development opportunities such as conferences and webinars supporting community school best practices.
- Ongoing networking among community school principals, school site coordinators, and regional assistant superintendents to support collaboration across all sites.

## 2. Assessment and Evaluation

**Standardized processes for needs assessment, evaluation, and reporting for each school site should be incorporated into the framework**

- Standard needs assessment templates that categorize assets and opportunity areas should be utilized annually.
- Action plans should be developed using the needs assessment findings
  - Include an outline of programs and services to be provided to students and families during the upcoming school year.
  - Action plans should be included within the site's School Improvement Plan.
- Utilization of quarterly reports and end-of-year evaluations to assess program processes and outcomes.

# 3. Communications

**Communications should be enhanced to establish expectations and standards for internal and external communications**

- Communication guidelines should be expanded to include external and internal communication procedures to improve program awareness and increase program engagement
- Communications should promote services, program successes, and opportunities for partnership
  - Internal Communications: messaging to school staff, central FCPS staff and leadership, and the FCPS School Board
  - External Communications: messaging to families, partners, and the general public

# 4. Site Selection Process

The process for site prioritization and site selection should involve the utilization of clearly defined metrics along with involvement from FCPS stakeholders. *To be completed annually.*

Step 1. Identify Primary Measures	Highest rates of chronic absenteeism and free and reduced meals (FARMS)
Step 2. Identify Secondary Measures	Low SOL reading and math pass rates, $\leq 2$ assets/protective factors, and low rates of family engagement; vulnerability index; <i>feeder pattern to be considered</i>
Step 3. Initial School Site Prioritization Lists	Identification of 25 schools for expansion with 5 representing each region <ul style="list-style-type: none"> <li>● 1 High School</li> <li>● 2 Middle Schools</li> <li>● 2 Elementary Schools</li> </ul>
Step 4. Consultation with School Administrators, RAS, and FCPS School Board	Make aware of expansion consideration; determine readiness; determine other program development
Step 5. Final Site Prioritization	Community Schools Prioritization and Selection Committee (FCPS and FCG) will finalize the site prioritization list in preparation for for site selection.
Step 6. Site Selection for CS Adoption	Determined upon identification of available funding

# 5. School Site Coordinator Position

**Given the benefits of centralized coordination and accountability, especially in a school system as large as FCPS, school site coordinators should be employed by FCPS or The County\***

- Efficient hiring with clear job descriptions and qualifications, along with an FCPS compensation plan and benefits.
- Engagement with essential onboarding functions, including technology access and support, required professional development courses supporting student safety and cultural responsiveness, and other administrative functions.
- Access to student-level data to further understand and support student needs.
- Shared common processes and outcomes, aligned with the FCPS strategic plan, supporting collaboration with supervisors and colleagues.

\*considerations for funding models TBD

# Discussion, Questions, and Feedback

# Next Steps

- **FCPS School Board Work Session**
  - Project updates
  - Adoption of CSFC Implementation Framework
- **Project Report Availability**
  - Full project report to be made available following SB Work Session
- **Relaunch of Multi-Agency Project Team Agencies**
  - Discuss opportunities for implementation of project considerations



# EQUITABLE SCHOOL READINESS STRATEGIC PLAN UPDATE

## EARLY DEVELOPMENT INSTRUMENT (EDI)

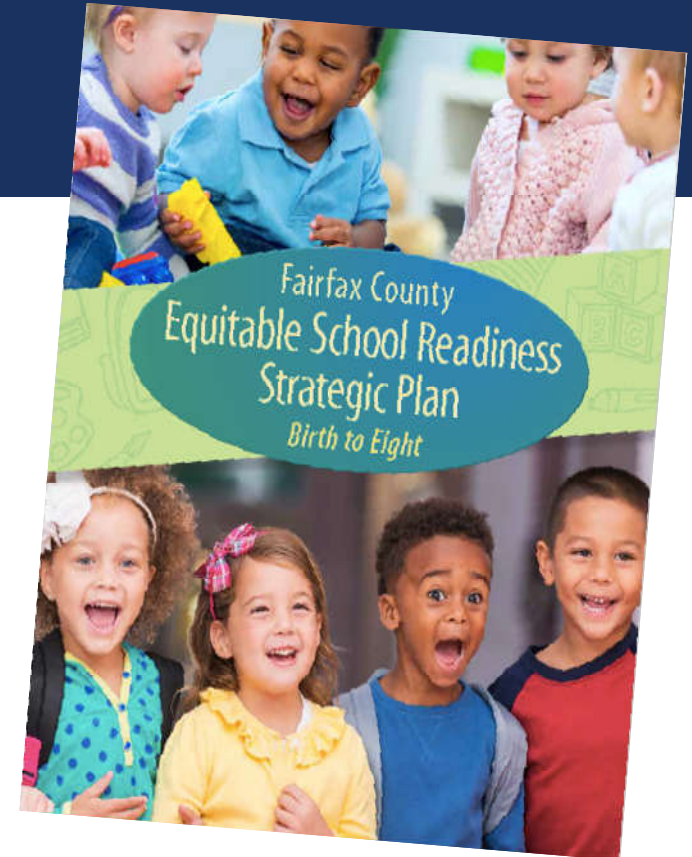
**SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM**  
**MARCH 29, 2023**



# ESRSP MISSION AND VISION

**Vision:** All children enter kindergarten at their optimal developmental level with equitable opportunity for success.

**Mission:** Families, communities, schools and the county work together to build an equitable, coordinated and comprehensive system that ensures young children in Fairfax County are ready to be successful in kindergarten and beyond.



# Why are we here?

## ■ STRATEGY 4

Promote equity-focused planning and decision making, as well as shared accountability, through the use of data.

- 1 Establish meaningful partnerships with families to grow school readiness opportunities in all communities and support children's optimal development in all settings.
- 2 Provide equitable offerings of high-quality early development and learning experiences and related school readiness supports throughout the county.
- 3 Foster quality and effective professional learning in all early childhood programs and services.
- 4 Promote equity-focused planning and decision making, as well as shared accountability, through the use of data.
- 5 Nurture a whole community commitment to school success for all children.

*A SNAPSHOT OF CHILDREN'S DEVELOPMENT IN FAIRFAX COUNTY NEIGHBORHOODS*

*RESULTS FROM THE 2021-2022 IMPLEMENTATION OF THE EARLY DEVELOPMENT INSTRUMENT (EDI)*



CENTER FOR HEALTHIER CHILDREN,  
FAMILIES AND COMMUNITIES

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Purpose & Methods

Results for Fairfax County

Potential Uses of EDI for Change

# PURPOSE OF THE EDI

- Community snapshot of children developmental outcomes
- Informs place-based planning to optimize healthy development
- EDI results are used to:
  - **Look back** and assess how early childhood community can better prepare children for school;
  - **Look forward** to address needs of incoming students as they progress through school.



# EDI CHARACTERISTIC HIGHLIGHTS

## Population focus

- Community results reported by neighborhood geography
- District receives confidential school level reports
- Never reported by child or teacher

## Holistic measure

- Covers five developmental domains, 16 subdomains

## Feasible to implement at scale

- Collected once every 3 years by K teachers
- User-friendly, online observational assessment, recall

## Internationally validated

- Developed at McMaster's University, Canada
- Successfully used in over 15 countries
- National indicator in Australia
- Strong reliability and validity
- EDI Predicts later standardized test scores



# 16 DEVELOPMENTAL SUBDOMAINS

- Physical readiness for school day
- Physical independence
- Gross and fine motor skills

## Physical Health and Well-being



- Overall competence with peers
- Respect and responsibility
- Approaches to learning
- Readiness to explore new things

## Social Competence



- Prosocial and helping behavior
- Anxious and fearful behavior
- Aggressive behavior
- Hyperactive and inattentive behavior

## Emotional Maturity



- Basic literacy skills
- Interest in literacy/numeracy and memory
- Advanced literacy skills
- Basic numeracy skills

## Language and Cognitive Development



- Communication skills and general knowledge

## Communication Skills and Gen. Knowledge



# OPPORTUNITIES FOR POSITIVE CHANGE

Catalyze  
partnerships  
across different  
sectors dedicated  
to improving the  
lives of children

Inform planning,  
investment, and  
actions

Monitor progress  
over time to  
assess collective  
impact and  
investments



# EDI PARTICIPATION IN FAIRFAX COUNTY PUBLIC SCHOOLS

## Plan A (Original plan)

- Collect EDI across entire Fairfax County within 3 years (2018-2019, 2019-2020, 2020-2021)  
In Yr 1: reached 61 out of 139 possible schools  
By Yr 2: reached 123 out of 139 possible schools
- All but 16 schools were reached by 2019-2020
- Decision to not collect in 2020-2021 (due to COVID related challenges including remote learning environment, teacher burden, etc.)

## Plan B (Amended plan)

- Consider combined 2019 & 2020 data as Wave 1 dataset (pre-Covid)
- Roll-out EDI in 2021-2022 school year across entire county and consider it Wave 2 data set (post-Covid comparison)

## EDI PARTICIPATION IN 2022

- **Geographic coverage mapped data**
- Geo-coded records to neighborhood boundaries as determined by local GIS team
- Total of 54 neighborhoods
  - 54 neighborhoods met at least the minimum 10 EDI records
- 11,678 records (of the 12,099 collected) were geocoded
- 11,676 records reside within Fairfax County geographic boundaries, (2 reside outside of Fairfax County)
- 11,676 records were mapped (representing 96.5% of the total records collected)

## COMPARISON OF EDI PARTICIPATION 2020 VS 2022

School Information	2020	2022
Participating school districts	1	1
Participating schools	123	139
Classrooms collecting EDI information	518	602
Community Information		
Children	10,988	11,680
Children who are English Language Learners (ELL)	32%	29%
Children who have an Individualized Education Program (IEP) for children with disabilities	9%	11%
Race/Ethnicity:		
African-American, Black	9%	9%
Asian, Native Hawaiian or other Pacific Islander	19%	17%
Hispanic, Latino/a	26%	29%
White	40%	38%
Other	7%	7%

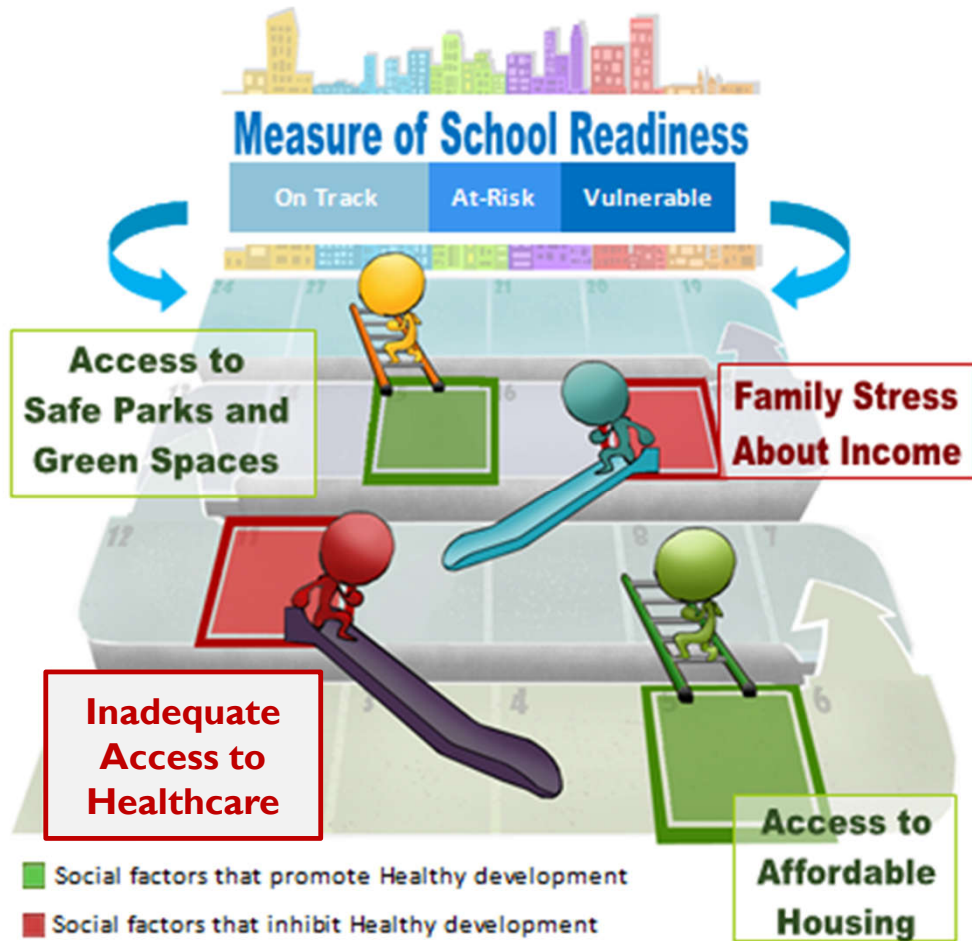
(\*Note: Demographic data is based on district reported dataset.)

# EDI MEASUREMENT

<u>Vulnerable</u>	<u>At-Risk</u>	<u>On Track</u>
Likely to experience problems later in school	Not vulnerable but lower than expected	Meets developmental milestones and expected to be successful in later grades
0 to $\leq$ 10	>10 to $\leq$ 25	>25 - 100

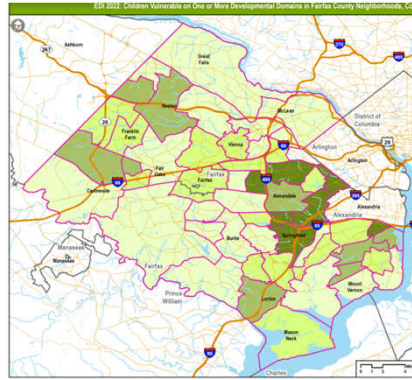


# A COMMUNITY MEASURE



A child's neighborhood has:  
**Opportunities** that promote healthy development  
and  
**Challenges** that make healthy development more difficult.

# MAPPING THE EDI

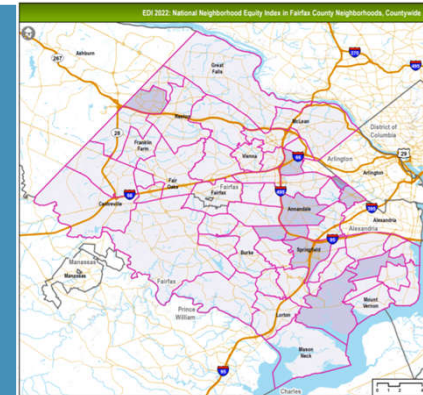


## EDI Results

- Measure of kindergarten-age children's development, by neighborhood

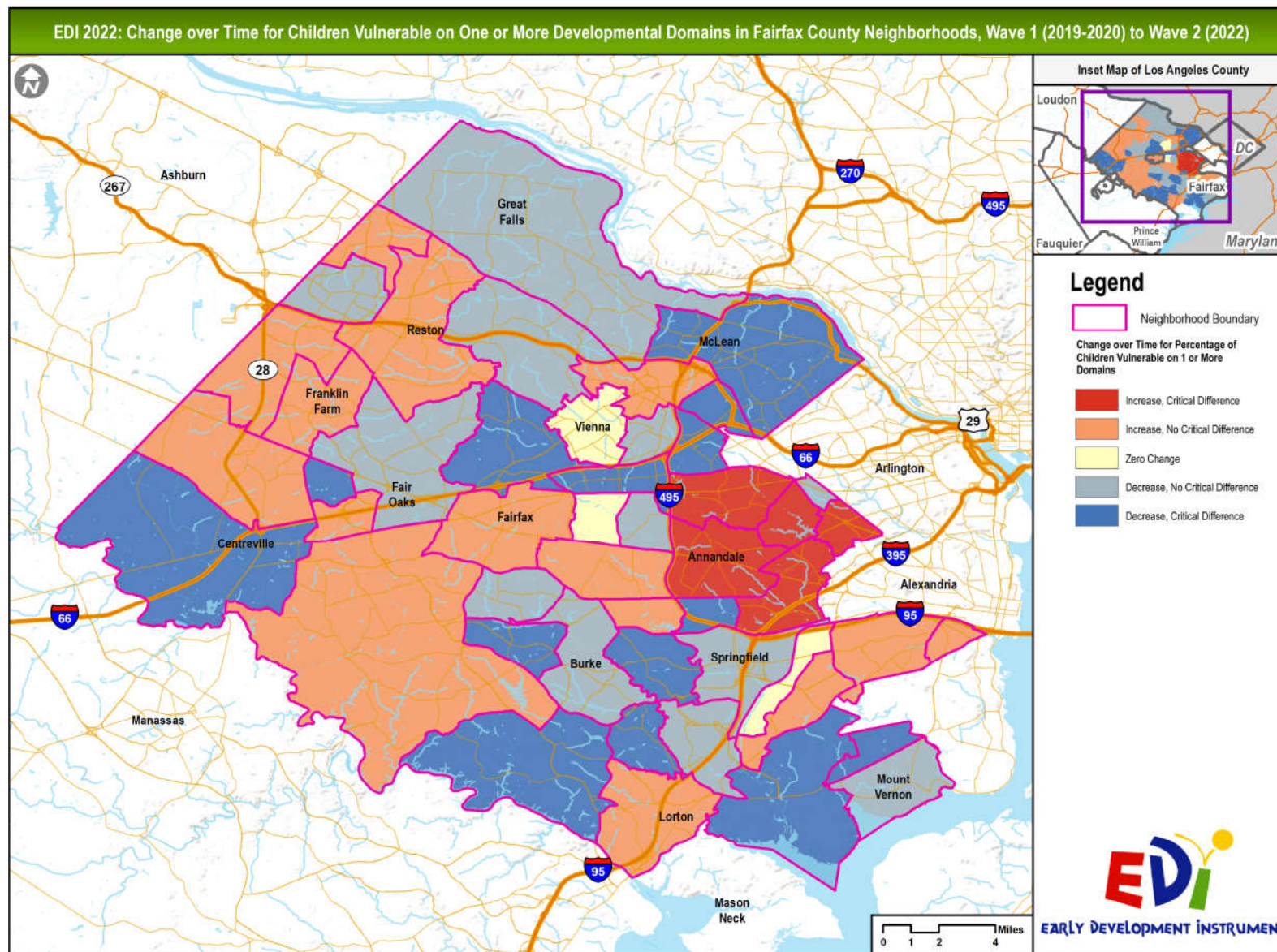
## Indicators and Assets

- Community conditions and resources, by neighborhood

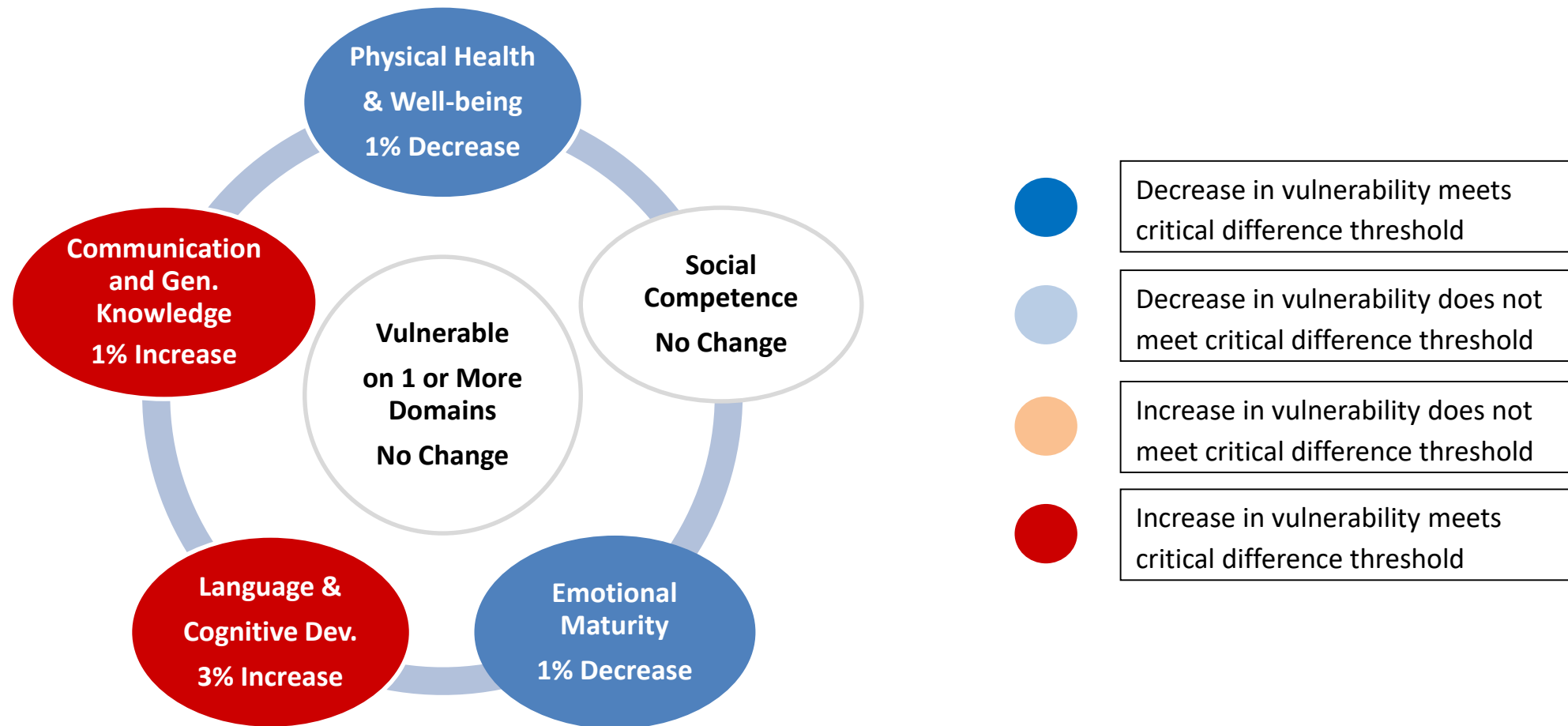


# What are the Patterns of Vulnerability Across Neighborhoods?

## EDI 2022: Change over Time for Children Vulnerable on One or More Developmental Domains in Fairfax County Neighborhoods, Wave 1 (2019 & 2020) to Wave 2 (Spring 2022)

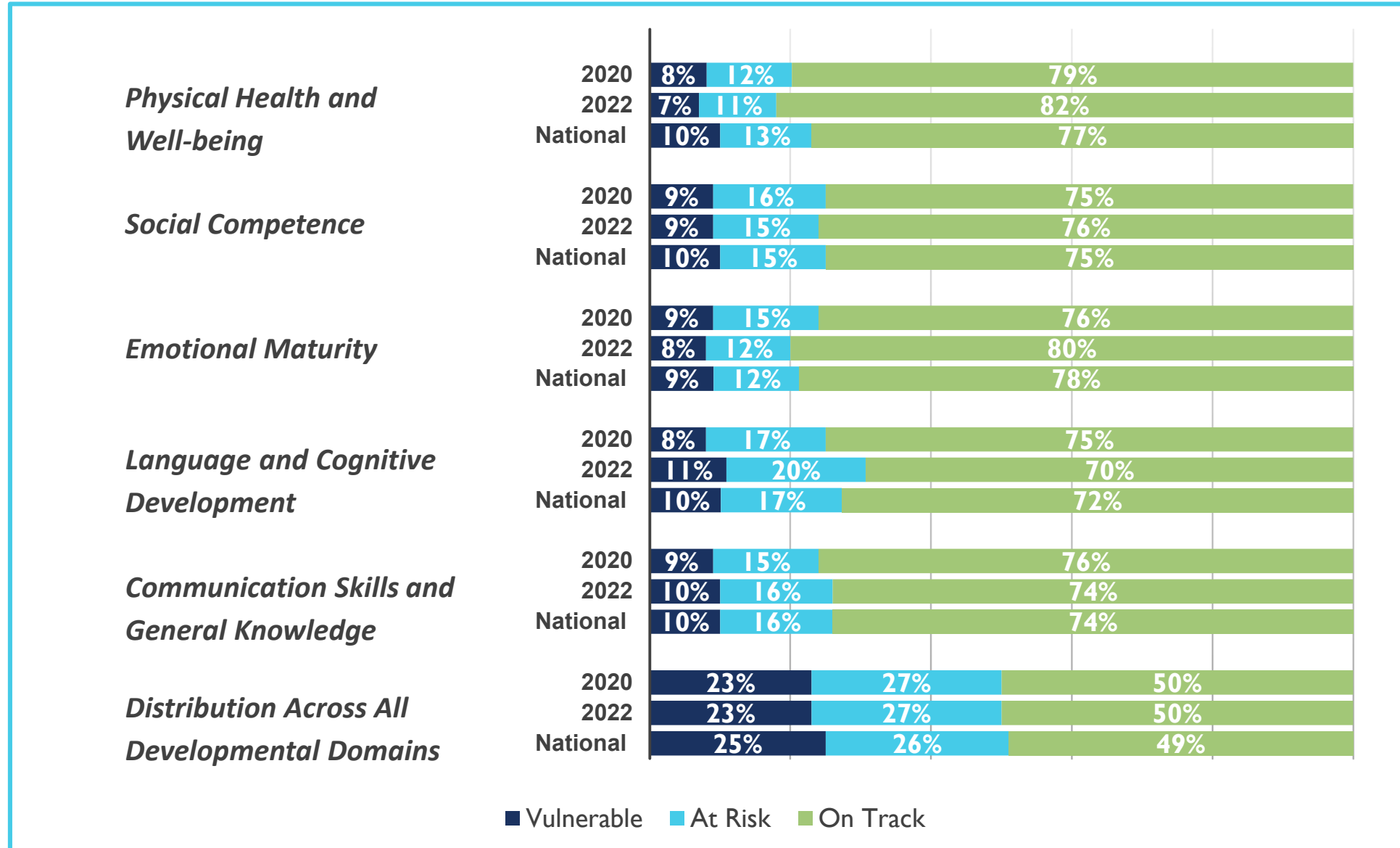


# FAIRFAX COMMUNITY-WIDE CHANGE OVER TIME BY EDI DOMAIN (2019-2020 & 2022)

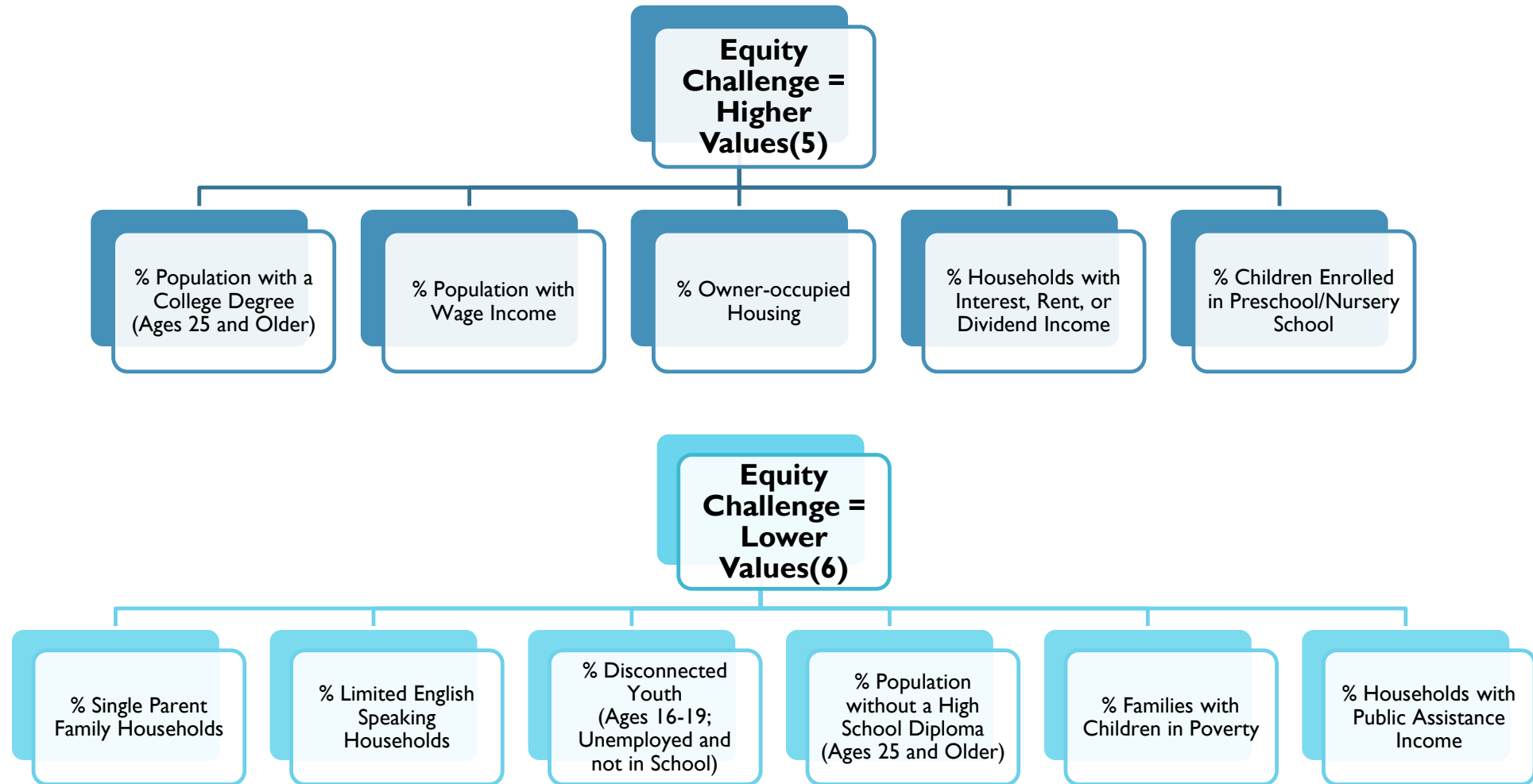




## COMPARISON OF EDI RESULTS BY DEVELOPMENTAL DOMAIN FAIRFAX COUNTY (2019&2020 AND 2022 RESULTS)

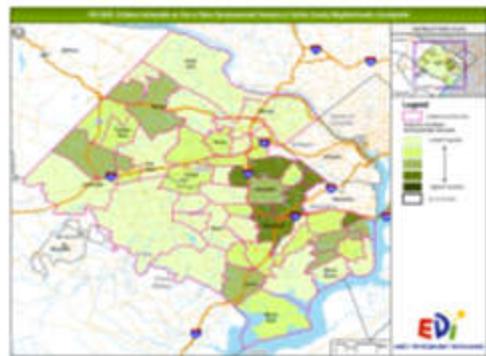


# ELEVEN EQUITY CHALLENGE INDICATORS WITHIN NEIGHBORHOODS



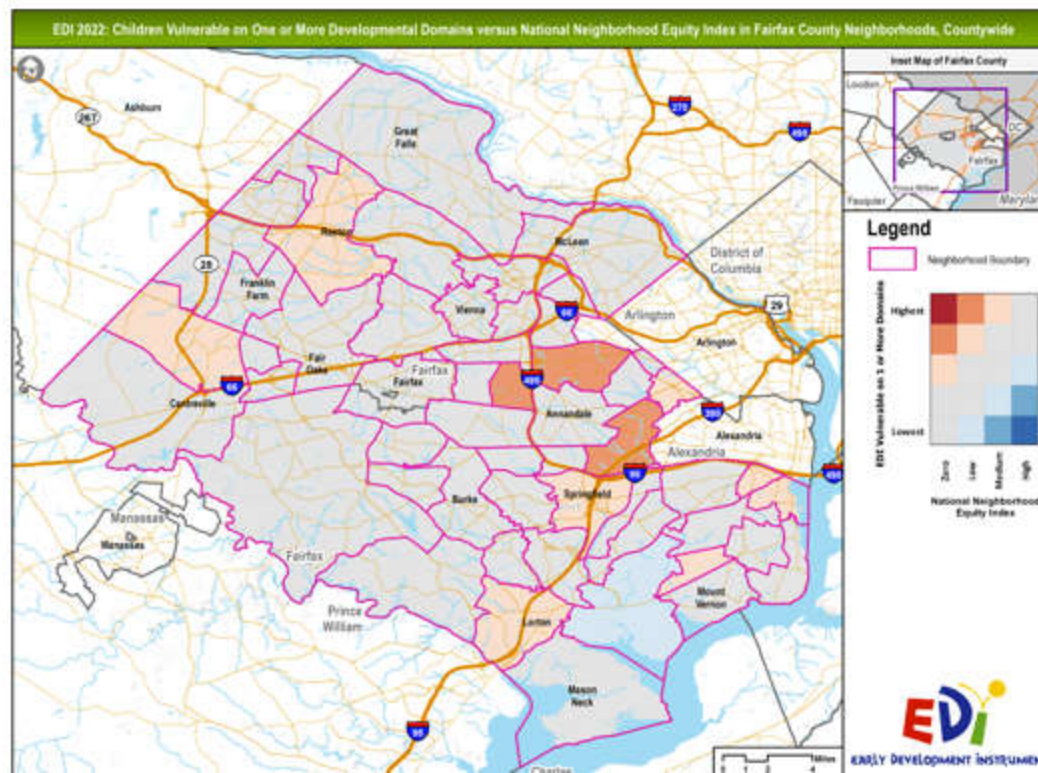
## National Neighborhood Equity Index

EDI  
Vulnerability  
Map



National  
Neighborhood  
Equity Map

Comparison map to identify communities defying expectations



# HOW EDI IS USED NATIONALLY FOR CHANGE

Who	What	How EDI Results are Used
Cross sector service providers and policymaker	<p><b>Community profile</b> mapped by neighborhood</p> <p><i>Where children live</i></p>	<ul style="list-style-type: none"> <li>• Understand neighborhood context</li> <li>• Catalyst to engages cross-sector partnerships dedicated to improving the lives of children</li> <li>• Inform planning, investment and actions</li> <li>• Monitor progress of community effort over time to assess collective impact and investments</li> </ul>
Education Sector Prek-4 & K-12	<p><b>Center/School level reports</b> (confidential to LEA)</p> <p><i>Where they go to school</i></p>	<ul style="list-style-type: none"> <li>• Inform professional development</li> <li>• Engage parent and parent councils</li> <li>• Inform curriculum development</li> <li>• Inform parent teacher conferences</li> <li>• Improve school transition efforts and alignment from Pre-K to Kindergarten</li> </ul>

# NEXT STEPS FOR EDI IN FAIRFAX COUNTY

EDI results provide a baseline for planning purposes and considerations for services and needs. Some possible uses may include:

Who	What	How EDI Results will be Used
NCS	Center/School level reports	<ul style="list-style-type: none"> <li>• Tool will inform Family Council/ Family Partnership Hub</li> </ul>
FCPS/NCS	Community profile mapped by neighborhood	<ul style="list-style-type: none"> <li>• Increasing access and expansion</li> </ul>
FCPS/NCS	Center/School level reports	<ul style="list-style-type: none"> <li>• Targeted professional development</li> </ul>
FCPS/NCS	Community profile mapped by neighborhood	<ul style="list-style-type: none"> <li>• Monitor progress of community effort over time to assess collective impact and investments</li> </ul>