Fairfax County Successful Children and Youth Policy Team

April 17, 2024
10 a.m. – 12:30 p.m.
12000 Fairfax County Parkway (Government Center)
Conference Room 11

This meeting can be viewed (observation only) at the following link:
https://join.vc2.fairfaxcounty.gov/invited.sf?secret=d15civfbmotdYCUOh4A4ag&id=65003

<u>Agenda</u>

1. Welcome and Introductions

2. Discussion Item: SCYPT Equity Impact Plan

3. Discussion Item: Chronic Absenteeism

4. Public Comment

5. Administrative Items & Updates

6. Adjourn

Remaining Meeting

May 29, 2024
10 a.m. -12:30 p.m.
12000 Fairfax County Parkway (Government Center)
Conference Room 11

{Successful Children and Youth Policy Team - SCYPT}
Calendar Year 2024 Equity Impact Plan

Leadership Sponsor: Chris Leonard, Karla Bruce, Sarah Allen

Name: Marla Zometsky

Brief Description of the Initiative:

The Successful Children and Youth Policy Team is a high-level policy guidance team whose role is to help coordinate youth-focused initiatives, ensuring they tie to strategic plans and other key county efforts; coordinate planning and action among agencies and sectors; promote shared accountability for outcomes and processes; and champion systems, policy, and funding efforts.

At its core, the SCYPT is a collective impact approach with the stated mission to provide "policy and resource guidance and champion the collective efforts of the Fairfax community to ensure all children, youth, and their families and communities have equitable access to quality services, supports, and opportunities to further their success and well-being."

The current key focus areas of the SCYPT include:
- School Readiness
- Community Schools
- Career Readiness
- My Brother's Keeper
- Behavioral Health

Context:

While Northern Virginia has made progress over the past decade on measures of household income and educational attainment, concentrated disadvantage continues in Fairfax County and largely in marginalized neighborhoods where people of color are disproportionately exposed to adverse living conditions or where the poverty rate has increased (VCU, 2017).

Multiple outcomes related to children and youth - ranging from academic achievement to juvenile justice and child welfare system involvement to physical and behavioral health issues - continue to be marked by racial and ethnic disparities. For example, Fairfax County schools (FCPS) kindergarten screenings suggested a focused need for more/and or better provision of equitable and diverse school readiness supports. Regarding behavioral health, the 2022-23 Fairfax County Youth Survey found that, while all mental health indicators have decreased since 2021, LGBTQ, female, Hispanic and students of Other/Multiple races were more likely to experience depressive and suicidal symptoms than their peers. Likewise, a disproportionate number of youth (ages 14-24) who were disconnected from school, work and from organizations that can support progress towards those goals, are youth of color (Black or African American/Hispanic/Latino). Of students who dropped out of high school in Fairfax County during the 2021-22 school year, 82% were students of Hispanic origin. For post-secondary enrollment, English language learners had an

enrollment rate of 59%, followed by Hispanic students at 64%, Black students at 80% compared to White students who had a post-secondary enrollment rate of 88%. A recent report to the SCYPT on workforce readiness found that youth in Fairfax County "do not benefit from an ongoing initiative to support, coordinate, and improve system-wide performance among a network of independent service delivery organizations."

Key Stakeholders: Members of the SCYPT include representative leadership of FCPS, County Government, and multiple community-based sectors (philanthropic, business, faith, families, non-profit, higher education, health care, early childhood, equity, and County Boards, Authorities and Commissions). Additional stakeholders include youth, family, caregivers, and residents of Fairfax County.

Goal 1: **Enhance the ability of the SCYPT to apply an equity lens to their decision-making and work.**

Key Equity Driver(s): Cradle to Career Success; Equitable Community Development; Inclusive Prosperity

One Fairfax Area(s) of Focus: 10, 18m, building decision-maker capacity 3, 4, 5, 6, 8, 10

Countywide Strategic Plan Community Outcome Area(s): Effective and Efficient Government; Empowerment and Support for Residents Facing Vulnerability

Relationship to Countywide Strategic Plan Strategies/Metric(s):
EEG 6. Expand capacity to meaningfully engage the community in places that are accessible and in ways that consider needs, traditions, and values of diverse ethnic, racial, and cultural groups.
ESRFV 3. Identify the root causes of vulnerability affecting residents and use those insights to inform policy and practice and target interventions to prevent vulnerability.
ESRVF 4. Use all available sources of data to identify and understand emerging and existing vulnerabilities, in order to proactively engage impacted residents, identify service gaps and efficiently allocate resources.
ESRVF 7. Facilitate better access and utilization of services frequently needed by those facing vulnerability through greater co-location of county departments and community-based organizations and through the use of access points in community locations such as schools and libraries, as well as recreation, shopping and community centers.
ESRFV 13. Evaluate existing service in comparison to industry best practices to ensure the most effective, people- centered approaches are utilized to meet the needs of residents facing vulnerability.

Actions	Stakeholders	Responsible Parties	Timeline	Performance Measures
1a. Ensure decisions consider racial and social equity.	SCYPT Membership; youth and family; community members, groups and organizations	SCYPT Executive Committee; SCYPT Coordinator; SCYPT Key Issue Contact Leads	ongoing	% of high-level priorities, set by SCYPT, that embed equity % of SCYPT strategic decisions that utilize Vulnerability Index in the planning process % of SCYPT initiatives where the Communities of Opportunity Index is integrated into the planning process

				% of SCYPT Initiatives that include equity emphasis % of SCYPT initiatives that include equity impact statement % of identified outcomes that advance equity and close gaps
1b. Engage in training and learning experiences on racial and social equity.	SCYPT Membership	One Fairfax Leads; SCYPT Coordinator	ongoing	# of educational materials/trainings reviewed by the SCYPT body that articulate how equity relates to the focus area
1c. Review population level demographic data as related to each SCYPT initiative area.	SCYPT Membership Community members, parents, youth	NCS Data Analytics Unit; FCPS; Countywide Data Analytics	Ongoing December 2024	Population data shared with/within SCYPT by relevant stakeholders Yearly review of disaggregated qualitative and quantitative data by race, for each focus area
1d. Ensure those impacted by SCYPT decisions can influence those decisions (e.g., sharing power).	Community members, youth and families; caregivers; community-based sectors	SCYPT Membership; SCYPT Key Issue Contact Leads	ongoing	# of representative community participants providing input % of SCYPT focus initiatives
1e. Organization/Sector review policy directions for alignment and/or desired changes to advance equity within identified SCYPT initiatives.	SCYPT Membership	SCYPT Key Issue Contact Leads	ongoing	# of sectors that engage in policy review within organization/sphere of influence to help model desired changes/policy direction to advance SCYPT initiatives

				# of sectors that utilize equity framework tools (Vulnerability Index, Community Index) to advance equity within their sector # of sectors that engage in or report already completed root cause analysis of individual sector practices as related to SCYPT initiatives

Goal 2: Guide and support the implementation of efforts that improve access to quality early childhood experiences.

Key Equity Driver(s): Cradle to Career Success

One Fairfax Area(s) of Focus: 4, 5, 2, 8, 10)

Countywide Strategic Plan Community Outcome Area(s): Lifelong Education and Learning; Healthy Communities

Relationship to Countywide Strategic Plan Strategies/Metric(s):
LEL2. Create a plan and resource model to ensure access to high-quality early childhood education, prioritizing efforts based on need by geographic area and/or population.
LEL 9. Champion initiatives that encourage family engagement in educational activities within and beyond the classroom.
HC 7. Foster individual and family resiliency to withstand, adapt to and recover from chronic stress and adverse experiences through early intervention, prevention, and trauma-informed care.

Actions	Stakeholders	Responsible Parties	Timeline	Performance Measures
2a. Update the Equitable School Readiness Strategic Plan.	Children and Youth, Families; SCYPT Members	NCS	October - December 2024	Plan updated, which includes equity of access
2b. Reduce barriers to accessing quality early childhood experiences.	Children and Youth; Families; SCYPT Members	SCYPT Membership; NCS	December 2024	% of recommendations from 2020 School Readiness Report that are in progress (Legislative; Land Use & Development;

				Dedicated Early Childhood Fund; Public Private Partnerships; Community Engagement) % of recommendations from the 2020 School Readiness Report that are completed Legislative; Land Use & Development; Dedicated Early Childhood Fund; Public Private Partnerships; Community Engagement)

Goal 3: **Guide and support the implementation of whole-child approaches to support student learning, strong families, and healthy communities.**

Key Equity Driver(s): Community Health and Wellbeing; Cradle to Career Success

One Fairfax Area(s) of Focus: 4, 5, 6, 8, 9, 10, 11

Countywide Strategic Plan Community Outcome Area(s): Effective and Efficient Government; Empowerment and Support for Residents Facing Vulnerability; Economic Opportunity

Relationship to Countywide Strategic Plan Strategies/Metric(s):
EEG 6. Expand capacity to meaningfully engage the community in places that are accessible and in ways that consider needs, traditions, and values of diverse ethnic, racial, and cultural groups.
ESRVF 4. Use all available sources of data to identify and understand emerging and existing vulnerabilities, in order to proactively engage impacted residents, identify service gaps and efficiently allocate resources.
ESRVF 7. Facilitate better access and utilization of services frequently needed by those facing vulnerability through greater co-location of county departments and community-based organizations and through the use of access points in community locations such as schools and libraries, as well as recreation, shopping and community centers.
EO 18. Develop and implement a roadmap that enables our most economically disadvantaged residents to build fundamental workforce competencies, including technology acumen and English proficiency, in alignment with employer requirements and through leveraging existing county and community resources.

Actions	Stakeholders	Responsible Parties	Timeline	Performance Measures
3a. Implement a county-wide framework to facilitate the expansion of Community Schools throughout Fairfax County.	Community members/organizations; youth and family serving entities	FCPS, NCS	ongoing	#of framework recommendations completed for launch (e.g., hiring, local assessment, lead CBO, etc.) $ of funding/in-kind support from philanthropic partners to support needs identified in CS assessment
3b. Increase in the number of Community Schools initiated in Fairfax County.	FCPS; CBOs; Fairfax County Government	FCPS/NCS	ongoing	#of community schools schools added in identified underserved community (Opportunity Neighborhood)

Goal 4: **Guide and support the implementation of efforts that address root causes leading to youth not being employed or in school.**

Key Equity Driver(s): Community Health and Wellbeing; Cradle to Career Success

One Fairfax Area(s) of Focus: 3, 5, 6, 8, 10

Countywide Strategic Plan Community Outcome Area(s): Empowerment and Support for Residents Facing Vulnerability; Lifelong Education and Learning

Relationship to Countywide Strategic Plan Strategies/Metric(s):
ESRVF 4. Use all available sources of data to identify and understand emerging and existing vulnerabilities, in order to proactively engage impacted residents, identify service gaps and efficiently allocate resources.
ESRVF 7. Facilitate better access and utilization of services frequently needed by those facing vulnerability through greater co-location of county departments and community-based organizations and through the use of access points in community locations such as schools and libraries, as well as recreation, shopping and community centers.

EL 14. Promote career and technical education and associated career paths — including apprenticeship and internship programs — across schools, postsecondary institutions and workforce development organizations, ensuring accessibility and alignment with projected areas of job demand, and identifying and addressing common barriers.

LEL 15. Increase the supply and improve the quality of career and technical education — including apprenticeship and internship programs — by expanding comprehensive public-private coalitions across schools, postsecondary institutions, and workforce development programs.

LEL 16. Engage educators, business, government, and nonprofits, and involving youth and young adults, to align their resources and initiatives to create an education-to-career system that better connects Fairfax's youth ages 16-24 who are not in school or working (opportunity youth) to in- demand careers.

Actions	Stakeholders	Responsible Parties	Timeline	Performance Measures
4a. Support plans to promote career readiness and workforce development with an emphasis on serving opportunity youth.	Non-profit partners; FCPS	SCYPT Key Issue Contact Leads; Fairfax Futures; Fairfax County Opportunity Youth Network Members	ongoing	# of initial action steps completed in OY January 2023 SCYPT Workforce Readiness Report

% increase in business sector engagement (Goal #5 strategies in OY January 2024 Workforce readiness report) |
| **4b. Leverage SCYPT assets, resources, and infrastructures to ensure the successful launch of the Fairfax County Opportunity Youth Network.** | SCYPT Membership Fairfax County Opportunity Youth Network Core Group | SCYPT Key Issue Contact Leads; Fairfax Futures; Fairfax County Opportunity Youth Network Core Group | July 2024 | Adoption of the Fairfax County Opportunity Youth Charter |
| **4c. Ensure youth voice in the structural improvement of systems that seek to engage and connect them to education and employment pathways.** | SCYPT Membership, Fairfax County Opportunity Youth Network Core Group | Fairfax County Opportunity Youth Network Core Group | September 2024

Ongoing | Endorsement of roadmap and action plan

#of decision-making processes where youth are participants |
| **4d. Ensure consistent program level data is accessible to the Fairfax County Opportunity Youth Network to improve systems (pathways and structures) to realize equitable outcomes for opportunity youth.** | SCYPT Membership, FCPS | FCPS, Fairfax County Government (NCS Data Analytics Unit; OMB Data & Analytics Unit) | Ongoing | Enhanced data collection and use

# of entities that provide Enhanced data-driven decision-making using disaggregated data (e.g., |

				Vulnerability Index, census tract, ZIP codes, etc.)

Goal 5: **Guide, support and promote positive outcomes for boys and young men of color.**

Key Equity Driver(s): Cradle to Career Success; Community Health and Wellbeing; Cradle to Career Success

One Fairfax Area(s) of Focus: 3, 4, 5, 6, 8, 10

Countywide Strategic Plan Community Outcome Area(s): Empowerment and Support for Residents Facing Vulnerability; Lifelong Education and Learning

Relationship to Countywide Strategic Plan Strategies/Metric(s):

ESRFV 13. Evaluate existing service in comparison to industry best practices to ensure the most effective, people- centered approaches are utilized to meet the needs of residents facing vulnerability

EL 14. Promote career and technical education and associated career paths — including apprenticeship and internship programs — across schools, postsecondary institutions and workforce development organizations, ensuring accessibility and alignment with projected areas of job demand, and identifying and addressing common barriers.

LEL 15. Increase the supply and improve the quality of career and technical education — including apprenticeship and internship programs — by expanding comprehensive public-private coalitions across schools, postsecondary institutions and workforce development programs.

LEL 16. Engage educators, business, government, and nonprofits, and involving youth and young adults, to align their resources and initiatives to create an education-to-career system that better connects Fairfax's youth ages 16-24 who are not in school or working (opportunity youth) to in- demand careers.

Actions	Stakeholders	Responsible Parties	Timeline	Performance Measures
5a. Public commitment by partners to further My Brother's Keeper Fairfax.	SCYPT Membership	NCS Cross-System Prevention Unit; NCS Youth Innovation Unit	June 2024	Stakeholder public commitment letter released
5b. Provide MBK working groups and Steering Committee with SME support, input, and relevant resources to stand up MBK initiative.	SCYPT Membership (all sector representation)	NCS Cross-System Prevention Unit; NCS Youth Innovation Unit	October 2024; Ongoing	% of resources provided by SCYPT sectors to support the MBK initiative.

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Goal 6: Guide and support the implementation of efforts that promote improved access to quality behavioral health services and supports.

Key Equity Driver(s): Community Health and Wellbeing; Empowerment and Support for Residents Facing Vulnerability

One Fairfax Area(s) of Focus: 5, 8

Countywide Strategic Plan Community Outcome Area(s): Healthy Communities.

Relationship to Countywide Strategic Plan Strategies/Metric(s):

HC 6. Use enhanced data analysis and population-level data from COVID-19 to better quantify and monitor differences in health outcomes among groups of people to inform work to close the gap on health inequities.

HC 7. Foster individual and family resiliency to withstand, adapt to and recover from chronic stress and adverse experiences through early intervention, prevention and trauma-informed care.

HC 8. Integrate the delivery of health services (physical, mental, oral and substance use) for those in need through co- locating services and redesigning care providers' practices and business processes.

 HC 9. Address substance use through coordinated education efforts for prevention, expanded treatment options and harm reduction actions in collaboration with community partners.

HC 10. Bring together executive leadership from multiple sectors to create a model for collective holistic community healthcare delivery to include the county, hospitals, primary care, and other community health providers, Federally Qualified Health Centers, oral and behavioral health providers, public and private health insurers, employers, schools, and community and faith-based organizations, building upon successes and lessons learned from the COVID-19 pandemic.

Actions	Stakeholders	Responsible Parties	Timeline	Performance Measures
6a. Assess outcomes by population for outcomes in the children's behavioral health plan.	Caregivers, youth/young adults, mental health providers for children, FCPS, County Agencies (CSB, CSA, DFS, JDRDS, HMF, NCS); SCYPT membership	Healthy Minds Fairfax; FCPS; CSB; Health Department Children Services Act (CSA)	October 2024	Completion of preliminary population level report of children's behavioral health plan measures.
6b. Support the implementation of awareness efforts to reduce stigma around behavioral health issues.	SCYPT membership	CHIP; FCPS; Healthy Minds Fairfax	Ongoing	# of initiatives incorporating Youth Survey Data in awareness efforts and social norming # of initiatives that incorporate Youth Survey Data specific to disparities by race and ethnicity

6c. Obtain racial and social equity in access to and delivery of behavioral health services.	SCYPT members; Community members, parents, caregivers and youth	CSB, Healthy Minds Fairfax	October 2024	% increase in service providers in areas where there are gaps for youth and families of color.

Supporting Student Attendance and Engagement

April 17, 2024

Attendance Matters

- Missing just 10% of school negatively affects a student's academic performance. That is just two days a month.

- Only 17 percent of students who were chronically absent in both kindergarten and first grade were reading proficiently in third grade, compared to 64 percent of those with more consistent attendance.

- Students who fail to read at grade level by the end of third grade are four times more likely than students who achieve proficiency to dropout of high school.

- By 6th grade, chronic absenteeism becomes a leading indicator that a student will drop out of high school.

FCPS vs. Virginia Attendance Data

Chronic Absenteism Data
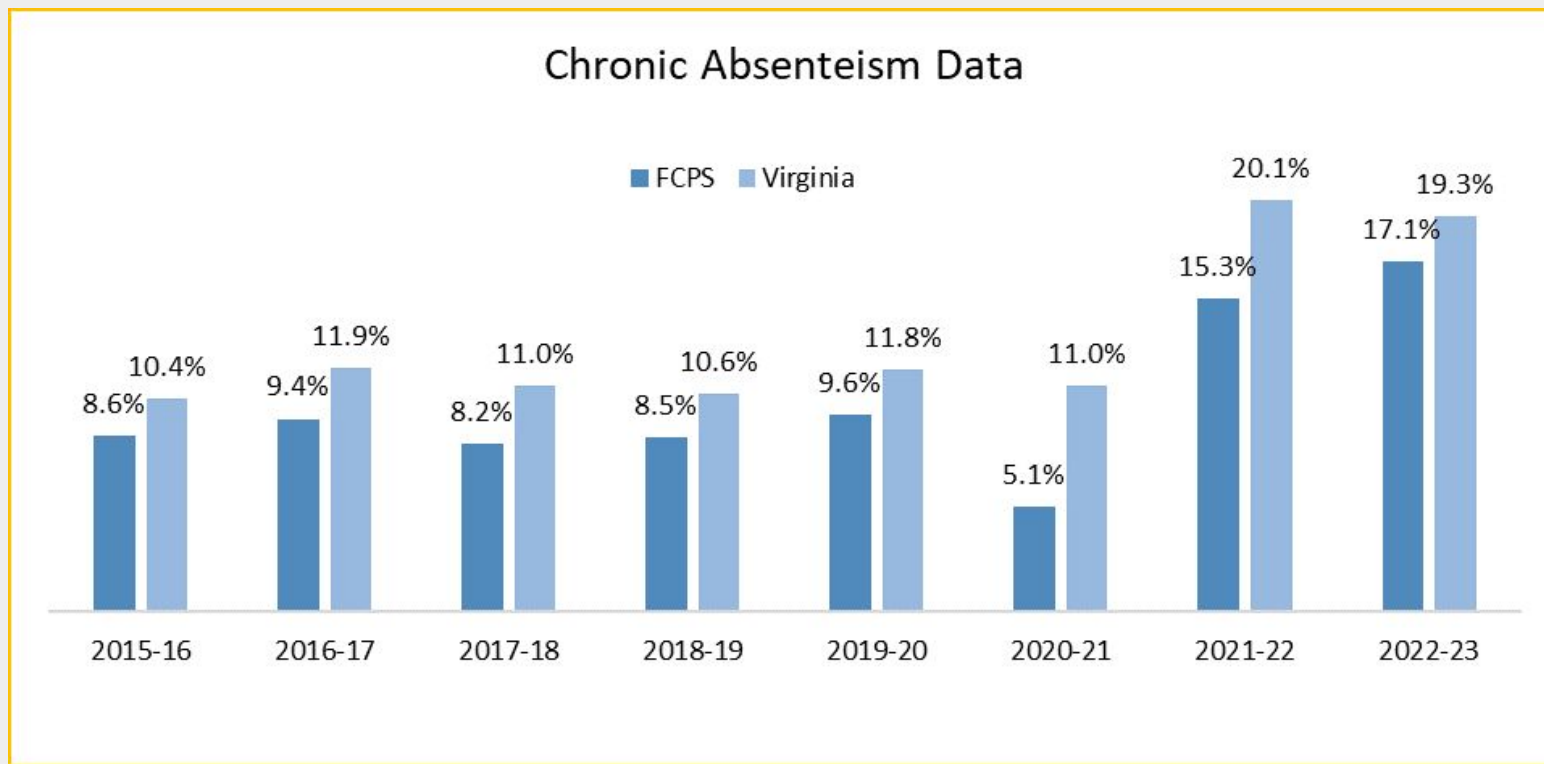
Percent of Students who were Absent for Less than 10% of School Year
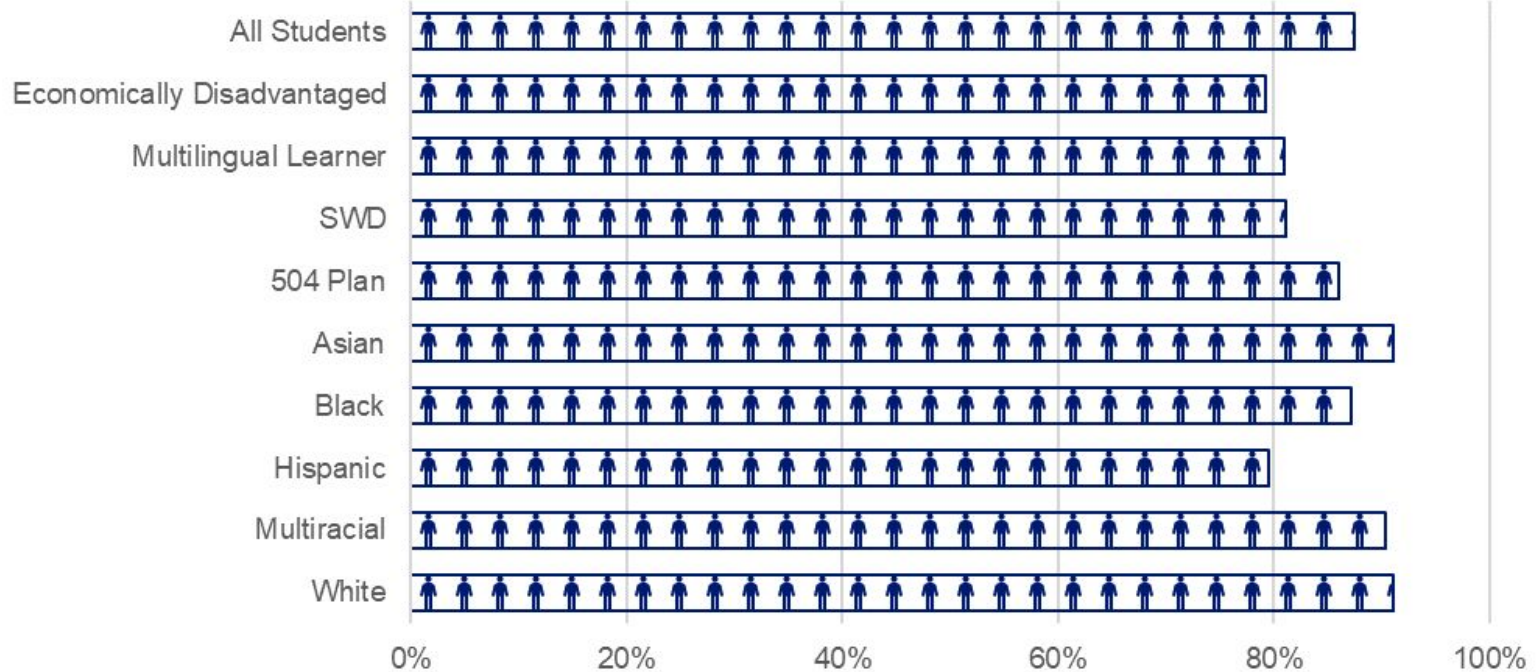
2023-24 Chronic Absenteeism Data: Positive Trends

- The 2023-24 CA rate has consistently been below the prior school year's rate by roughly 5 percentage points since mid-October.

- Nearly all FCPS schools have seen decreases in their CA rates compared to the previous school year.

FCPS Attendance Dashboard

Purpose of the Dashboard:
- Track and analyze district, school, and student-level attendance data
- Facilitate early identification of students at risk for chronic absenteeism
- Contribute to integrated data dialogues to support a whole-child lens

School Teams Can Use the Attendance Dashboard to:
- Monitor attendance data and respond to patterns and trends
- Engage in root cause analysis to match attendance barriers with interventions
- Inform the provision of universal, targeted, and intensive supports and services
- Guide staff in recognizing good and improved attendance

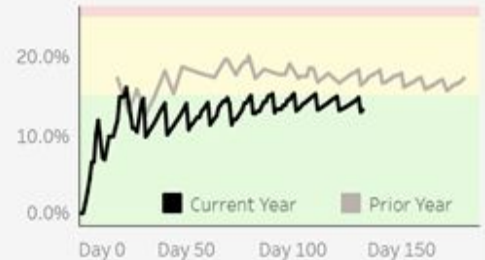# Attendance Dashboard

Whole-Child Approach to Chronic Absenteeism
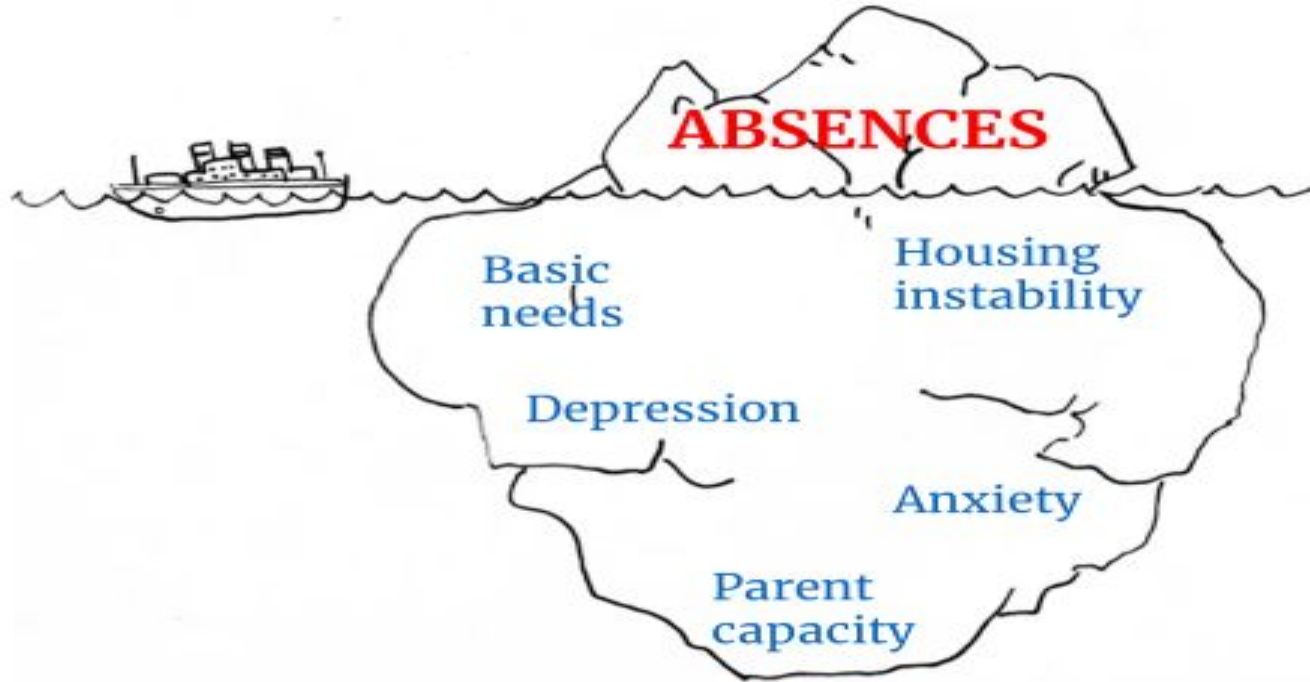
Root Causes of Chronic Absenteeism

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

Attendance Works ©

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Foundational Supports: Positive Conditions for Learning
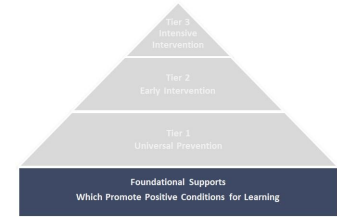
- •Restorative check-ins
- •Access to health care & mental health supports
- •Trauma-informed practice
- •Staff self-care
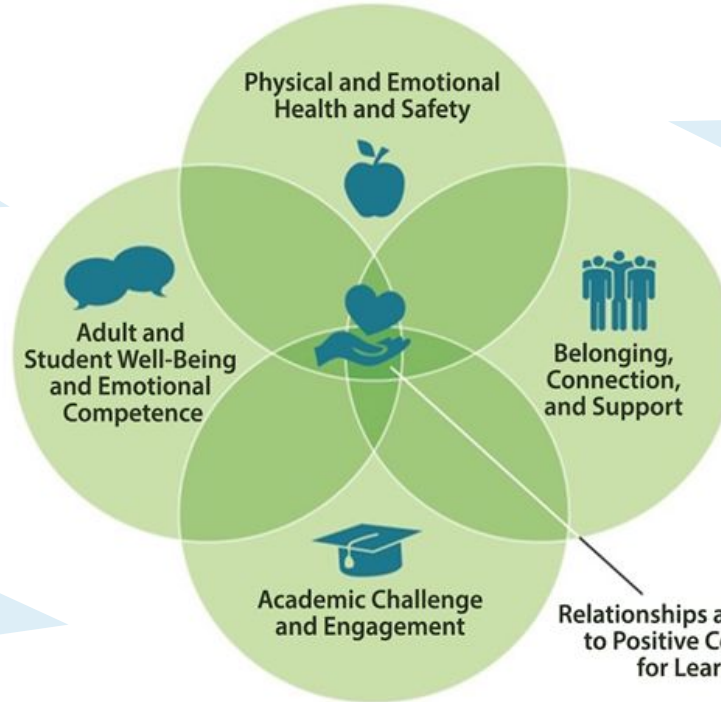
- •Healthy learning environments
- •Welcoming, safe school climate
- •Access to food & other basic needs

- •Access to tech & internet
- •Learning supports
- •Project-based learning
- •Credit recovery opportunities
- •Internships/community service
- •Alternative scheduling options

- •Active student & family engagement
- •Advisories/meetings to build community
- •Enrichment & clubs
- •Positive peer connections

Physical and Emotional Health and Safety

Adult and Student Well-Being and Emotional Competence

Belonging, Connection, and Support

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning

Tier 3 Intensive Intervention

Tier 2 Early Intervention

Tier 1 Universal Prevention

Foundational Supports Which Promote Positive Conditions for Learning

VA All In Chronic Absenteeism Plan

- $2.8 million to develop and implement strategies to reduce chronic absenteeism
- Targeting K-12
- Plan informed by *Attendance Works* playbook
- VDOE has provided resource guides to support local school divisions

Attendance Project Plan

- **Goal:** By the end of the 2023-2024 school year, FCPS will reduce the division chronic absenteeism rate from 17.1% in 2023 to below 15%, and all schools will perform at Level 1 or 2 on the VDOE chronic absenteeism school quality indicator.

- **9 Strategies**, each with corresponding actions

Attendance Project Plan Strategies

1. Establish and reinforce required division attendance practices.

2. Provide late busses to targeted schools with > = 15 % CA.

3. Expand family outreach services to families at targeted Tier 3 schools of students who are chronically absent.

4. Broaden the Attendance Campaign in FCPS and in the community through developing an increased awareness of chronic absenteeism outcomes on students.

5. Provide materials to schools to recognize good and improved attendance.

6. Expanding mentoring initiatives through the Belonging Project to increase peer connectedness.

7. Expand Parent Project offerings to promote engagement and build parent capacity to address challenging behaviors that interfere with regular attendance and school engagement.

8. Systematize all attendance practices, communication, and notification protocols to ensure division-wide utilization of attendance best practices.

9. Increase physical health resources to families to reduce medical barriers that contribute to student chronic absenteeism.

Strategies Under Development

- Build and Enhance the Capacity of of Families through the FCPS Family Academy

- Coordinate our Outreach Work with Community Partners

- Implement a Divisionwide Attendance Taskforce

- Full-time Virtual School Option for Students Enrolled in Alternative Program

- Utilize AI-powered Tools to Support the Reintegration of Students into the Classroom Following Prolonged Absences

- Re-establish a Uniform Countywide Policy Concerning Participation in Athletic Events, Practices, and other Extracurricular Activities in Relation to Regular School Attendance

- Explore Course Offerings Outside of the Traditional School Day that Foster Student Engagement

A Systems Approach to Reducing Chronic Absenteeism

What Does It Take To Get a Child To School Every Day?

1. Family Practices

Families nurture a habit of attendance at home

2. Social Capital

Helpers who are relatives, friends, neighbors

3. Schools

Teachers, nurses, counselors, administrators, etc.

4. Community Services

Availability of services like transportation, health services, affordable stable housing, etc.

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Partners for Change

The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important. Tap into existing initiatives and coalitions to engage potential partners.

- Businesses
- Community Schools Initiatives
- Family Support Organizations
- Early Childhood Providers
- Faith-Based Organizations
- FCPS Ignite Partnerships
- Health / Mental Health Providers
- Housing Agencies
- Hunger Relief Organizations
- Institutes of Higher Education
- Local / Tribal Governments

- National Service / Volunteers / Mentors
- Out –of-School Time providers
- Social Emotional Learning Providers
- Social Services
- Population-Specific Service or Civic Organizations
- Philanthropy (including foundations and United Ways)

Attendance Works ©

Building Collective Capacity: Looking Ahead

- In 2016, SCYPT adopted a multi-sector action plan to improve attendance in Fairfax County.
- Recommend that SCYPT develop a revised multi-sector action plan to improve attendance in Fairfax County.
  - Identify school and community leaders who work across sectors to support youth Pre-K through graduation
  - Map out a plan to recruit partners with relevant resources
  - Amplify community wide-messaging campaign
  - Engage local service providers
  - Expand case management capacity

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