

FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

SCYPT RETREAT

**June 6, 2018, 10:00 a.m. – 3:00 p.m.
South County Government Center, 2nd Floor**

Agenda

1. Welcome and Introductions
2. Administrative Item
 - a. Administrative 1: Approval of a Meeting Schedule for School Year 2018-19
3. Retreat Presentations and Discussion
 - a. Board of Supervisors Budget Guidance: School Readiness Plan
 - b. Gang Prevention Plan: Q&A
 - c. Lunch and Community Engagement Discussion
 - d. Opportunity Neighborhoods Overview and Framework
 - e. Best Practices in Serving Opportunity Youth
 - f. SCYPT Work Moving Forward
4. Adjourn

SCYPT Administrative Item Ad-1
June 6, 2018

ADMINISTRATIVE ITEM Ad-1

TITLE:

Approval of a Meeting Schedule for School Year 2018-19.

ISSUE:

SCYPT approval of a SCYPT meeting schedule for School Year 2018-19.

RECOMMENDATION:

Staff recommend that the SCYPT approve the proposed meeting schedule for School Year 2018-19.

BACKGROUND:

All meetings would occur on Wednesdays from 10 a.m. to 12:30 p.m.

The following dates are proposed for next year's SCYPT meetings, at a location to be determined:

October 3, 2018
December 5, 2018
February 6, 2019
April 3, 2019
June 5, 2019 (hold all day for a possible retreat)

The following dates are proposed for next year's SCYPT Executive Committee meetings, tentatively to be held at the Fairfax County Government Center:

September 5, 2018
November 14, 2018
January 9, 2019
March 6, 2019
May 1, 2019

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

Gang Prevention in Fairfax County: An Updated Strategy to Address Recent Trends

The Board’s investments in and support for a healthy economy and strong systems of education, public safety, and health and human services have been the most effective gang prevention strategies. When combined with the county’s ongoing prevention, intervention, and suppression efforts, the result has been consistently low levels of gang activity and crime in Fairfax County. Recent increases point not to a need to develop a new approach, but to strengthen our existing approach by improving coordination and targeting strategies to the populations most at-risk for gang recruitment, especially reunifying families. Those strategies are emphasized in this proposal.

Education, Awareness, and Prevention

Proposed Strategies: No New Funding Requested

- Develop a strategy for a coordinated approach – across FCPS, human services agencies, and federal and resettlement agencies – to early intervention screening and services for reunifying families. The strategy will be presented to the BOS for future funding consideration, if necessary.
- Update the gang prevention website to establish it as a cross-system hub of information, consolidating existing sites.
- Offer gang awareness and prevention training and technical assistance to after-school program providers, faith-based organizations, and other community organizations and stakeholders through the Out of School Time Network.
- Develop and implement a standard training on gang awareness for all FCPS principals.
- Complete the ongoing assessment of the Middle School After School program’s effectiveness regarding gang prevention and propose recommendations to improve prevention efforts through the program.

Proposed Strategies: New Funding Requested

<i>Strategy</i>	<i>FY18 Funding</i>	<i>FY19 (Baseline) Funding</i>
Develop a social media strategy to counter recruitment activities by engaging young people at risk. Funding would support training, consultancy, and technical assistance to identify and engage in relevant social networks.	\$50,000	\$0
Expand community education activities, including printed and social media materials and outreach efforts. Messaging should be created for youth and the general public, but should also include targeted messaging in English and Spanish focused on increasing awareness among parents of the issue, gang involvement warning signs, and available resources. Funding will support translation, targeted ad buys, and printing.	\$100,000	\$25,000
Education, Awareness, and Prevention Total	\$100,000	\$25,000

Targeted Prevention and Intervention

Proposed Strategies: No New Funding Requested

- Implement year-long follow-up and “booster sessions” of the Road DAWG camp.

Proposed Strategies: New Funding Requested

<i>Strategy</i>	<i>FY18 Funding</i>	<i>FY19 (Baseline) Funding</i>
Expand Northern Virginia Family Service’s Intervention, Prevention, and Education (IPE) Program to serve more youth and young adults identified as at high risk for gang involvement. Funding would support 2.0 FTE to add capacity and reduce waitlists by providing services to an additional 200 individuals each year (80 referred youth and 120 family members including parents and siblings).	\$80,000	\$185,000
Enhance Parent Liaison programs in five school pyramids with high need for parent liaison support to intervene with families whose children are at risk for gang recruitment and victimization. Funding would increase the number of parent liaison hours to support both school-wide outreach to these families and the implementation of an intensive parenting program for families who have recently reunified.	\$80,000	\$140,000
Expand NVFS’s intensive services for reunifying families. Funding would support 1.0 FTE Family Reunification Youth Counselor, and 0.5 FTE Trauma-Informed Individual and Family Mental Health Counselor, providing culturally competent case management, group services, and parent workshops for 130 youth and their families.	\$65,000	\$146,500
Develop and implement a sustainable and systemic approach to implementing strategies targeted to elementary schools in pyramids with the highest levels of student-reported gang involvement, including: school administrator training, teacher and support staff training, and parent and student awareness. Funding will support the printing of materials.	\$20,000	\$20,000
Targeted Prevention and Intervention Total	\$245,000	\$491,500

Enforcement and Suppression

Proposed Strategies: New Funding Requested

<i>Strategy</i>	<i>FY18 Funding</i>	<i>FY19 (Baseline) Funding</i>
<i>High Priority Strategies</i>		
Establish a Data Analyst position in the Police Department to better track and predict gang activity and target opportunities for prevention and intervention. Coordinate the extraction and utilization of data from disparate sources to prevent and address gang related issues.	\$75,000	\$130,000
Enforcement and Suppression Total	\$75,000	\$130,000

Data and Coordination

Proposed Strategies: No New Funding Requested

- Develop and implement a cross-agency team to focus on intensive information sharing and coordination.
- Establish standard and regular data collection and reporting procedures.
- Advocate for improved data sharing with ORR to help focus local efforts and target early intervention services. This may require legislative changes.
- Advocate for renewed federal funding and support for the Northern Virginia Regional Gang Task Force.

The full report, which also include summaries of ongoing efforts, can be accessed at <http://bit.ly/FairfaxGangReport>.

SCYPT Community Engagement Opportunities

The SCYPT's work is made better by robust community engagement. That engagement certainly happens through our community-based members at SCYPT meetings. But it is particularly valuable when there is strong community participation in the development and implementation of the various strategies that the SCYPT endorses.

We will be forming a committee to review how the SCYPT engages the community and how it can do better. To help frame and guide the committee's work, please discuss these questions at your table. If you are interested in serving on the committee, please contact Jesse.

1. What should community engagement for the SCYPT look like? What's the purpose of engaging the community in our work, and to what extent should we be doing so?
2. Who should we be engaging?
3. What do they need to know about SCYPT and our work?
4. What are the best ways to inform them?
5. What are the best ways to engage them in our work?

The logo features a stylized sun or circle composed of three concentric rings in shades of yellow and orange, positioned to the left of the text.

Opportunity Neighborhoods

An Opportunity Neighborhood is one where residents, schools, local government, community organizations, faith and business partners work collaboratively to create limitless possibility, and ensure the well-being of children and youth by reducing barriers to opportunity. ON is an organizing framework that provides a continuum of trauma-informed supports, using data to understand community conditions, measure success, and be accountable for results.

What is the Opportunity Neighborhoods Model?

- The first Opportunity Neighborhood was established in Mount Vernon in 2011 with seed money from Capital One
- The model was inspired by Promise Neighborhoods, as a way to make collaborations in the Neighborhood more effective and to begin sharing and analyzing shared data
- The Reston Opportunity Neighborhood, “RestON”, was launched in 2016
- Two additional Neighborhoods will launch in FY2019, in sites in Bailey’s/Culmore and Herndon

What is the Opportunity Neighborhoods Model?

What Opportunity Neighborhoods (ON) IS:

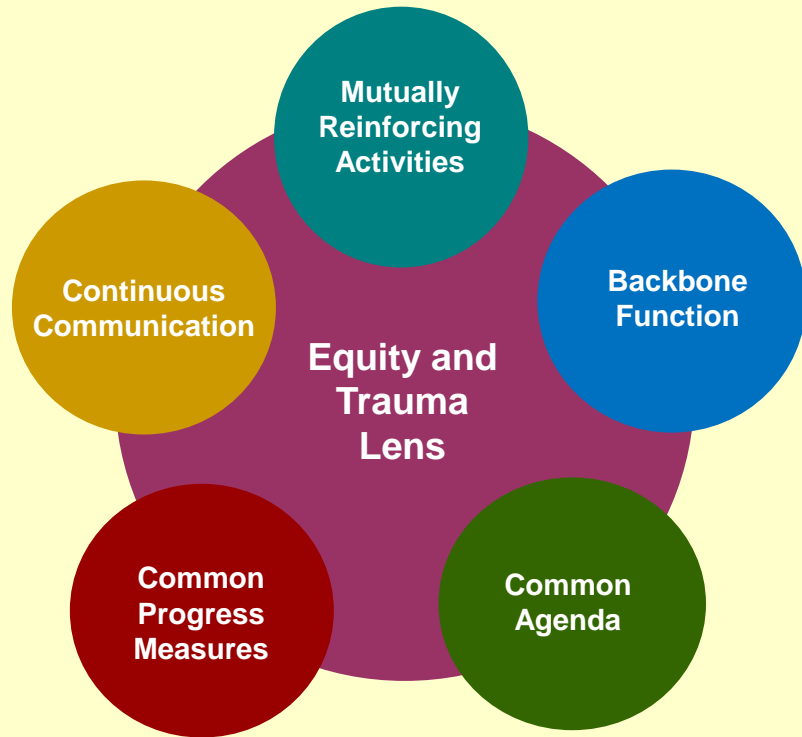
- A set of practices and strategies to improve efficiency and collaboration between the community, schools, and government.
- A way to address social and racial inequities
- A vehicle to identify barriers for youth and families, and to develop and expand solutions
- An organizing framework to link efforts that affect specific neighborhoods with county-wide planning, and vice versa
- A vehicle to maximize County and Schools investments in lower-opportunity areas

What ON is NOT:

- A program or uniform set of specific programs for every Neighborhood
- Any one agency or department
- A set of rules or regulations



The three legs of the ON stool



The elements of our “Collective Impact” approach create a cycle of mutually beneficial and reinforcing practices

Simply put, collective impact is the idea that more and better results can be achieved when individuals and organizations pool resources and work together. Many municipalities across the country have put collective impact strategies to work in a variety of settings. When everyone commits to a collective impact approach, the benefits to the community are manifold:

- 1) Inequities can be more easily identified and addressed
- 2) Data can be shared, in order to evaluate effectiveness across multiple organizations
- 3) Gaps and redundancies in services can be identified, thereby improving the use of precious resources
- 4) Partners can more broadly support and promote each others’ services
- 5) Policy makers can be better-informed on community-wide progress and needs
- 6) Communication between front-line, neighborhood-level partners and residents, and the systems administrators and policy makers can be better facilitated

Key ON Principles: The Two-Generation Approach

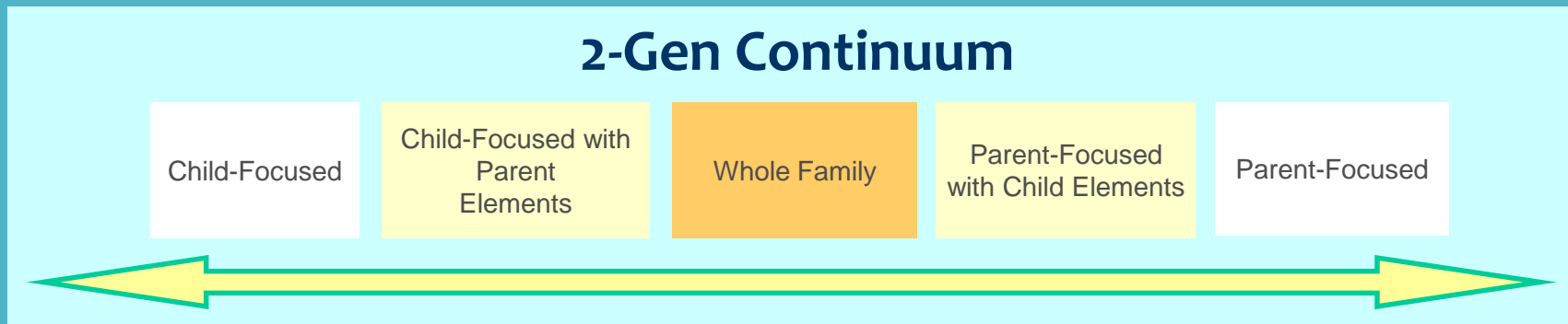
What is a two-generation approach to working with families?

According to ChildTrends: *Whereas many programs tend to arrange parent-oriented and child-oriented programs into separate silos, two-generation programs and policies seek to engage families in ways that knit together these services and address both groups simultaneously. The idea behind the framework is that when opportunities for children and parents are approached jointly, the benefits may be greater than the sum of the separate parts.*

ON strives to move toward the center of a 2-Gen continuum, where parents and children are both moving toward their goals, together.

Examples:

- While parents are taking advantage of a leadership development opportunity at a community meeting, their children are participating in a literacy-enrichment opportunity.
- While youth are being physically active at a sports program, parents gain awareness of healthy cooking on a budget and enjoy samples at a cooking demonstration.
- Parents with children enrolled in a high-quality preschool experience gain guidance on identifying and connecting to community resources.
- Parents attending an Imagination Library reading group with their children are empowered to identify and pursue their own learning goals.



Highlights from FY18



- Hired two new staff members
- Increased visibility in the community
- Hosted a re-launch event in October with 60 people in attendance
- Expanded Engagement Team 160%, from 8 to 21 regular attendees
- Received a grant to provide lunches at our community centers during winter break and dinner at a family event
- Applied for a grant with WETA to bring PBS Kids science and literacy apps and games to young kids at UCM, Sherwood Hall Library and Hybla Valley Elementary School
- Collaborating to bring awareness to OMVHS redevelopment
- New collaboration with Fairfax County Public Libraries and the Library Foundation for the Imagination Library program
- Co-sponsored or hosted various events including
 - Holiday story time
 - Job fair at Good Shepherd Housing
 - Sensory Day with Therapeutic Recreation & the Mt. Vernon Police station
 - Trauma 101 & Kids at Hope trainings

Barriers & Challenges



- Building and re-building relationships: Lots of outreach and learning what others have to offer
- Management of partners, volunteer, and resident engagement
- Developing a common understanding of what partnership means
- Elevating resident voice without burdening busy/stressed parents
- Inclusive targeting of diverse populations and attempts to integrate
- Meeting spaces that are welcoming and accessible for all residents in the neighborhood
- Route 1 corridor disparities - community wealth, built environment, proximity to County offices, transportation

Resident Engagement



Neighborhood Ambassadors

- Volunteers serve 12-15 hours per month sharing information about resources and ON with their community
- Currently have 4 ambassadors from various neighborhoods
- The group meets monthly and discusses the theme for the month, anything from mobility to trauma
- Receive a small monthly stipend to defray costs

Community Change Groups

- Engaging community members on the most local level
- Residents decide what they want to learn about or focus on
- ON Community Organizer works with the group to bring classes and help them organize
- We're working to bring CPR certification classes in English and Spanish in the fall

Community Conversations

- Quarterly resident-focused workshops that come out of desires from Neighborhood Ambassadors and Community Change groups

Partners in FY18

- Alexandria South Rotary Club
- Audubon Naturalists Society
- Bethlehem Baptist Church
- Britepaths
- Capital Youth Empowerment Program
- Community Services Board
- CPDC/Stony Brook
- Department of Family Services - Neighborhood Networks
- Destiny Temple of Faith
- FACETS
- Fairfax County Family Services
- Fairfax County Health Department
- Fairfax County Library
- Fairfax County Neighborhood and Community Services
- Fairfax County Police
- Fairfax County Public Schools
- Financial Empowerment Center of South County
- First AME Church
- Good Shepherd Catholic Church
- Good Shepherd Housing
- Imagination Library
- Office for Children - Neighborhood School Readiness Team
- Residential communities: Audobon Estates, Creekside Village and Sequoyah Condominiums
- Tenants and Workers United



Equity and Opportunity Structures

Identifying and Addressing Barriers to Equitable Opportunity for All Youth and Families

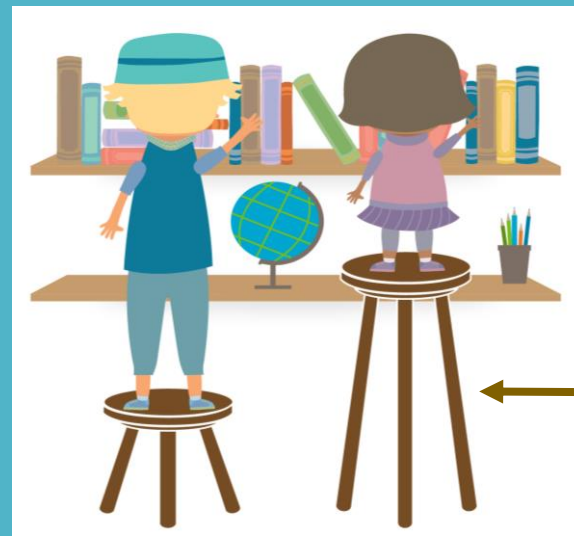


**Opportunity
Neighborhoods**

EQUALITY

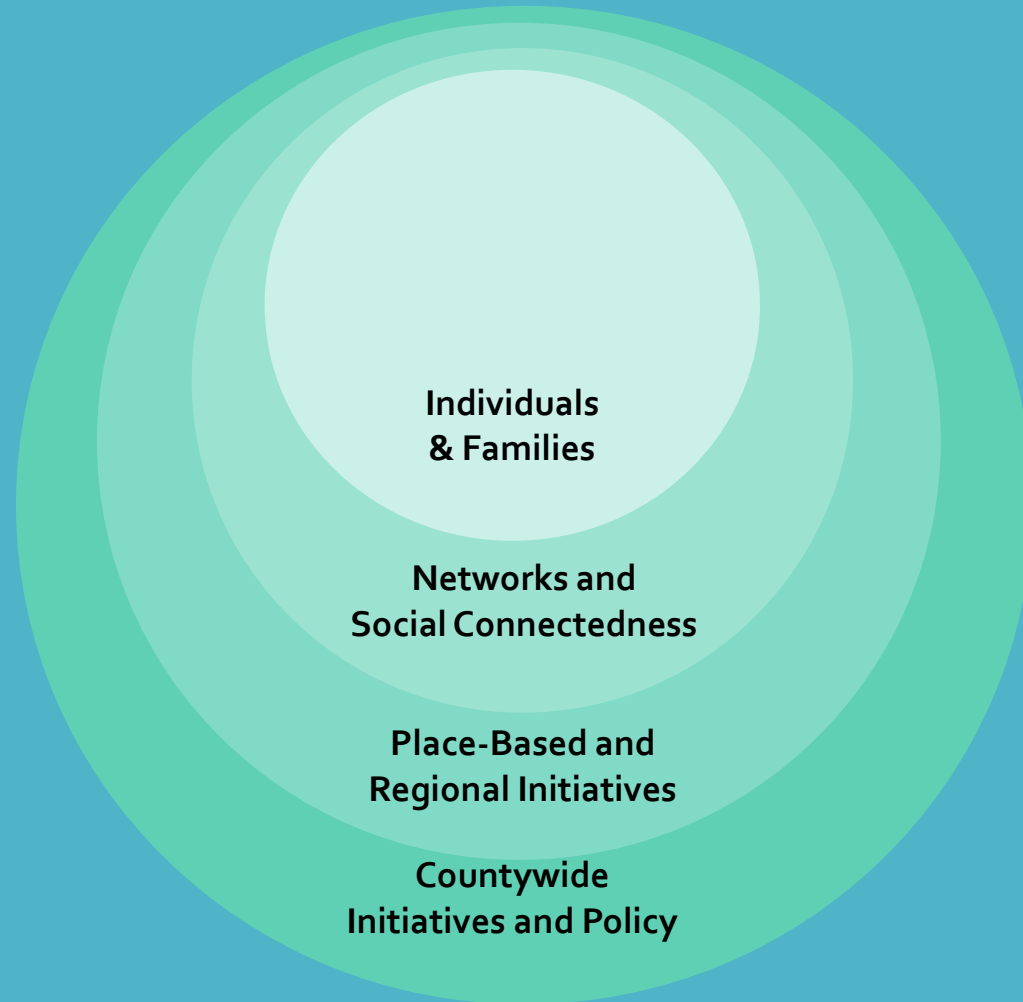


EQUITY

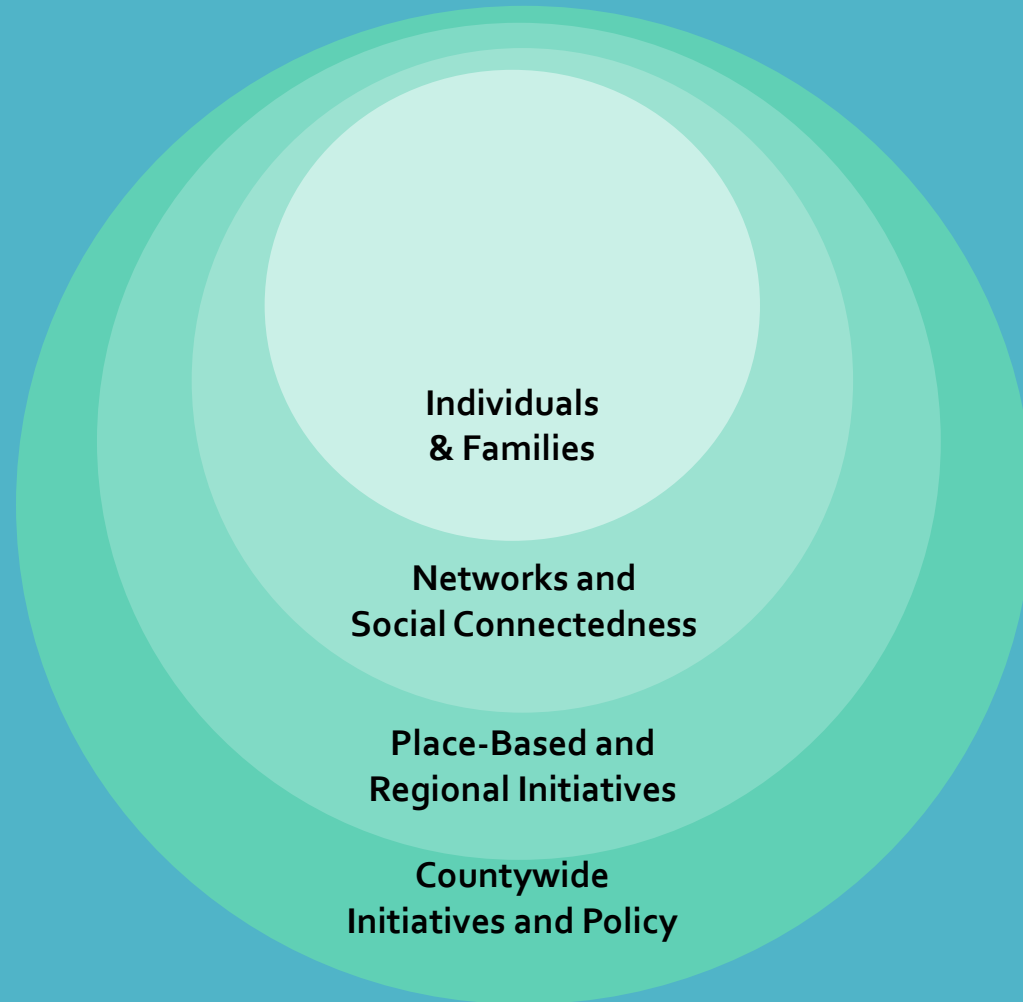


Inequitable access to these critical community and environmental resources has myriad affects across our system, from behavioral health, to school attendance, to self sufficiency. How can we work together to boost access or remove barriers to these opportunity structures?

- Recreation and Community Centers
- Communication/Technology/Wifi Access and Training
- Positive Guidance/Community Support System
- Early Childhood Education
- Health, Behavioral Health, and Substance Abuse Prevention/Treatment Services
- Healthy Food Access— Food Insecurity & Food Deserts
- Education
- Transportation
- Environmental— Clean air and water, pollutant/lead-free
- Affordable Housing
- Safety
- Justice



Opportunity Neighborhoods provide an organizing framework and infrastructure for engaging community and organizing partners around SCYPT priorities and other countywide initiatives. As we support families and partners in the neighborhoods we are better prepared to cultivate meaningful resident voice and pursue “Equity in all policies.”



Attendance Task Force: School pyramids identified for intensive outreach overlap broadly with existing and future Neighborhoods

Neighborhood Networks: Providing individual supports to families in several of the four Neighborhoods, as well as an on-site coordinator at Mount Vernon Woods ES. DFS staff are active in several ON teams and initiatives

Office for Children: Collaborates with ON to develop Neighborhood School Readiness Teams and Mind in the Making programming in the Neighborhoods

ON lead community based partners have worked with NCS to designate funding to cover transportation, child care, and interpreters in order to allow ON Neighborhood Ambassadors to participate in Countywide advisory bodies

Current: Opportunity Neighborhoods established the Clear Impact Scorecard to manage data in five focal areas. As of FY18, data collection and analysis has focused primarily on program outputs in the two existing neighborhoods.

Proposed: As we have developed ON's relationship to the work of the Attendance Task Force and other strategic areas of focus for children, youth, and family-serving systems, we are identifying potential system-wide measures that can be tracked as indicators of progress. These include indicators related to school attendance, school readiness, community health and well-being, and youth survey resilience/asset data as outlined in the 3 to Succeed model.

Data Gaps: We have abundant data on **need** – crisis calls, calls for basic needs assistance, crime, truancy, etc. – but we have less established data on whether needs are being met in proportion to the **demand**. For example, do individuals and families who have experienced trauma have **access** to affordable behavioral health care in their communities?

What's Next



- Opportunity Neighborhoods has been included in the Human Services Resource Plan
- An MOU between Fairfax County and FCPS will further define roles and accountability in the administration of resources and expansion of ON impact
- Shared data and progress measures will be further developed in conjunction with SCYPT goals
- ON partners will support the elevation of resident priorities and diverse voices in the pursuit of SCYPT goals, using a variety of strategies that avoid overburdening ON residents

Contact



General

Website: <http://bit.ly/OpportunityNeighborhood>

Fairfax County Neighborhood and Community Services

Contact Kristen Brennan

Email: kristen.brennan@fairfaxcounty.gov

Phone: 703-324-5640



Mount Vernon

United Community Ministries

Contact Stephanie Hopkins

E-mail: Stephanie.hopkins@ucmagency.org

Phone: 571-255-8961



Reston and Herndon

Cornerstones

Contact Toni Francis-Bowie, MA

Email: toni.francis-bowie@cornerstonesva.org

Phone: 571-323-1388



Launching an Opportunity Youth Initiative in Fairfax

*A Presentation for the Fairfax County
Successful Children and Youth Policy Team
By the Forum for Youth Investment
June 6, 2018*

Definitions & Data



OPPORTUNITY YOUTH NETWORK

Brings together philanthropic, corporate, government, non-profit and young leaders to:

- >>> Hold the field collectively accountable for **reducing the number of disconnected youth by one million** over five years
- >>> Continually **take stock of progress in** the field
- >>> Help **align** related efforts
- >>> **Catalyze** efforts where there are gaps

Opportunity Youth Network Co-conveners:

Aspen Forum for Community Solutions | The Forum for Youth Investment | Gap Inc.



Gap Inc.



16-24 year olds

**not in school +
not employed**

1 in 8

4.6 M

**Untapped
Potential**

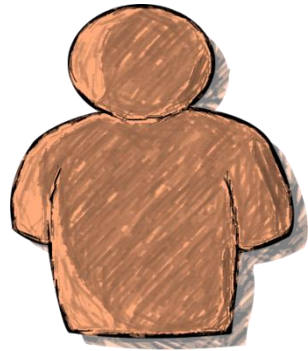
**Resilient +
Talented**

11.7 %



Nationally: 11.2%

Women



Latinas: 14.8%



Black: 14.2%



Native American: 23.4%



Nationally: 12.1%

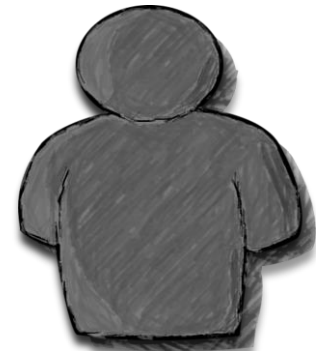
Men



Latinos: 12.6%



Black: 17.2%



Native American: 28.1%

Local OY Rates, 2016

Fairfax County:

7.2%

8,800

DC Metro Area:

10.3%

72,700

Virginia:

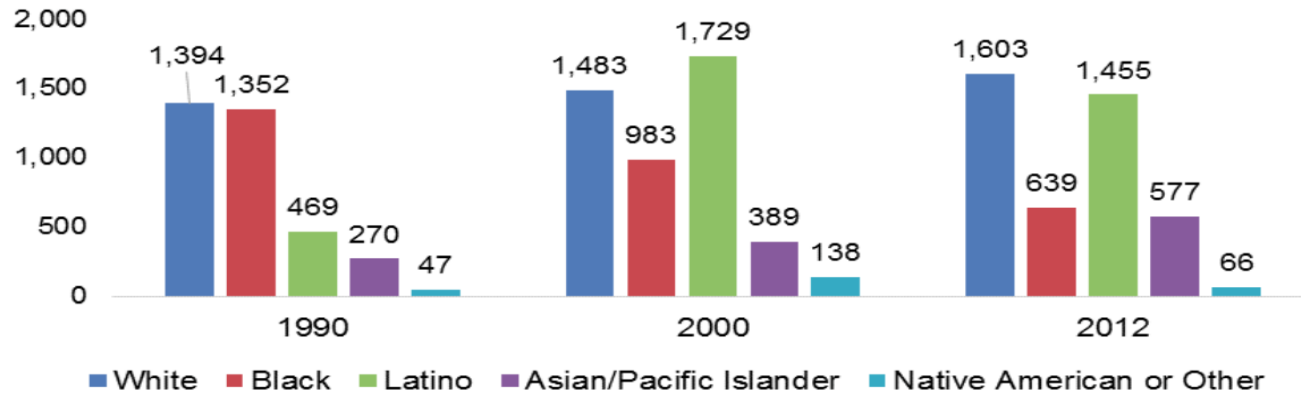
9.8%

101,600

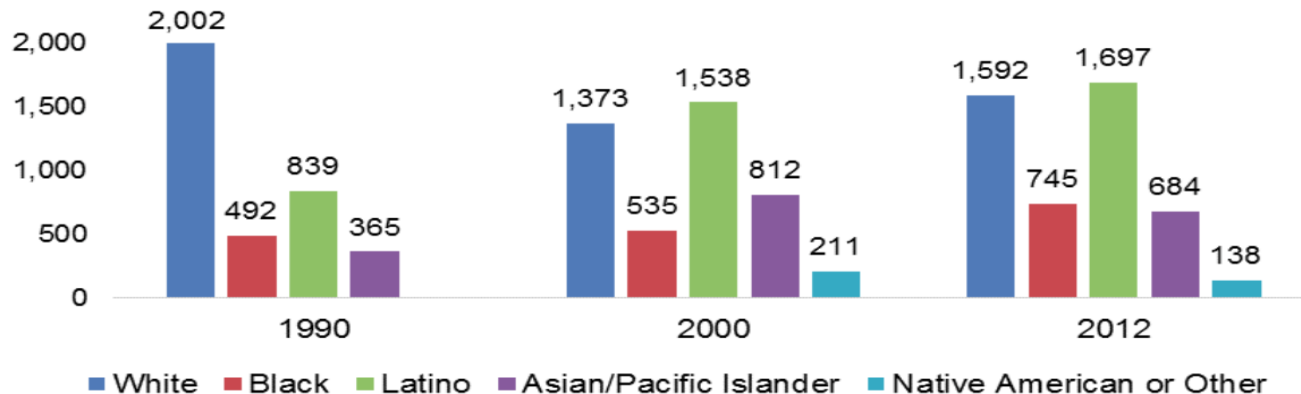
Data Source: Lewis, K., and Burd- Sharps, S. (2018). [More than a Million Reasons for Hope](#). New York City: Measure of America.

Fairfax Data Dashboard

Number of disconnected youth 16 to 24 years old, Male



Number of disconnected youth 16 to 24 years old, Female



National Examples of Strategies & Lessons Learned



OPPORTUNITY YOUTH PLAYBOOK: A GUIDE TO RECONNECTING BOYS AND YOUNG MEN OF COLOR TO EDUCATION AND EMPLOYMENT

BY: SARA MATTHEW AND THADDEUS FERBER



PLAYBOOK SECTIONS

The playbook is organized by the six critical milestones enshrined by the White House's My Brother's Keeper Community Challenge. Additionally, this playbook includes a section that outlines Strategies and Resources that Span the Milestones.

SECTION A: STRATEGIES THAT SPAN THE MILESTONES



SECTION B: PREVENTING INTERGENERATIONAL DISCONNECTION BY ENSURING BOYS OF COLOR ENTER SCHOOL READY TO LEARN AND READ AT GRADE LEVEL BY THE THIRD GRADE



Milestone 1: Entering School Ready to Learn

All children should have a healthy start and enter school ready – cognitively, physically, socially and emotionally.



Milestone 2: Reading at Grade Level by Third Grade

All children should be reading at grade level by age 8 – the age at which reading to learn becomes essential.

SECTION C: ENSURING DISCONNECTED YOUNG MEN OF COLOR GRADUATE HIGH SCHOOL READY FOR COLLEGE AND CAREER



Milestone 3: Graduating from High School Ready for College and Career

Every American child should have the option to attend postsecondary education and receive the education and training needed for quality jobs of today and tomorrow.

SECTION D: ENSURING DISCONNECTED YOUNG MEN OF COLOR COMPLETE POSTSECONDARY EDUCATION OR TRAINING



Milestone 4: Completing Postsecondary Education or Training

All Americans should receive the education and training needed for quality jobs of today and tomorrow.

SECTION E: ENSURING DISCONNECTED YOUNG MEN OF COLOR SUCCESSFULLY ENTER THE WORKFORCE



Milestone 5: Successfully Entering the Workforce

Anyone who wants a job should be able to get one that allows them to support themselves and their families.

SECTION F: REDUCING VIOLENCE AND PROVIDING A SECOND CHANCE FOR DISCONNECTED BOYS AND YOUNG MEN OF COLOR



Milestone 6: Reducing Violence and Providing a Second Chance

All children should be safe from violent crime. And individuals who are confined should receive the education, training and treatment they need for a second chance.

Overarching Strategies

- ✓ **Include** disconnected boys and young men of color in developing and implementing your strategy.
- ✓ Use a **racial and gender equity lens**, and promote cultural competence and sensitivity in all facets of work with disconnected boys and young men of color.
- ✓ **Gather data** on disconnected boys and young men of color in your community.
- ✓ Determine how much funding is available and identify opportunities to **leverage funds** to serve disconnected boys and young men of color.
- ✓ Ensure there is a mechanism to **align governmental efforts** for disconnected boys and young men of color.
- ✓ Consider applying to become a federal Performance Partnership Pilot (**P3**) site.
- ✓ **Learn** from national networks and place-based initiatives focused on boys and young men of color and opportunity youth.

Matthew, S. and Feber, T. (2016) [Opportunity Youth Playbook](#): A Guide to Reconnecting Boys and Young Men of Color to Education and Employment; Washington, DC: Opportunity Youth Network and the Forum for Youth Investment

From the Youth

Opportunity Youth United's National Council of Young Leaders created

"Recommendations to Increase Opportunity and Decrease Poverty in America."

Their six priority recommendations are:

1. Expand Effective Comprehensive Programs—bring what works to everyone in need
2. Expand National Service—ensure that national service opportunities are accessible to all
3. Expand Private Internships—incentivize pathways forward
4. Increase All Forms of Mentoring—mentoring is proven to have a positive impact
5. Protect and Expand Pathways to Higher Education—enable access to meaningful credentials
6. Support Diversion and Re-entry Programs in the Justice System—enable people to get themselves back on track

The OYF Framework

1. Collaborating for impact,
2. Building effective pathways,
3. Using data to guide decisions and assess impact,
4. Leveraging funding to support and sustain innovation,
5. Developing supportive policies.

<https://aspencommunitysolutions.org/the-fund/>

Boston Opportunity Youth Collaborative

Boston Opportunity Youth Collaborative

Engaging disconnected youth and young adults, ages 16-24

THE PROBLEM

In Boston, there are 12,000 "Opportunity Youth": young people ages 16-24 who are out of school and out of work. These individuals are struggling to make the transition to financial independence. Each Opportunity Youth will:

- Make \$392,000 less over a lifetime than the average worker
- Cost taxpayers more than \$700,000 over a lifetime due to lower earnings
- Be less likely to vote, volunteer, and form stable families

73% of Boston's disconnected youth are Black and Latino. The increasing number of Opportunity Youth is the result of structural changes in the national job market, which favors those with more education and training and accelerates the cycle of poverty.



THE SOLUTION

Boston's Opportunity Youth Collaborative is working to engage Opportunity Youth in education and career pathways by aligning education and training programs, support services, and employment partners. The Collaborative seeks to provide:

- Differentiated and appropriate pathways for three populations: 16-19 year old dropouts, 20-24 year old dropouts, and 20-24 year olds with a high school credential
- Transitional coaching and support throughout the pathways to ensure program completion and successful transitions

These pathways will lead Opportunity Youth to financial independence and long-term careers, creating a brighter future for our youth and our City.

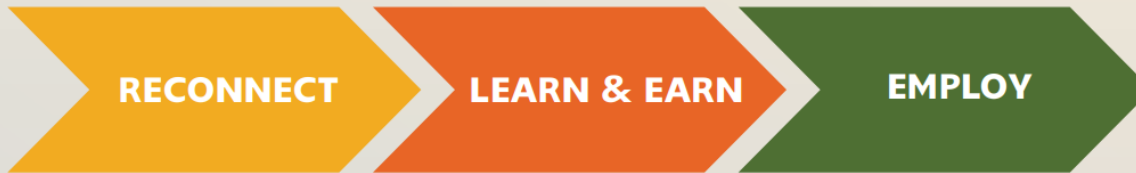
Thrive Chicago

CHALLENGE

Opportunity Youth cannot easily navigate the complex landscape of services.

Opportunity Youth need more options to be in school and working at the same time.

Opportunity Youth need more employers committed to hiring and supporting them.



SOLUTION

Support existing programs to help them become **reconnection hubs** that help Opportunity Youth navigate the system.

Support existing programs to scale **learn and earn** programs that provide Opportunity Youth an opportunity to develop marketable skills and receive compensation for their work.

Identify employers willing to partner with youth organizations to provide **employment opportunities**.

Build data infrastructure to better understand who Opportunity Youth are, what services are available, and generate evidence on impactful programming

Remove barriers to help Opportunity Youth get and stay reconnected (e.g. housing, transportation, childcare)

Invest in serving more Opportunity Youth for longer periods of time

Thrive Chicago - Strategies

1. Build a data infrastructure to better understand the needs and trends of Opportunity Youth.
2. Launch community-based “Reconnection Hubs” for Opportunity Youth to better navigate existing resources from one centralized location.
3. Invest in unified referral structures and tools that create better handoffs between and across system providers.
4. Identify existing resources for under-served Opportunity Youth; expand funding for actual programmatic capacity where gaps exist.
5. Offer more opportunities to build skills towards a career, whether it is through job skills training or apprentices, that provide Opportunity Youth with a stipend or paid work.
6. Scale up investments in housing, childcare, transportation, substance abuse, and justice system barrier supports for Opportunity Youth.
7. Create better outreach tools, technologies and online resources to reach and engage the most disconnected youth.
8. Partner with employers to better understand the “demand” for local talent and then create the “supply” pipeline of qualified youth.
9. Invest in programming that incorporates a strengths-based, positive approach to working with youth that is trauma-informed and is knowledgeable about adolescent development.
10. Invest in programming that provides higher “dosage” rates and case management supports for Opportunity Youth.

Six Common Barriers for OY

- Organizational silos
 - Example solutions: integrate offerings through new policies, procedures, and communication. Shift educator and provider mindsets to think holistically
- Financial constraints
 - Example solutions: Small discretionary grants
- Eligibility criteria
 - Collaboratives have tackled eligibility criteria to extend benefits for foster youth (Southern Maine and Los Angeles), as well as to give youth with a criminal record a second chance in obtaining employment (Austin).
- Disconnected educational offerings
 - Example solutions: Educational institutions – such as GED programs and community colleges – can work together to encourage a seamless transition from completion of one program to enrollment in the other.
- Timing and inefficiencies
 - Example solutions: shortening college courses, offering college credit through paid internships, and offering stackable credentials
- Location and transportation
 - Example solutions: Tackle costly bus fares, provide transportation subsidies, co-locate services

Top 12 Policies Advocated for by OYF Communities

1. Calling on policymakers to give Opportunity Youth a seat at the policymaking table.
2. Calling on policymakers to make a strategic plan for serving Opportunity Youth.
3. Calling for policies allowing money to follow the student from traditional education into alternative education.
4. Calling for dual enrollment/early enrollment programs.
5. Calling for changes to the local WIB's WIOA RFP.

6. Calling for raising the age youth can enter the adult justice system.
7. Calling for improving education in jails and prisons.
8. Calling for integrating and improving data systems.
9. Calling for the creation/expansion of reengagement centers.
10. Calling for aligning eligibility requirements and intake systems across multiple programs, making them more flexible and making key handoffs between systems.
11. Calling for increasing funding by securing dedicated tax levies and budget carve-outs.
12. Calling for increasing funding through appropriations.

A Continuum Approach



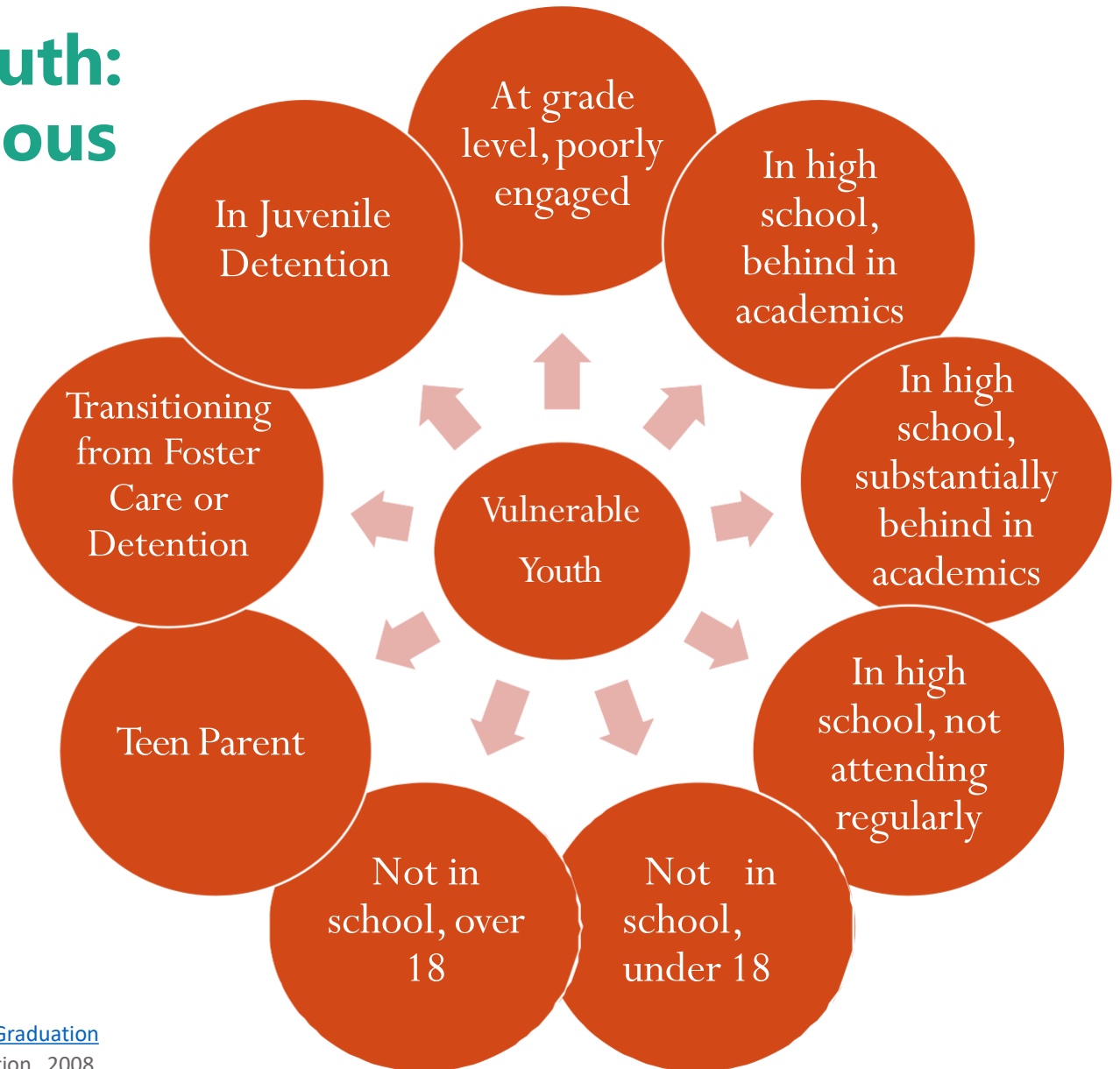
Any concerted effort at preventing youth disconnection must focus on a full continuum of activities designed to:

- Identify** the youth in the community at risk for disconnection,
- Prevent** initial disconnection through broad-based efforts,
- Intervene** with youth most at risk for falling off track, and
- Recover** youth who become disconnected and provide transition back into appropriate systems of support.

[Disconnected Youth and Multiple Pathways to Graduation](#)

by Public Impact for the Annie E. Casey Foundation, 2008

Vulnerable Youth: A Heterogeneous Group



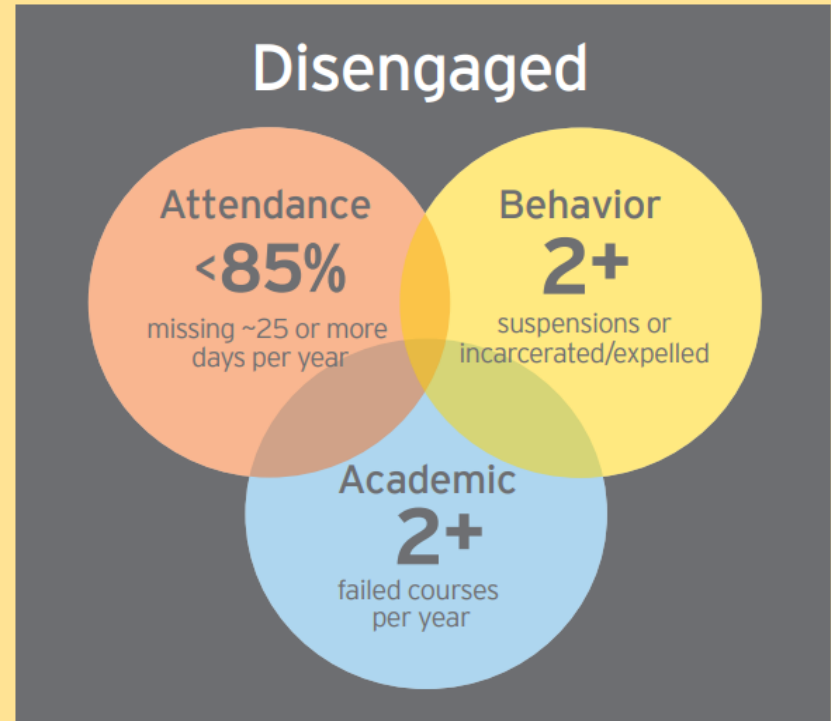
[Disconnected Youth and Multiple Pathways to Graduation](#)

by Public Impact for the Annie E. Casey Foundation, 2008

Identification Strategies

- **Define** disengaged
- Establish a timely and accurate **early warning signs** tracking system.
- Build a **data** infrastructure

Figure 1: Defining disengaged and disconnected youth



Disengaged youth are enrolled in school, but show at least one of three signs of not being effectively connected to their education.

Broad-Based Early Prevention Strategies

- Expand out-of-school time programming; minimize **summer** learning loss and maximize summer opportunities
- Improve the quality and reach of **mentoring** programs – especially for targeted populations
- Improve **school climate**
- Implement positive behavior and **restorative discipline practices** and eliminate zero-tolerance policies
- Increase options for quality child care and **early child learning**
- Utilize a **two generation** approach

Matthew, S. and Feber, T. (2016) [Opportunity Youth Playbook](#): A Guide to Reconnecting Boys and Young Men of Color to Education and Employment; Washington, DC: Opportunity Youth Network and the Forum for Youth Investment

Targeted Intervention Strategies

- Discover, target, and design systems for **over-age and under-credited youth** who are likely to get off track before earning their diploma.
- Emphasize the importance of Local Education Agencies (LEAs), Workforce Investment Boards (WIBs), and Community-Based Organizations (CBOs) partnering to create **multiple pathways to graduation**
- Eliminate seat-time requirements and time-based graduation requirements in favor of **performance-based** ones. Utilize **blended learning strategies** and other forms of learning via technology.
- Improve the **quality of remedial coursework** and **GED** programs.

Matthew, S. and Feber, T. (2016) [Opportunity Youth Playbook](#): A Guide to Reconnecting Boys and Young Men of Color to Education and Employment; Washington, DC: Opportunity Youth Network and the Forum for Youth Investment

Strengthen Connections to Post-Secondary Success

- Support and improve **dual-enrollment** programs and policies.
- Design pathways that provide enriched academic preparation, **bridge** programming, and postsecondary support
- Develop **multiple on- and off-ramps** for use when students need to start or stop postsecondary education
- Encourage corporations and businesses to **support employee efforts** to complete postsecondary education or training.
- Dedicate **staff** to support young people in navigating college and balancing personal, academic, and financial obligations. Utilize a **two generation** approach.
- Partner with higher education institutions to promote college **attainment and success**

Strengthen Connections to Workforce

- **Blend education and workforce opportunities**, combine delivery of services across systems.
- Support and utilize **national service, the Conservation Corps**, and YouthBuild programs.
- Leverage the new Workforce Innovation and Opportunity Act (**WIOA**) and help your local Workforce Investment Board (WIB) use this funding to **create a system of comprehensive career pathways**.
- Implement or expand **apprenticeship** and **pre-apprenticeship** programs.
- Adopt sectoral strategies by working with a partnership, identifying small- and medium-sized businesses, and building a program based on **industry-specific needs**.
- Align **training programs** to reflect employer needs.

Matthew, S. and Feber, T. (2016) [Opportunity Youth Playbook](#): A Guide to Reconnecting Boys and Young Men of Color to Education and Employment; Washington, DC: Opportunity Youth Network and the Forum for Youth Investment

Recovery Strategies

- Create or expand **reengagement or connection** centers.
- Cross-train staff in positive youth development and **trauma-informed care**.

Matthew, S. and Feber, T. (2016) [Opportunity Youth Playbook](#): A Guide to Reconnecting Boys and Young Men of Color to Education and Employment; Washington, DC: Opportunity Youth Network and the Forum for Youth Investment

Characteristics of Success – OY Programs

Kleinbard (2008) identified the following characteristics of successful programs serving vulnerable and disconnected youth:

- Employ research-based youth development principles
- Provide rigorous instruction designed for young adults
- Deliver highly-structured student counseling and social supports
- Ensure high-quality implementation through:
 - *Well-trained staff*
 - *Strong data systems*
 - *Effective execution of the program plan*

Sources: Peter Kleinbard (October 2008) *Let's Apply What Works for Disconnected Youth*. Available at: http://www.youthtoday.org/publication/article.cfm?article_id=2362.

Partnership Strategies (OY Providers)

About half the OYIF collaboratives simplified how youth move through pathways by implementing organizational practices to integrate programs and reducing repetitive processes:

- Shared intake and referral forms
- Shared assessment tools to identify strengths and needs
- Co-locating services
- Shared data across orgs to track OY participation in programs
- Cross-training of staff from different local systems
- Multiple orgs engaged in co-branded programs or initiatives
- Examine, change and implement administrative policies to better support opportunity youth
- Partners align strategic plans or priorities to support Collaborative goals

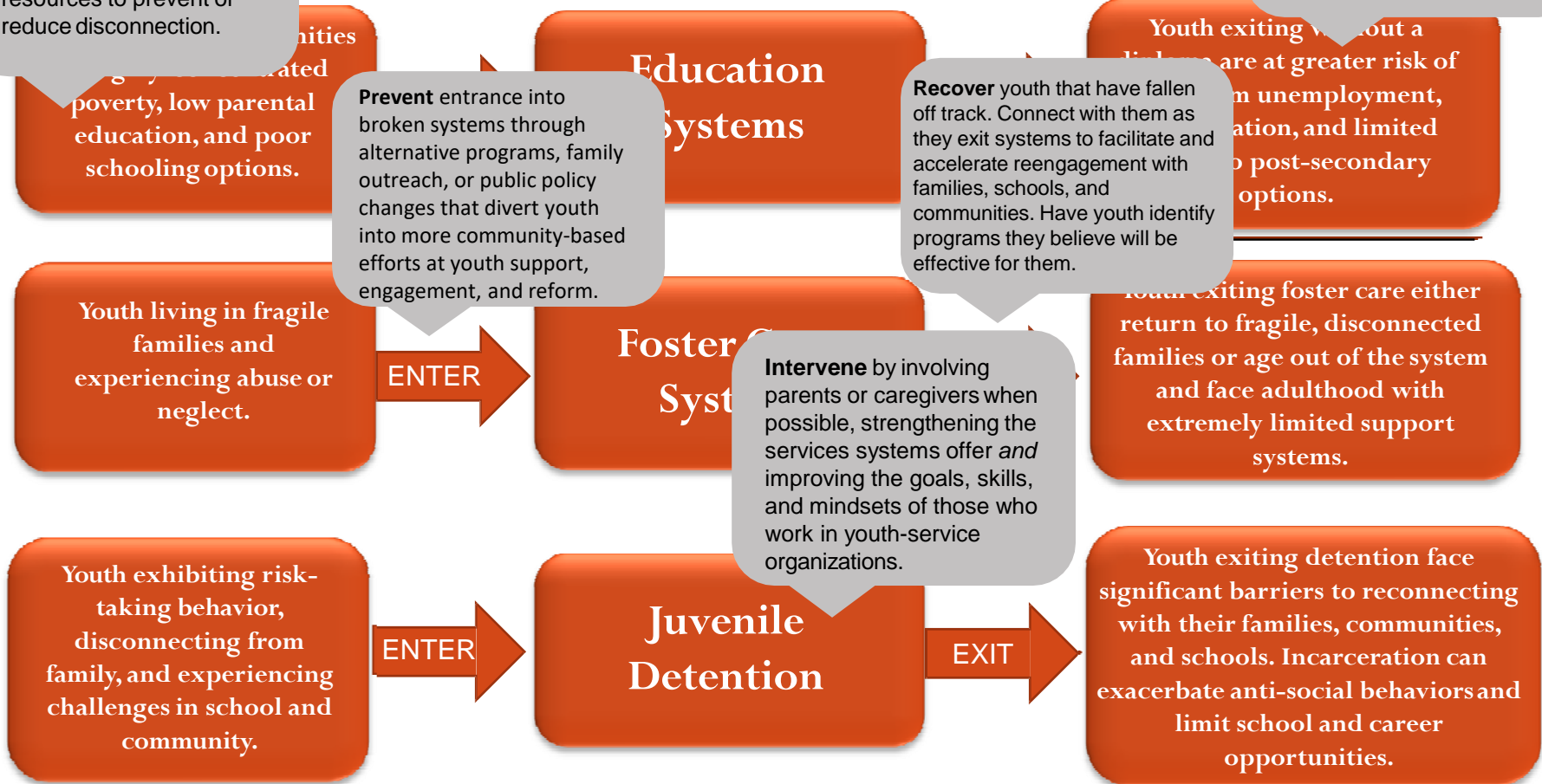
[Opportunity Youth Incentive Fund Annual Evaluation Report Year 2 Implementation](#)

Systems Strategies

Identify youth and families at general risk for disconnection early to assess needs and connect them with available resources to prevent or reduce disconnection.

Within this cycle, there are multiple points of entry to work with youth at risk of becoming—or who are already—disconnected.

Continue efforts to provide connections, services, and interventions through the critical transition to adulthood to prevent further disconnection.



The Big Picture Approach

A Big Picture Approach to Action Planning & Community Change



Start with our goals for young people

Get specific about our community context

Then ask: What can we do as leaders?



Your Outcomes

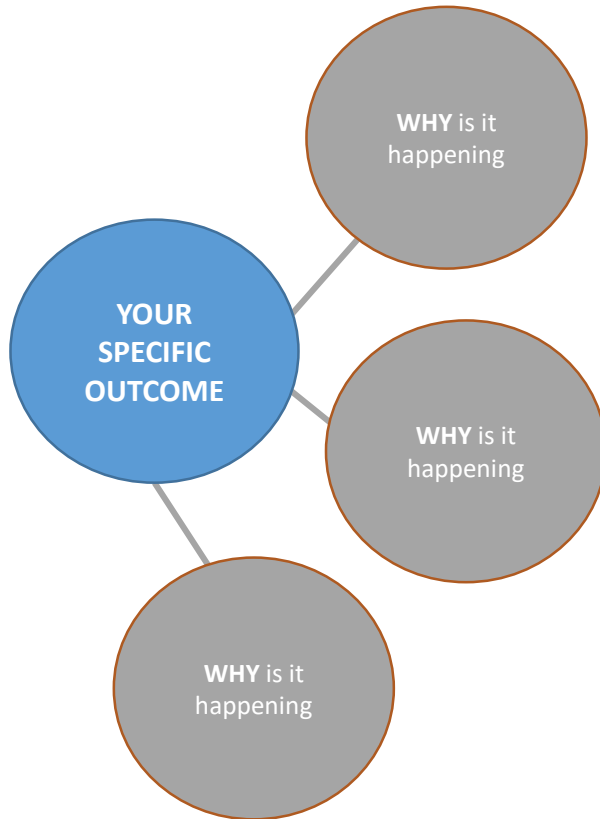
- Children get a healthy start in life.
- Children enter kindergarten ready to succeed.
- Children and youth succeed academically.
- Children and youth are healthy.
- Children and youth are physically healthy.
 - Children and youth are socially, emotionally, and behaviorally healthy and resilient.
 - Children and youth are safe and free from violence and injury.
- Youth earn a post-secondary degree or career credential.
- Youth enter the workforce ready to succeed.
- Youth contribute to the betterment of their community.

How to Identify Some INITIAL Areas For Common Action

1. Started with Outcomes & Indicators
2. Identified Root Causes & Local Conditions for each indicator
3. Identified “Common Causes” through clustering the underlying causes/conditions
4. Grouped these “Common Causes” into action areas
5. Identified starting points for joint action

Get specific about our community context

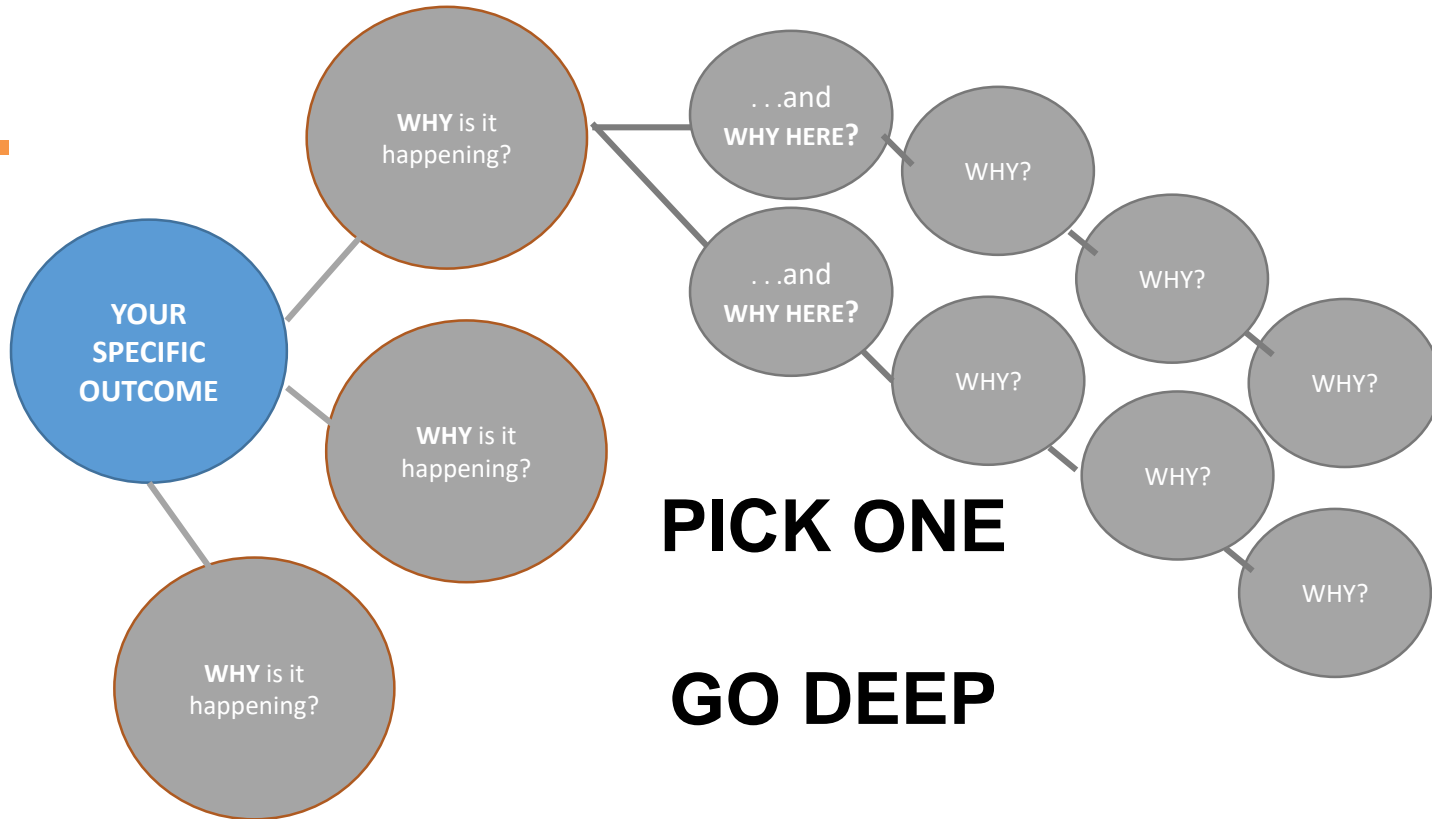
A.



**FOR YOUR
SPECIFIC
OUTCOME**

**BRAINSTORM
8-10 WHYs?**

B.

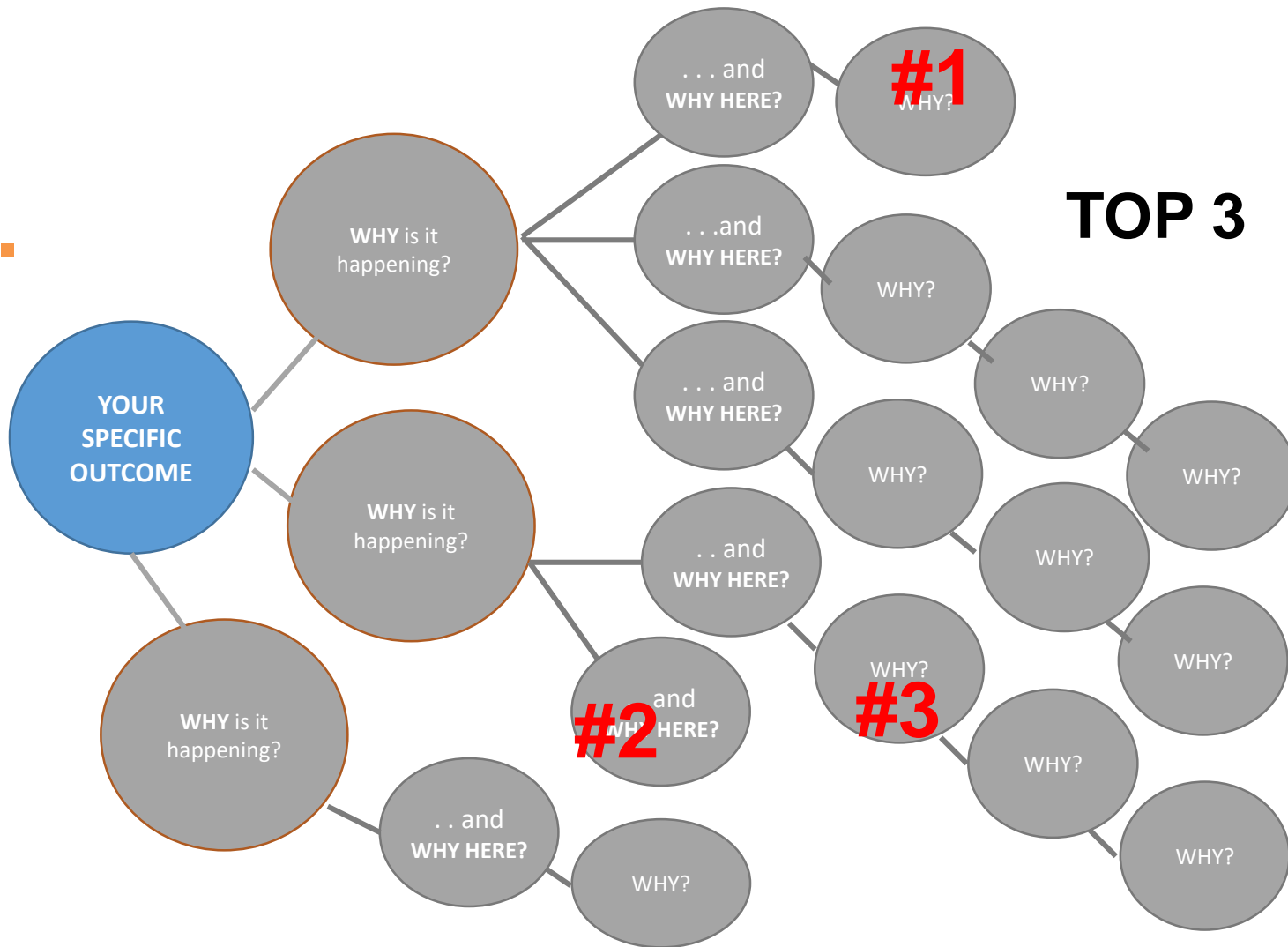


PICK ONE

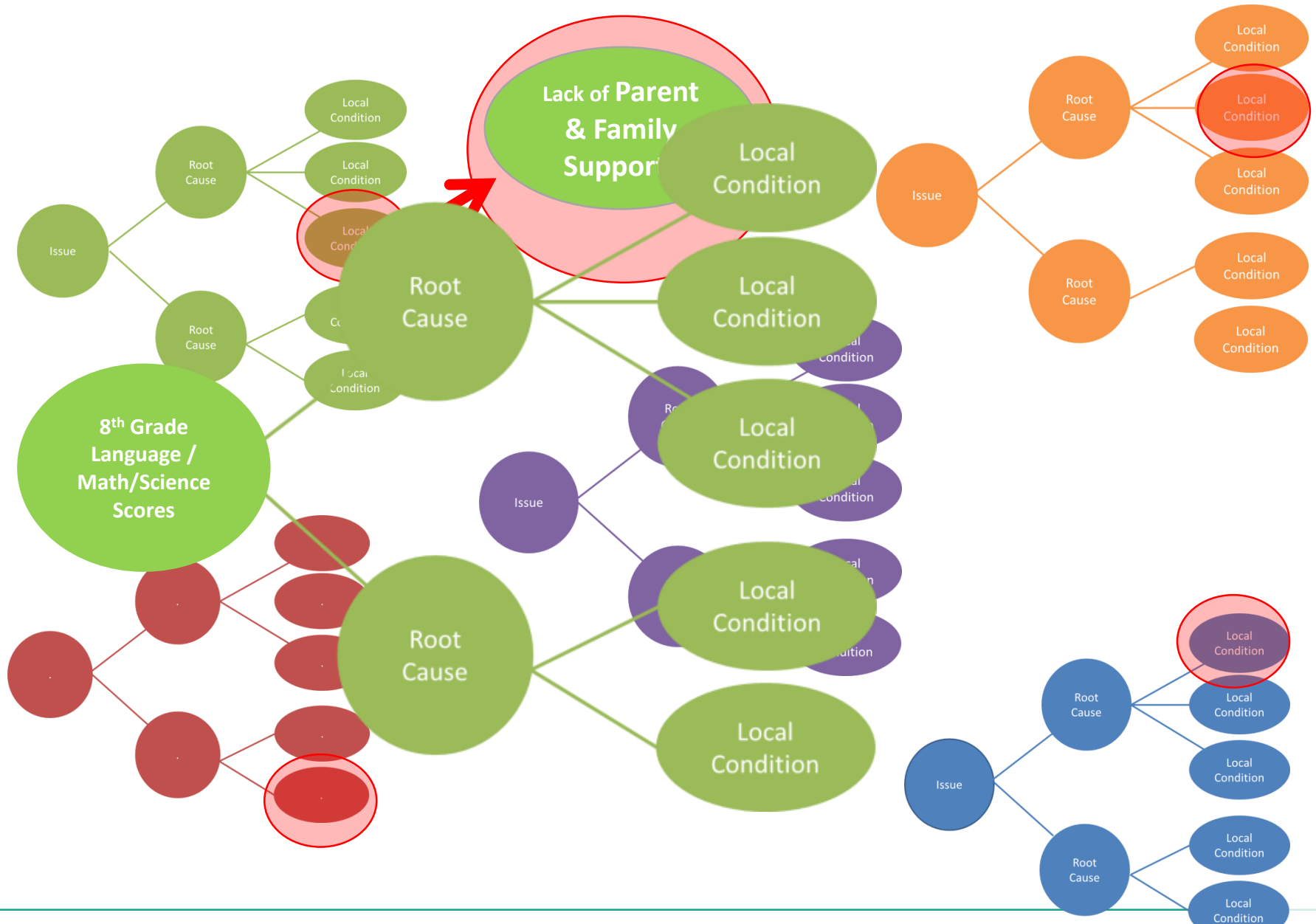
GO DEEP

REPEAT

C.



Identified Root Causes & Local Conditions for Each Indicator



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Top 12 Policies Advocated for by Opportunity Youth Incentive Fund Communities

Thaddeus Ferber | Forum for Youth Investment | May 2018

Introduction

There are 4.6 million Opportunity Youth (16-24 year olds who are not in school and are not employed) in the country. The successful reconnection of these young people requires community collaborations that effectively remove barriers, connect the many systems that touch their lives, and build and deepen education and employment pathways. To this end, the Aspen Forum for Community Solutions and Opportunity Youth Incentive Fund (OYIF) was launched in July 2012 at the Aspen Institute to pursue four complementary strategies: building awareness by documenting and lifting up successful strategies and stories of success; mobilizing stakeholders through knowledge and network development; removing barriers by advocating for effective policy; and catalyzing investment by encouraging funder partnerships.

This white paper focuses on the goal of “removing barriers by advocating for effective policy.” In 2017, the Aspen Forum solicited examples of policy advocacy activities (primarily at the state and local level) underway by communities that were a part of the Opportunity Youth Incentive Fund. Working in partnership with Aspen, the Forum for Youth Investment then analyzed and categorized those policies to identify a set that reflect both the similarities and diversities across sites, and which at the same time seem likely to contribute significantly to the reconnection goal. This paper is not scientific (it is not a formal assessment of all the policies underway by Opportunity Youth Incentive Fund site) nor is it comprehensive (it is not a complete list of the policies necessary to achieve reconnection). Instead it is intended as a source of inspiration to help communities brainstorm options as they develop their own policy agendas.

Top 12 Policies Advocated for by Opportunity Youth Incentive Fund Communities

1. Calling on policymakers to give Opportunity Youth a seat at the policymaking table.

OYIF Examples:

- Collaborative is establishing a youth committee that will provide feedback to the Mayor. (Hartford)
- “100 Youth Voices” campaign calling for 100 OY to be placed at “tables of influence” in public and private sectors. Campaign objectives include positioning youth voice as key to systems change; encouraging organizational transformation from within; providing youth with leadership development and coaching; and assisting youth in building networks of professional allies. The year-long initiative will culminate in AOYC Youth Voice Summit. (Austin)

2. Calling on policymakers to make a strategic plan for serving Opportunity Youth (and/or including Opportunity Youth in a plan that is focused on children and youth more broadly).

OYIF Examples:

- Develop a state-wide plan for transition age youth, and expanding to the Delta counties. (Greenville)
- Helped frame the 2016 Hopi Tribal Education Summit reservation-wide strategic planning session to assess and create new strategy and policy to address the challenges Hopi students face. (Hopi)
- Identified a “systems change agenda” that focuses on policy changes that the collaborative will be working towards with an emphasis on education. (Santa Clara)
- Developing a “Vision for Youth” that will focus on evidence-based practices to drive local policy and resource allocation and will include guiding principles for policy makers and agency leaders to consider when policy is being crafted. (San Diego)
- Led the creation of a city-wide Master Community Workforce Plan that includes metrics for OY success that will inform/improve efforts around creation of a community-wide OY workforce readiness and referral pipeline (Austin)
- The Road Map Project was involved in the development of King County’s Youth Action Plan in 2014, successfully advocating for including a focus on re-engaging opportunity youth. (King County)

3. Calling for policies allowing money to follow the student from traditional education into alternative education.

OYIF Examples

- ADA school funding dollars to follow students who drop out of school. (Maine)
- Re-allocating public education dollars to support service providers that offer high school equivalency preparation, as currently K-12 dollars do not follow students to alternative education providers. (New Orleans)
- Working with Boston Public Schools to pilot a new model for integrating CBOs into the district service delivery for alternative education options. The Office of Educational Options created a constellation model in which one administrative BPS school virtually hosts several smaller CBO schools. This model allows funds to follow the student. It structurally integrates CBO expertise in youth development into the district and provides increased administrative, instructional, and student supports for the CBOs. (Boston)

4. Calling for dual enrollment/early enrollment programs.

OYIF Examples

- Piloted a Dual Enrollment program to recruit, enroll and help Chicago Public School high school students succeed in college classes. (Chicago)
- Worked with Austin Community College to successfully prioritize early enrollment of court-involved youth into college transition classes. ACC also moved up college transitions class schedule by one week to allow recent high school graduates to enroll. (Austin)

5. Calling for changes to the local Workforce Investment Board's Workforce Innovation and Opportunity Act's (WIOA) Request For Proposals (RFP)

OYIF Examples

- Detroit Employment Solutions Corporation reissued its WIOA youth RFP and identified OY as the primary target for services based on the JFF Back on Track Model. (Detroit)
- Adapted the year-round WIOA RFP to focus services on employment pathways for OY, and integrating best practices for serving OY (including Back on Track model). (Philadelphia)
- Adopted the Career Pathway System as a requirement in WIOA procurement RFPs. Leveraged more than \$2M public funds to support education-career system strategies. (Hartford)

6. Calling for raising the age youth can enter the adult justice system.

OYIF Examples

- Raise the age for referral of youth to the adult justice system from 17 to 18. (Austin)

7. Calling for improving education in jails and prisons

OYIF Examples

- Allow the juvenile hall to designate two wings to young adults, ages 18-21, utilize probation counselors who are trained and understand young adult brain development to work with these youth, and have an Opportunity Youth Academy on the unit to provide the education component (Santa Clara)

8. Calling for integrating and improving data systems

OYIF Examples

- Partnered with Chicago Public Schools to develop a Thrive's Collective Impact Data Warehouse, which now has data on 365,000 youth who have participated in thousands of youth-serving programs since 2009. (Chicago)
- Hopi Tribe HOYI Data Dashboard (Hopi)
- Executed data sharing contract with Austin Community College that allows collaborative partners to obtain FAFSA/FERPA waivers from OY and "tag" them within ACC's database system and pull bi-weekly reports on all OY in order to track progress and support retention. (Austin)

9. Calling for the creation/expansion of reengagement centers

OYIF Examples

- Detroit Employment Solutions Corporation is opening a reengagement center that will serve up to 400 youth, supported by a \$2 million USDOL Summer Jobs and Career Pathways grant. (Detroit)
- Exploring the possibility of establishing a physical re-engagement center in Travis County. (Austin)
- Pima County Juvenile Court Center directed probation to refer youth transitioning from the court system to the reengagement center. (Tucson)

10. Calling for aligning eligibility requirements and intake systems across multiple programs, making them more flexible, and making key handoffs from one system to another.

OYIF Examples

- Align and streamline eligibility requirements so that OY can be supported across multiple programs and interventions without disruptions in service due to changes in eligibility. (COYN/Santa Clara)
- Reducing burden of eligibility documentation
- Aligned services with Family Court, DHS, and Probation to bring enrollment opportunities for WorkReady program directly to juvenile-justice involved youth, working on youth enrollment directly with youth and probation officers out of the court house, and providing youth with priority placements in summer jobs. Also worked with the Juvenile Justice Division and Family court to develop year-round programs to offer career-connected learning opportunities for youth involved in the juvenile justice system. The programs will target specific needs of this population, including assessment of systemic barriers. (Philadelphia) Improving the quality of education in secure facilities
- Working with Austin Community College to certify the Gardner Betts Juvenile Probation center as an official testing site for academic placement exams. (Austin)
- Support transition from juvenile justice Court Schools back to the student’s home school or district. Probation has paid for “re-entry counselors” at two districts, paying for these positions in full the first year, sharing the cost with the district the second year, with the goal of the district picking up the full cost the last year. Additional supports include identifying “education champions” for these youth and adopting education advocacy materials.) (Santa Clara)

11. Calling for increasing funding by securing dedicated tax levies and budget carve-outs

OYIF Examples

- Best Starts for Kids tax levy generating \$60 million a year for six years to support programming across the 0-25 age range, with \$5 million a year allocated to reconnecting opportunity youth to education and employment and stopping the school-to-prison pipeline (South King County)
- Advocating for sustainable funding for service providers through local taxes and other local funds to support workforce, educational, and other supports for OY. (New Orleans)
- Exploring potential ballot initiative to develop a public funding stream for children and youth in San Diego. (San Diego)

12. Calling for increasing funding through appropriations

OYIF Examples

- Successfully advocated with Pennsylvania Governor to restore a dual-enrollment line item, preserve overall funds allocated to the SDP Multiple Pathways to Graduation (MPG) system and slots allocated directly to Accelerated High Schools (for youth who have reengaged to attain their high school degree). (Philadelphia)
- Governor agreed to fund postsecondary navigators in local colleges to support not only JMG participants, but also former youth in foster care and youth who dropped out of high school and acquired GEDs. (Maine)
- Assembly Bill 2506 would increase Chaffee Educational and Training Voucher program for current and former foster youth who are enrolled in postsecondary education. As a result, the governor's FY 2017 budget includes \$3 million out of \$3.65 million that was requested. (Los Angeles)
- California Department of Education (CDE) found that the Los Angeles Unified School District (LAUSD) had shortchanged foster youth, low-income students, and English language learners and ordered the district to shift \$450 million dollars to services for these three student populations. (Los Angeles)
- Allocating county and city funding to provide students who left school without a diploma with Education Navigators. (Santa Clara)
- Utilizing unused local school board reserve funds to support OY. (New Orleans)
- Worked with the Department of Human Services to secure an additional \$1M from DHS to target juvenile justice involved youth for expanded summer and year-round work experiences. (Philadelphia)
- Increasing ADA for students who are enrolled in reengagement education and are WIOA eligible. (COYN/Santa Clara/Oakland)

Additional Policies

The following are additional examples of important policies advocated for by Opportunity Youth Incentive Fund communities.

Additional workforce development system policies

- Local WIB, as well as their county and city, to provide paid internships for OY. (San Diego)
- Advocating for the expansion of apprenticeships for OY in our state (New Orleans)
- Making current and former foster youth a hiring priority for county jobs. (Los Angeles)
- Regulations to promote predictable, fair and stable scheduling for workers. (New York State)

Additional educational policies

- Advocating for increasing alternative education capacity. (Boston)
- Detroit Mayor's Workforce Development Board and Detroit Employment Solutions Corporation are collaborating to improve DPS offerings at the Randolph CTE Academy. (Detroit)
- Include six year graduation rates to track school performance outcomes. (Denver)
- Ability to Benefit Test policy that allows students who do not have a secondary credential to receive financial aid for up to 6 credits/units. (Los Angeles/Oakland/ COYN)

Additional juvenile justice and foster care policies

- Establish a courtroom exclusively focused on the 18 – 21 year old Transition Aged Youth participating in extended foster care under AB 12. This innovative courtroom will be dedicated to solving issues that transitioning youth face, and together with DCFS, attorneys and community organizations, will connect youth and their caregivers to services and pathways towards self-sufficiency. (Los Angeles)

Additional activities to increase awareness and support from policymakers in general

- Working with the Tribal Council to increase awareness of OY and secure support of the Tribal Chairman and other leaders for the collaborative agenda. (Hopi)
- Working with the new administration through the mayoral transition to ensure ongoing support for OY. (Philadelphia)

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6. Calling for raising the age youth can enter the adult justice system.
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8. Calling for integrating and improving data systems
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10. Calling for aligning eligibility requirements and intake systems across multiple programs, making them more flexible, and making key handoffs from one system to another.
11. Calling for increasing funding by securing dedicated tax levies and budget carve-outs
12. Calling for increasing funding through appropriations