

FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

**October 4, 2017, 10:00 a.m. – 12:30 p.m.
FCPS Willow Oaks Center, Conference Room 1000-A**

Agenda

1. Welcome and Introductions
 - a. Membership Update
2. Action Item
 - a. Action 1: SCYPT Endorsement of the Equitable School Readiness Strategic Plan
3. Information Items (written items only)
 - a. Update on SCYPT Community Engagement Committee
 - b. Update on SCYPT Process Committee
 - c. Update on SCYPT Community Schools Committee
 - d. Update on One Fairfax Policy Development
 - e. Update on School Attendance Action Plan Implementation
 - f. Update on Behavioral Health Blueprint Implementation
4. Recap of New Action Steps or Assignments
5. Items and Announcements Presented by SCYPT Members
6. Adjourn

SCYPT Action Item A-1
October 4, 2017

ACTION ITEM A-1

TITLE:

SCYPT Endorsement of the Equitable School Readiness Strategic Plan

RECOMMENDATION:

Staff recommend SCYPT endorse the Fairfax County Equitable School Readiness Strategic Plan. In February 2018, staff will present a Year One Implementation and Resource Plan for endorsement.

BACKGROUND:

In fall 2016, the Fairfax County Office for Children, Fairfax County Public Schools and the county's School Readiness Community Collaborative Council teamed up to create an equitable school readiness strategic plan to ensure that the county's school readiness resources best support those who need them most. Reflecting the goals of One Fairfax, which lifts up equity as a core policy principle, this resulting plan represents a deeply held and widely shared commitment to and strategies for assuring that Fairfax County's youngest residents are supported from the start to be successful in the future.

School readiness results from a set of interconnected physical, social, emotional, and academic experiences and supports that begin before a child is born and continue through his or her transition to kindergarten. While many supports center on the individual child, others concentrate on providing financial and other assistance to families so that they can ensure their children's healthy development and successful future.

The Fairfax County Equitable School Readiness Strategic Plan lays out a vision and roadmap for ensuring that all young children in Fairfax County have the supports they need to be successful in school and beyond.

Staff will present implementation plans and accomplishments on an annual basis.

The proposed goals and strategies are:

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

School Readiness 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.

School Readiness Goals:

- All children are ready. All children have the social, emotional, physical, and intellectual skills they need to succeed in kindergarten and beyond.

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- All families are ready. All families provide their children with secure and supportive relationships and environments; promote physical and mental health; and foster curiosity and love of learning.
- All professionals are ready. All early childhood professionals in the community and schools recognize, reinforce, and extend children and families' strengths; are responsive to cultural values and individual differences; promote equity; and support families as respected partners in promoting children's optimal development.
- All schools are ready. All schools know, welcome and appreciate children and families' thoughts, aspirations and unique journey to kindergarten, and provide a high-quality learning environment for all children.
- Our community is ready. Our whole community, including families, businesses, faith-based organizations, early childhood professionals, community groups, libraries, schools, government and others, work together to make our community a place where every child thrives.

School Readiness Strategies:

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 use of data.
5. Nurture a whole community commitment to school success for all children.

EQUITY:

The plan development team purposely included representatives from a variety of backgrounds, including different service types. Families were also included on the team. At all points throughout the planning process, the team was asked to consider how the strategy or activity would address equity.

The plan itself is intended to address the achievement gap, barriers to opportunity as a result of poverty, and other inequities. Specific goals and strategies in the plan emphasize equity-focused data and decision making; addressing needs of low income and English learning children, families, and providers; place-based initiatives; and full engagement of parents and families.

ATTACHMENTS:

Fairfax County Equitable School Readiness Strategic Plan

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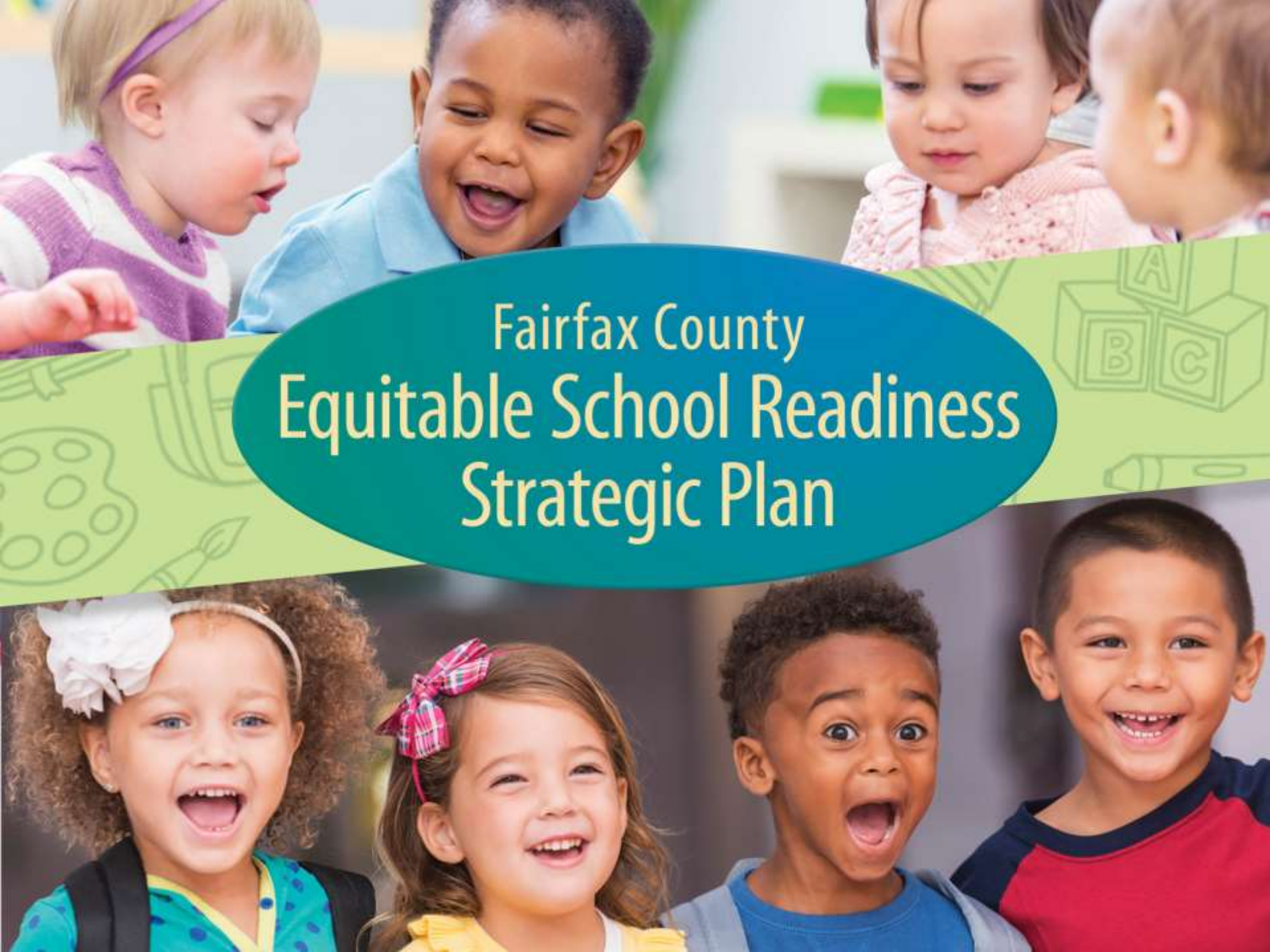
PRESENTERS:

Maura Burke, Fairfax County Public Schools

Betsi Closter, Office for Children

Anne-Marie Twohie, Office for Children

Fahemeh Pirzadeh, Northern Virginia Association for the Education of Young Children



Fairfax County
Equitable School Readiness
Strategic Plan

Successful Children and Youth Policy Team



- **Vision:** A community where all children and youth thrive and reach their full potential.
- **Mission:** The Successful Children and Youth Policy Team provides policy and resource guidance and champions 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.

Shared Community Level 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 & 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.

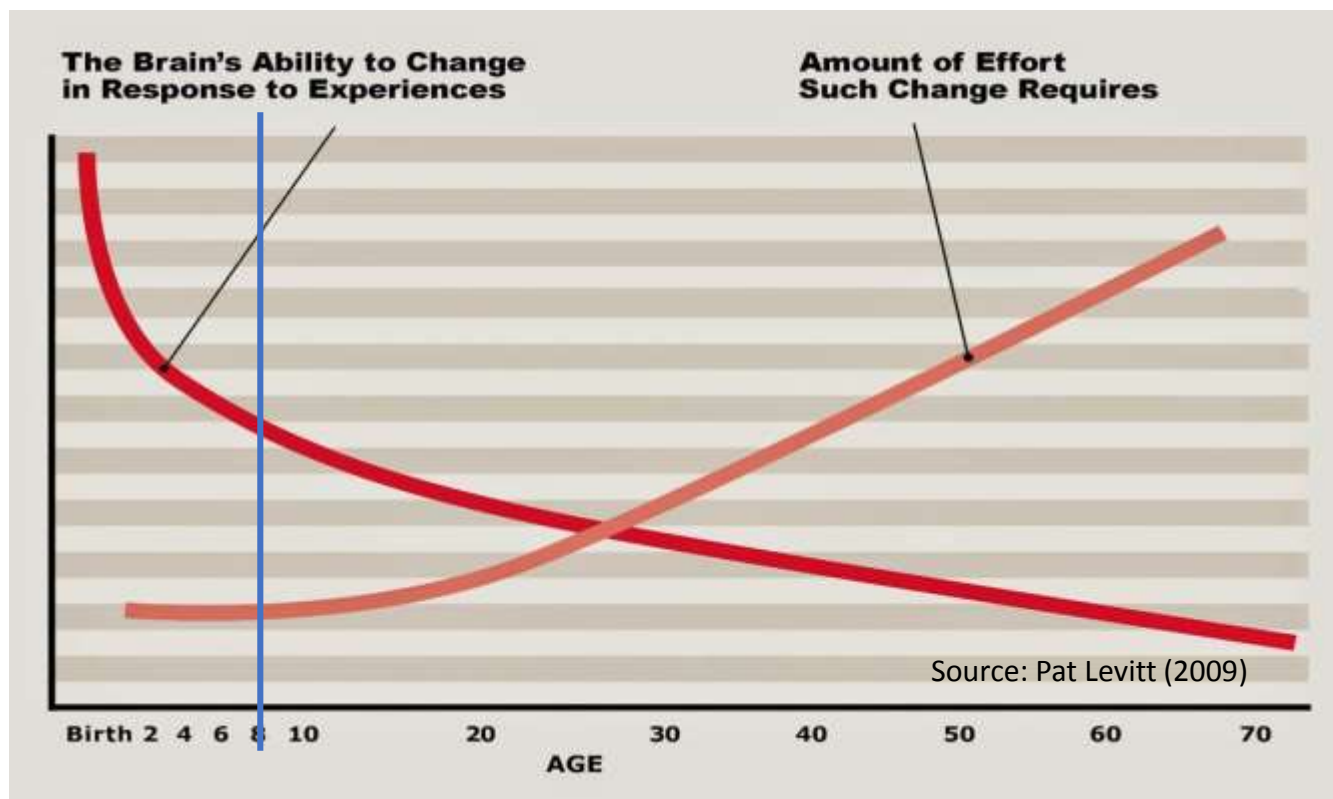
A Smart Investment: The Science and Economics of Early Childhood Education

Long term studies of children's participation in high-quality early childhood development programs consistently find lasting and important benefits for the children, their families, and the community.

- Improve child well-being
- Close the achievement gap
- Improve equity in achieving lifelong learning
- Increase economic activity and adult human capital development

A Smart Investment: The Science and Economics of Early Childhood Education

More beneficial and less costly to support strong brain development in the early years than to intervene later on.



Center for the Developing Child, Harvard University

A Smart Investment: The Science and Economics of Early Childhood Education

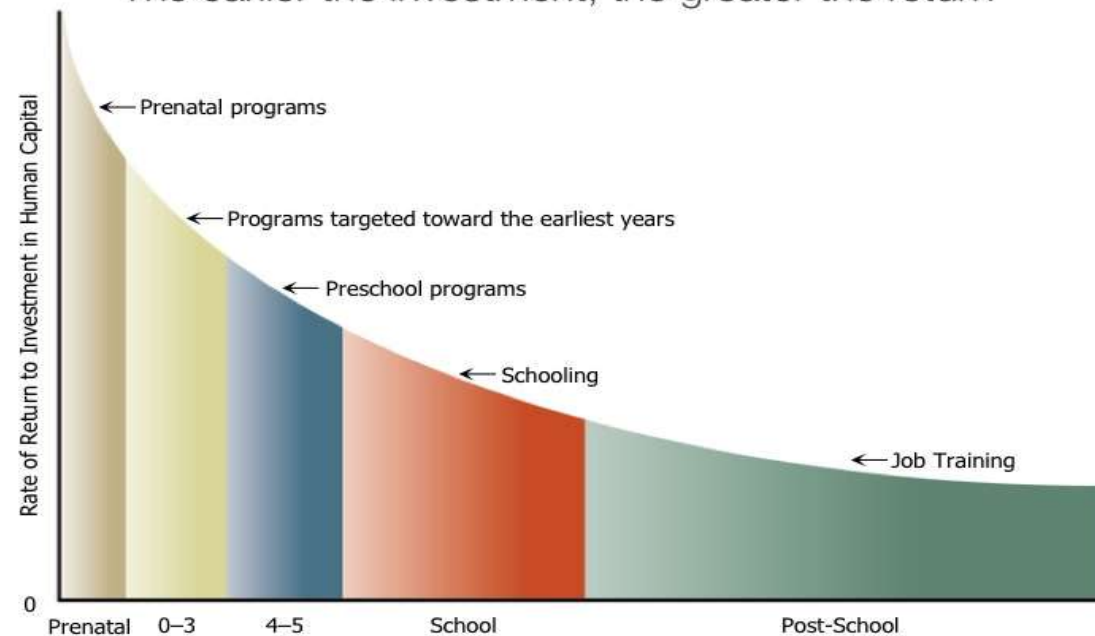
Investment in quality early childhood experiences reduces social costs and promotes economic growth.

- Children who have high quality early childhood experiences:
 - Are healthier
 - Attain higher levels of education
 - Earn higher incomes
 - Are less likely to become involved with the criminal justice system
 - Become productive members of society
- Investments in the most vulnerable children are critical and have the greatest impact.

A Smart Investment: The Science and Economics of Early Childhood Education

EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

Investing in Fairfax

Public investment in school readiness supports: \$135 million

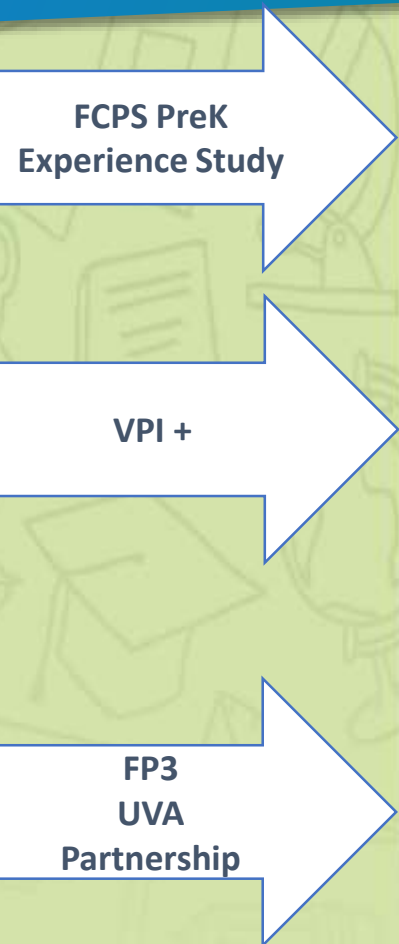
Prenatal, Earliest Years, Preschool

Programs Include:

Maternal Child Health Services, Nurse Family Partnership, Healthy Families Fairfax, Infant Toddler Connection, Infant Toddler Specialist Network, Early Head Start, Head Start, PreK, Early Childhood Special Education, Home Instruction for Parents of Preschool Youngsters, Early Literacy Program, Child Care Assistance and Referral, Virginia Quality, USDA Child and Adult Care Food Program, Community Education and Provider Services



Investing in Fairfax

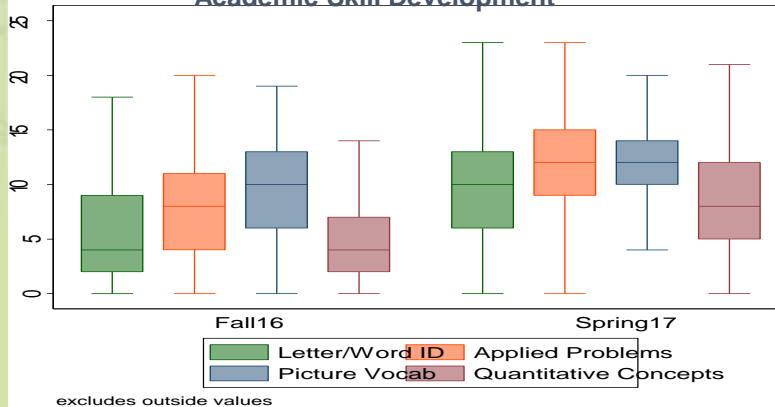


Children participating in FCPS Family Early Childhood Program/Head Start required fewer special education services and children participating in the program for two years required fewer ESOL services – a savings of approximately \$6.4 million.

VPI+ study demonstrates gains students made from Fall to Spring in self-regulation.



Fall-Spring SY16-17 Pre-K Increases in Academic Skill Development



The initial results of the FP3 study show gains students made from Fall to Spring in Math and Literacy.

Gaps Persist

73,697 children under the age of 5 in Fairfax County

Approximately 1 in 5 children are economically disadvantaged



- 13,855 (18.8%) children under the age of 5 living below 200% federal poverty level
 - 5,380 (7.3%) children under the age of 5 living below 100% federal poverty level

Source: U.S. Census Bureau 2016 data

1,589 (12.18%) kindergarteners who were assessed using the DRA2 Word Analysis did not meet the FCPS fall reading intervention benchmark and received additional support in SY16-17.

Gaps Persist

Income inequality is on the rise. The proportion of residents experiencing poverty is also on the rise and the rate is higher for communities of color.

Source: Fairfax County Equitable Growth Profile 2015

Pathway to Equitable School Readiness

Sustained momentum and increased investment is needed to ensure that all young children in Fairfax County will have the equitable support and resources necessary to begin school fully ready to succeed and thrive.

The Strategic Plan lays out the vision and strategies, responsive to the needs of families, to achieve positive outcomes for each child.

Pathway to Equitable School Readiness

School Readiness Vision

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

School Readiness 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.

Pathway to Equitable School Readiness

Goals

- All children are ready.
- All families are ready.
- All professionals are ready.
- All schools are ready.
- Our community is ready.

Pathway to Equitable School Readiness

Strategy One

Establish meaningful partnerships with families to grow school readiness opportunities in all communities and support children's optimal development in all settings.

Strategy Two

Provide equitable offerings of high-quality early development and learning experiences and related school readiness supports throughout the county.

Pathway to Equitable School Readiness

Strategy Three

Foster quality and effective professional learning in all early childhood programs and services.

Strategy Four

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

Strategy Five

Nurture a whole community commitment to school success for all children.

Pathway to Equitable School Readiness



- One Fairfax Policy includes school readiness as an area of focus to promote equity.

“An early childhood education system that ensures all children enter kindergarten at their optimal developmental level with equitable opportunity for success.”

- An Equity Framework and Tool supports the Equitable School Readiness Plan.

“One Fairfax can only be realized with an intentional racial and social equity policy at its core for all publicly delivered services. A racial and social equity policy provides both the direction and means to eliminate disparities, and work together to build a vibrant and opportunity-rich society for all”

One Fairfax Resolution

Pathway to Equitable School Readiness

Implementing the Plan

Create a system for prevention-focused early childhood mental health consultation services to support children's successful participation in early childhood education programs and eliminate expulsion and suspension practices. (Strategy Two, Action 9)

Pathway to Equitable School Readiness

Request SCYPT endorse the Fairfax County Equitable School Readiness Strategic Plan.

- In February 2018, staff will present a Year One Implementation and Resource Plan for endorsement.
- Staff will present implementation plans and accomplishments on an annual basis.

Contact Information

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FAIRFAX COUNTY EQUITABLE SCHOOL READINESS STRATEGIC PLAN

FOREWORD

Fairfax County is committed to ensuring a successful future for all its residents, built on the pillars of a strong educational system, a thriving economy, and ongoing equitable opportunity for its diverse community.

The path forward begins with a countywide, shared commitment to the school readiness of all children in Fairfax County, regardless of economic, cultural or ethnic background. Research tells us that when young children have access to high quality early learning opportunities, they do well in school and in life. Every child in Fairfax County deserves the opportunity to enter kindergarten primed to achieve his or her maximum potential, as this is the key to the county's continued ability to thrive as an economic leader in the greater Washington metropolitan area.

As Fairfax County's demographics shift, ensuring children's school readiness requires enhanced solutions, including increased commitment to equity, greater coordination across sectors, and data-driven policymaking linked directly to meet family needs.

Families, schools, early childhood educators, local government and communities play a pivotal role in helping young children enter kindergarten ready for academic and life-long success. Working together, these partners are positioned to build an equitable, coordinated and comprehensive system that ensures young children in Fairfax County are ready to be successful in kindergarten and throughout their lives.

Through a landscape review that involved a broad group of stakeholders, with a strong focus on family perspectives, as well as through a series of planning discussions engaging representatives from early childhood, school, county and community programs, Fairfax County's Equitable School Readiness Strategic Planning process brought forth several key findings:

- Gaps in information about children and families make coordinating the demand and supply for school readiness services challenging.
- There is a need for greater coordination to support quality early childhood education and the professional growth of early childhood educators.
- More work is needed to ensure a cohesive system of school readiness supports that maintains an equity focus, is data driven and is directly linked to family needs.

To address these challenges, the Fairfax County Equitable School Readiness Strategic Plan has identified five core strategies for implementation, 2017-2022. They focus on:

- Partnerships with families
- High quality experiences for all children
- Well-prepared professional educators
- Using data to make decisions
- Building public awareness

While the Strategic Plan's goals are ambitious, the county is well-positioned to build on a solid foundation of partnerships, commitment to the goals of One Fairfax, the goals and strategies of our public school system and the aspirations of families to move the early learning needle forward and achieve our vision of every child entering kindergarten ready for a lifetime of success, happiness and achievement.

FAIRFAX COUNTY EQUITABLE SCHOOL READINESS STRATEGIC PLAN

Babies and young children learn and develop at rapid rates well before they reach kindergarten. Research and experience have demonstrated in Fairfax County and communities across the country that when young children have access to high-quality early learning and developmental opportunities, they do better in school and life. Research has shown that children who begin kindergarten with a strong social, emotional, and cognitive foundation are more likely to reach high levels of academic achievement, less likely to drop out of school, more likely to earn higher incomes, and less likely to experience negative health factors.¹ These outcomes benefit not only individual children and families, but also contribute to the enduring well-being of the community. This reality is increasingly focusing attention on making sure that all young children and their families—regardless of income, neighborhood in which they live, or ethnicity—have access to high-quality early childhood supports and services.

Fairfax County's population has grown, become more diverse and is home to residents of varied income levels, races, ethnicities, languages, and abilities. Fairfax County's Equitable Growth Profile identifies that "poverty and a growing number of people who are working poor are both on the rise in the county and are most severe for communities of color."² Approximately one in five children birth to five years of age are economically disadvantaged (living below 200 percent of the federal poverty level). Responding to demographics and with the shared recognition of the importance of early development, Fairfax County is committed to leveraging its resources to close the achievement gap and provide equitable and excellent school readiness supports to families and young children. County and School leaders recognize that for all young children to thrive, some children—and their families—will need more support than others.

"One Fairfax can only be realized with an intentional racial and social equity policy at its core for all publicly delivered services. A racial and social equity policy provides both the direction and means to eliminate disparities, and work together to build a vibrant and opportunity-rich society for all"

- One Fairfax Resolution

In fall 2016, the Fairfax County Office for Children, Fairfax County Public Schools and the county's School Readiness Community Collaborative Council teamed up to create an equitable school readiness strategic plan to ensure that the county's school readiness resources best support those who need them most. Reflecting the goals of One Fairfax, which lifts up equity as a core policy principle, this resulting plan represents a deeply held and widely shared commitment to

¹ Heckman, J., et al. *Early Childhood Education*. University of Chicago: 2015.

² PolicyLink and USC Program for Environmental & Regional Equity. June 2015. Equitable Growth Profile of Fairfax County.

and strategies for assuring that Fairfax County's youngest residents are supported from the start to be successful in the future.

School readiness results from a set of interconnected physical, social, emotional, and academic experiences and supports that begin before a child is born and continue through his or her transition to kindergarten. While many supports center on the individual child, others concentrate on providing financial and other assistance to families so that they can ensure their children's healthy development and successful future.

The Fairfax County Equitable School Readiness Strategic Plan lays out a vision and roadmap for ensuring that all young children in Fairfax County have the supports they need to be successful in school and beyond. These strategies and actions were jointly developed by a diverse group of school readiness stakeholders and informed by families and community members across Fairfax County. Successful implementation will similarly rely on the collaborative efforts and energy of stakeholders across the county – families, professionals, government agencies and their leaders, non-profit organizations, businesses, faith-based institutions, schools, and others will all play multiple and important roles in creating a system of supports that ensure that all young children are set for success.

Equitable School Readiness Strategic Plan

School Readiness Vision

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

School Readiness 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.

School Readiness Goals

- **All children are ready.** All children have the social, emotional, physical, and intellectual skills they need to succeed in kindergarten and beyond.
- **All families are ready.** All families provide their children with secure and supportive relationships and environments; promote physical and mental health; and foster curiosity and love of learning.
- **All professionals are ready.** All early childhood professionals in the community and schools recognize, reinforce, and extend children and families' strengths; are responsive to cultural values and individual differences; promote equity; and support families as respected partners in promoting children's optimal development.
- **All schools are ready.** All schools know, welcome and appreciate children and families' thoughts, aspirations and unique journey to kindergarten, and provide a high-quality learning environment for all children.
- **Our community is ready.** Our whole community, including families, businesses, faith-based organizations, early childhood professionals, community groups, libraries, schools, government and others, work together to make our community a place where every child thrives.

Strategies

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 use of data.
5. Nurture a whole community commitment to school success for all children.

Strategy One

Establish meaningful partnerships with families to grow school readiness opportunities in all communities and support children's optimal development in all settings.

Indicator of Success:

Families are part of a connected community, have the resources they need to support their children and inform ongoing school readiness efforts in the county.

Actions

1. Listen to, assess and understand the needs of families to build trusting relationships, by:
 - Communicating regularly with families in their native languages and with knowledge of and respect for diverse cultures;
 - Utilizing FCPS Parent Liaisons and community ambassadors to better understand families' cultural norms, aspirations for their children, and preferences for school readiness supports in neighborhoods across the county;
2. Create processes for gathering and incorporating information from and about families in early childhood system planning and decision-making. Consistently work to understand the unique needs and preferences of Fairfax County families.
3. Involve families as partners with other school readiness stakeholders (educators, principals, policy makers, etc.) in data analysis and review, action planning, decision making, implementation, and evaluation.
4. Develop a system to create, sponsor, and support a cadre of parent leaders/community ambassadors who support other families' access to information, social networks, and resources related to school readiness, child development or other concrete needs.
5. Partner with families to support children's executive function skills through Mind in the Making and other initiatives and strategies.
6. Establish parent/family centers in convenient locations that:
 - Introduce families with children aged birth to eight to their neighborhoods, the larger Fairfax community and the many resources available for families.
 - Partner with and provide families with children aged birth to eight with information about child development and connect them with social networks and concrete supports where needed.
7. Parent liaisons in FCPS will implement best practices for partnering with families.

Measures Include

- Number of family leader/community ambassadors identified, trained, and working in communities each year for next three years (set targets by geography and number).

- Number of families indicating the supports they receive from family leaders, parent liaisons and/or other county and FCPS staff are useful and high quality (as measured by survey, disaggregated by family income level).
- Number of new parent/family centers established and utilization rate.



Strategy Two

Provide equitable offerings of high-quality early development and learning experiences and related school readiness supports throughout the county.

Indicators of Success:

Children birth to eight have positive early childhood experiences and the supports they need in all settings. Disparities in access, affordability and quality are eliminated and the achievement gap is closed.

Actions

1. Implement the Early Developmental Instrument (EDI)³ to understand the quality and availability of school readiness supports and services.
 - Pilot the EDI in identified low child opportunity neighborhoods and use the results to expand the supply and affordability of quality early childhood programs, family strengthening, preventative health, mental health, dental health, and early intervention programs and services.
 - Adopt lessons learned from the pilot in county-wide practices.
2. Increase the supply, access and affordability of quality early childhood programs.
3. In coordination with Healthy Minds Fairfax and other partners, increase the supply, access and affordability of family strengthening and infant and early childhood mental health services, including existing programs (e.g., home visiting programs) and new programs and supports that address identified needs.
4. Increase the supply, access and affordability of preventative health programs and services.
5. Increase awareness of and access to early intervention programs and services, including existing and new programs and supports that address identified needs.
6. Expand and promote the use of developmental and social emotional screeners (e.g., ASQ-3, ASQ-SE, AEPS, DECA, ACES, etc.) among all early childhood programs, and use screener data to inform the provision of services for individual children and families.
7. Create an equity-focused culture among stakeholders and the public to include using an equity tool to guide decision-making for all early childhood programs, services, and policies.
8. Expand and leverage Neighborhood School Readiness Teams to promote effective coordination of school readiness supports and services in neighborhoods throughout the county.

³ The EDI is the only tool currently available that results in maps showing young children's strengths and vulnerabilities as populations in their neighborhoods. Rather than individual children, the EDI assesses neighborhood school readiness experiences and creates actionable data about child outcomes and program effectiveness and availability for community leaders. For more information, visit: edi.offordcentre.com.

9. Create a system for prevention-focused early childhood mental health consultation services to support children's successful participation in early childhood education programs and eliminate expulsion and suspension practices.
10. Expand the number of programs participating in the Virginia Quality Initiative
11. Expand the availability of useful information, peer connections, and other supports for families, co-workers or other adults caring for young children (0-8) in informal settings part-time, full-time, and during traditional or non-traditional hours.

Measures Include

- Increased number of children served through publicly subsidized early childhood programs, early childhood health and mental health services, and early intervention programs and services.
- More children meet age-appropriate developmental expectations (EDI and developmental screener results).
- Increased capacity of local programs and services to address the needs of young children and their families (EDI results).
- Increased access to early childhood mental health services and support (link to Healthy Minds Fairfax).

Strategy Three

Foster quality and effective professional learning in all early childhood programs and services.

Indicators of Success:

Early childhood educators demonstrate the competencies to provide developmentally appropriate and culturally responsive experiences for young children and their families. Demonstrated competencies are linked to compensation.

Actions

1. Establish a countywide early childhood professional learning coordinating council to support professional learning and alignment with quality indicators within the early childhood community.
2. Adopt a set of professional learning (PL) competencies (academic, social-emotional, physical, use of assessments, etc.) around developmentally appropriate and culturally responsive expectations for early childhood educators and service providers and that address implicit biases.⁴ Develop a Professional Learning Competencies rubric and plan that educators can use to set and track progress against goals.
3. Align shared PL opportunities and encourage cross-program relationship development, learning and collaboration across organizations and types of school readiness programs and services to foster connections and mutual respect among school-based, center-based and family child care educators.
4. Develop a system of professional learning opportunities in multiple languages and promote equity in offerings to ensure consistent quality in all languages.
5. Develop consultation and support systems to strengthen early childhood educator competencies in recognizing and addressing childhood trauma and promoting children's social emotional growth and executive functioning skills, thereby preventing expulsions and/or suspensions of children from early childhood programs.
6. Pursue strategies that link competencies and effective practices to higher compensation, including benefits.
7. Promote ongoing and differentiated professional learning that supports early childhood educators in mastering core competencies and meeting their individual professional learning goals, including through:
 - Opportunities for reflective practice
 - Work with coaches and mentors

⁴ Note: These can be based off of one or some combination of existing competencies developed by the State of Virginia, National Association for the Education of Young Children, Division for Early Childhood of the Council for Exceptional Children, and others.

- Participation in scaffolded professional learning opportunities covering a range of foundational competencies

Measures Include

- Number of and participation rates in cross-sector, shared learning opportunities and experiences (attendance logs at meetings/trainings).
- Number of professional learning opportunities offered in multiple languages and diverse neighborhoods (review of materials from largest professional learning organizations).
- Percentage of professional learning opportunities that are aligned with the Professional Learning Competencies rubric.
- Reported and/or observed changes in practice made by professional learning participants following participation (six month and/or one year follow up surveys, interviews and/or on-site observations [e.g. Classroom Assessment Scoring System]).

Strategy Four

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

Indicators of Success:

A cohesive system of school readiness supports is accessible, equitable, data driven and directly linked to family needs.

Actions

1. Create a comprehensive plan for a county-wide school readiness data system informed by parents and other stakeholders that uses data related to early childhood programs and services including:
 - Supply and demand;
 - Program quality;
 - Population-level child and family outcomes.
2. Create a dashboard and communication strategy to regularly share data and communicate progress and results across all partners and stakeholders to:
 - Inform key stakeholders, including the public, about existing and needed school readiness supports;
 - Validate the data;
 - Empower community members and leaders to make decisions based on data;
 - Allow for increased transparency; and
 - Report on progress and results.
3. Develop an early childhood data profile for public and private programs to support children's successful kindergarten transitions, to best meet each child's needs, and to inform and strengthen the school readiness system of supports.

Measures Include

- Number of visits to data dashboard.
- Higher rates of data sharing by community programs.
- Diverse participation in neighborhood planning and decision making, including families and all other stakeholders (family and neighborhood citizen participation in local early learning planning teams).

Strategy Five

Nurture a whole community commitment to school success for all children.

Indicators of Success:

All segments of the community are engaged in school readiness efforts and dedicated public funding ensures that equitable programs and services are provided for children birth to eight and their families.

Actions

1. Develop a mass communication strategy and launch a large-scale school readiness public awareness campaign—modeled after a public health campaign approach—in multiple languages and multiple formats, to inform all families about the importance of positive early development and how to promote it, as well as what equity means in a school readiness context.
2. Create an on-line, one-stop communications hub that includes all school readiness resources available in the county.
3. Build community support for the creation of a dedicated public Children’s Fund to support ongoing programs and services for children.
4. Partner with families, businesses, faith-based organizations, early childhood professionals, community groups, libraries, schools, government and others to collectively develop strategies and structures that build community, social connections, and the sense of belonging and support for all Fairfax County families (e.g., learning about child development via social interactions at parks, malls, schools, etc.).

Measures Include

- Usage rates of county and district school readiness websites (web hits).
- Number and type of public and private partners participating and/or contributing to a public awareness campaign and community-connection activities (partner logs).
- Increased public investment in school readiness programs and supports.

Acknowledgements

The Fairfax County Equitable School Readiness Strategic Plan was shaped thru a collaborative effort including interviews and focus groups with approximately 160 school readiness stakeholders—including families with young children in neighborhoods across the county, county and school leaders and staff, early childhood educators and partnering professionals, community-based non-profits, higher education, and existing committees focused on early childhood health, development and school readiness. This landscape review (see Addendum page 13) provided invaluable information about the county’s existing school readiness supports, how well the county currently supports its youngest residents and their families, where opportunities existed to grow and improve those supports, and informed the pathway for the strategic plan.

A planning team was convened and a smaller operations team met bi-monthly to transform what was discovered about existing supports and family needs into a comprehensive plan for delivering equitable school readiness supports to Fairfax County young children and their families over the next five years.

Recognizing that families have diverse needs, priorities, and preferences for their children’s early learning and care, the planning groups paid special attention to families’ input and worked to craft strategies and activities that ensure that a system of school readiness supports provides families and young children with high-quality opportunities when and where they are needed most. This includes working to ensure that families have clear avenues for partnering in ongoing conversations and decisions about school readiness supports in Fairfax County

The Equitable School Readiness Strategic Plan was made possible with the invaluable input of the community and the commitment of the planning team. With continued momentum and support, the strategic plan represents a vital and sustainable approach for ensuring that young children in Fairfax County will have the equitable supports necessary to begin school fully ready to succeed and thrive.

Strategic Planning Team Members

Linda Bentlin

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Early Childhood
Fairfax County Public Schools

Vera Steiner Blore

Fairfax Futures

Jennifer Branch

Head Start/Early Head Start
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Karla Bruce

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Mary Ann Cornish

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Cornerstones

Addendum

Summary of Fairfax County School Readiness Landscape Review Key Findings

Fairfax County has embraced school readiness as a key strategy for promoting the long-term success of its children birth to eight, families, and community.

County leaders and stakeholders consistently acknowledge the impact of quality early development and learning experiences on children’s education and life outcomes *and* the future success of the county. Existing investments in school readiness supports and services are showing results, including less need for special education and English language learner services once children enter school. Fairfax County stakeholders have adopted a common school readiness definition and are using multiple approaches to measure school readiness. However, results from Fairfax County Public Schools (FCPS) kindergarten screenings—one measure in use—suggest a need for more and/or better school readiness supports for some children.

Shifting demographics, an intentional focus on achieving equity, and growing awareness of the importance of all children succeeding in school from the start have prompted stakeholders to focus on providing equitable and diverse school readiness supports.

A growing proportion of people from varied cultural, ethnic, and socioeconomic backgrounds now call Fairfax County home – a trend that is expected to continue over time.⁵ County leaders are embracing increasing diversity, while acknowledging a need to address rising inequities related to race, culture, income levels, poverty, and employment rates. This includes providing high-quality, subsidized school readiness supports—early childhood learning and development opportunities, early developmental screenings, mental health services, and physical health services, among others—to children and families who need them most. Because each family has different priorities, preferences, and needs, there is demand for a variety of early development and learning experiences across the county.

Gaps in information about children and families makes coordinating the demand and supply for school readiness opportunities and services challenging.

The county can estimate the supply of regulated care, but it is difficult to disaggregate the data by age, race and economic status of children served. County data show a growing demand for subsidized early development and learning opportunities. Stakeholders reported a shortage of services for children with special needs and infant and early childhood mental health providers and a need to ensure equitable access to existing services. However, determining the demand for various types of programs and services is challenging, as is assessing whether and how they are contributing to school readiness. Additionally,

⁵ PolicyLink and USC Program for Environmental & Regional Equity. June, 2015. *Equitable Growth Profile of Fairfax County*.

information about where many babies and toddlers spend their day and what experiences they are having during this critical developmental period is not readily available.

While many initiatives and organizations are working to support quality in early childhood programs and the continued professional growth of early childhood educators and professionals, opportunities exist for greater coordination and increased equity across and among these efforts.

Research shows that for early childhood developmental experiences to be impactful, they must be of high quality.⁶ Because the quality of early learning and developmental experiences is highly dependent upon the talents and expertise of educators and professionals, Fairfax County's Office for Children, Fairfax County Public Schools and their partners are focused on working to ensure a highly skilled early childhood and school age education workforce so that children reach their full potential and that families are supported. Center-based and family child care programs receive various quality-related supports, including technical assistance from early childhood specialists, access to various professional learning opportunities, and the option to participate in quality or accreditation programs. Despite these initiatives, school readiness stakeholders describe a range of quality within early childhood programs. Formal education and professional credentialing opportunities are also available to early childhood educators, but barriers to participation exist for many. Addressing pay equity and ensuring a living wage for early childhood educators and professionals is also a challenge. Stakeholders reported significant discrepancies in pay across programs and that many early childhood professionals do not earn a living wage.

A strong foundation and structure has been developed to support a cohesive system of school readiness supports, although stakeholders acknowledge that more work is needed to ensure that the system is equitable, data driven, and directly linked to family needs.

The Successful Children and Youth Policy Team (SCYPT), established in 2013, provides a formal structure for coordinating local policies that affect young children in Fairfax County. SCYPT is comprised of representatives from Fairfax County Government, Fairfax County Public Schools, and community-based providers and stakeholders. The team serves as a lever for a broader, community-wide collective impact approach to ensuring the success and well-being of children and youth in Fairfax County. While SCYPT works to coordinate local policies, misalignment among local, state, and federal policies limits families' access to school readiness supports. The county government and its partners are coordinating efforts to help families to access programs and services for which they are eligible, often successfully braiding diverse funding streams to increase access to school readiness programs and services. Partners are also working together to ensure that children transition smoothly to kindergarten and to support children with disabilities, developmental delays, health, and/or mental health challenges, although more coordination is needed in these areas. Opportunities also exist to increase coordination within the early childhood community,

⁶ Heckman, J., et al. *Early Childhood Education*. University of Chicago: 2015 and Garcia, J.L., Heckman, J., "The Life Cycle Benefits of an Influential Early Childhood Program."

whose leaders reported few formal or ongoing opportunities for connections among all early childhood programs and suggested that neighborhood-based strategies hold promise for better coordination among various school readiness stakeholders.

While county partners collect significant amounts of data related to school readiness supports, several data gaps exist. Partners point to a need to use collective, disaggregated, and population-level data to inform and advance their work.

Broad communication about school readiness opportunities and their importance is an area of ongoing need. Additionally, there is a pressing need to engage families, businesses, and other community and civic partners in promoting school readiness.

The Fairfax County Equitable School Readiness Plan seeks to build on these strengths and address areas of identified need.

SCYPT Updates

October 4, 2017

Community Engagement Committee

Staff are working with the Forum for Youth Investment to implement a “Mapping Moving Trains” assessment to identify the existing structures, such as coalitions, networks, intermediaries or leadership groups that are working on issues of importance to the SCYPT. The assessment results will help identify stakeholders for engagement and guide the team’s outreach efforts. The survey will remain open through this week, and results will be shared at the December SCYPT meeting.

Process Committee

- Staff are working to develop a fiscal map of public investments in services for children, youth, and families in Fairfax County. They have begun the process with a focus on school readiness and are preparing to expand to the entire system. The Fiscal Map will be completed and shared with the SCYPT later this school year.
- To facilitate the use of a consent agenda, SCYPT agenda items will use the following classification system:
 - Action items are recommendations that the SCYPT is being asked to vote on. They are related to the strategic work of the SCYPT and often include things like endorsement of action plans, policy proposals, and funding requests. These items usually comprise the bulk of the discussion at a meeting.
 - Administrative items are related to the business of SCYPT. They include things like adoption of meeting schedules and minor changes to membership or the team charter. The SCYPT is usually asked to vote to approve administrative items all at once, with little to no discussion, as part of a “consent agenda.”
 - Discussion items are issues that the SCYPT is not being asked to take action on. They may be updates on ongoing initiatives, presentations on various topics or issues, or other things that require presentation and/or discussion, but not action.
 - Information items are issues that the SCYPT is not being asked to take action on. They generally include the same kind of topics as discussion items, but require little to no presentation or discussion. They are usually presented as written updates.

- The SCYPT website is being redesigned. The new design will be rolled out with the switch to the new county website, expected in December. The new design will allow for easy access to agenda and other materials, limiting the reliance on email attachments.

Community Schools Committee

The committee agreed on five deliverables that our committee will bring back to the SCYPT:

1. Develop key principles for CS in Fairfax
2. Identify the SCYPT community outcomes that the CS approach will address (which will guide anticipated CS outcomes)
3. Identify potential models for CS implementation in Fairfax
4. Develop a standard process to assess CS implementation potential at schools (to include broader community need, school construction and renovation schedules, outcomes and evaluation criteria, roles and responsibilities, among other selection criteria and process steps)
5. Identify potential schools at which to pilot a CS approach

Deliverable 1: The committee agreed on the following key principles for community schools in Fairfax. Any CS model that's implemented in Fairfax should adhere to these principles:

- A focus on equity of opportunity
- The importance of a whole-child approach
- Improving access through location (i.e., co-location and the integration of services)
- Services based on identified local community needs
- Shared accountability among the school, FCPS, the County, and partners
- The necessity of family and community engagement

The committee is currently focused on revising a draft plan for a pilot program, and additional recommendations to address the deliverables. It is expected that they will present at the December SCYPT meeting.

One Fairfax Policy Development Update

See attached.

School Attendance Action Plan Implementation Update

See attached.

Behavioral Health Blueprint Implementation Update

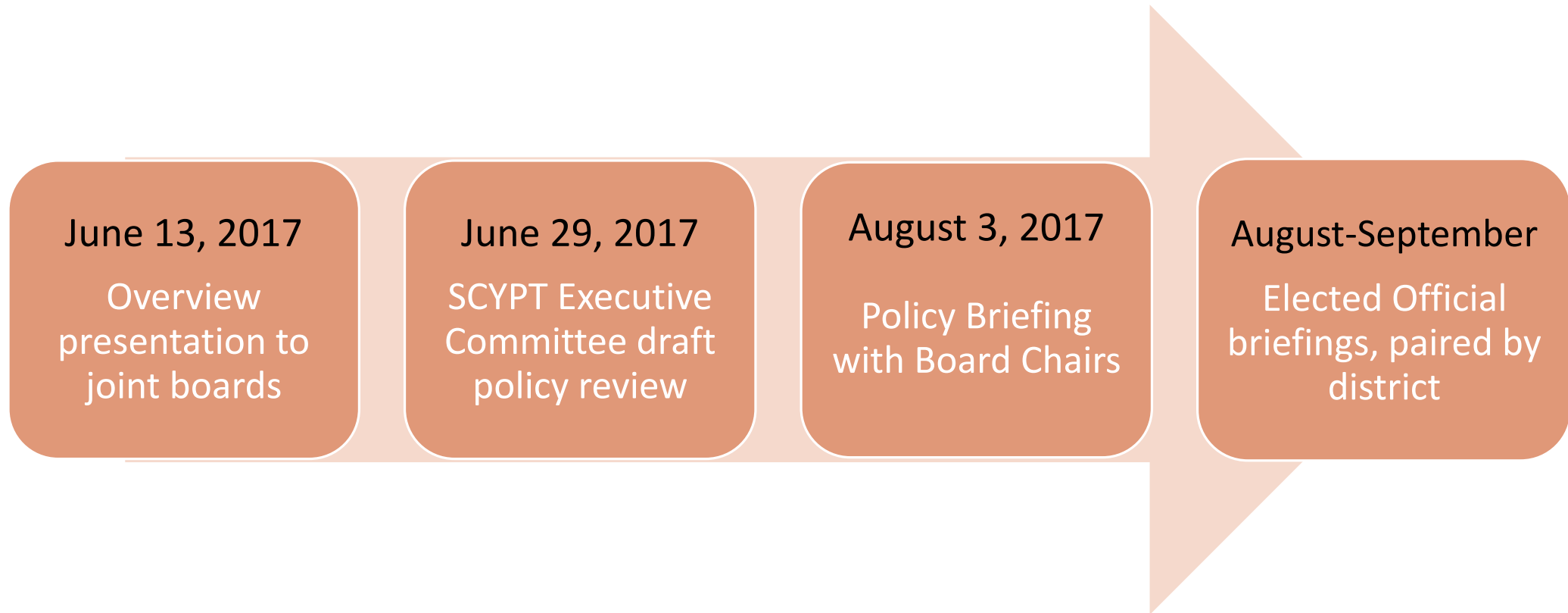
See attached update presented to the Community Policy Management Team on June 23, 2017.



SCYPT UPDATE

OCTOBER, 2017

One Fairfax Policy Adoption Process



Key Themes from Elected Official Briefings

- Consensus on the purpose of One Fairfax and agreement that its application extends to all publicly delivered services and business processes
- Consideration of local context clarified policy language
- Recognition of *place* as a key driver of equity and opportunity
- All sectors – working collectively with the public sector – are critical to achieve One Fairfax
- Full board participation – rather than representatives will provide strategic collective leadership
- Recognition of the intersection of County and FCPS goals and strategic actions are essential to advancing equity

Next Steps to Policy Adoption

September 19, 2017

- Joint Boards received overview of key themes from briefings
- Board Chairs directed policy adoption process
- Legal Review initiated of revised draft policy

Board of Supervisor process

- **October 31**
Full board discussion of draft policy during Housing, Health and Human Services Committee meeting
- **November 21**
Board of Supervisors vote

School Board process

- **October 16**
Full board discussion of draft policy during work session
- **November 9**
One Fairfax Policy introduced as new business
- **November 20**
School Board vote

Policy Implementation

- Identify leadership levers and *Equity in Practice* opportunities to support successful implementation
- Endorse implementation work structure
- Mobilize each foundational component of policy implementation framework

SCYPT Attendance Action Plan Update

October 2017

Background

- FCPS has approximately 20,000 students who miss 10% or more of the school year.
- A community summit was held in 2015, and a multiagency Task Force, appointed by SCYPT in 2016, created a plan to address this issue.
- A tiered system to build awareness and encourage regular attendance, early intervention, and a wrap-around approach to underlying barriers to attendance was outlined.

Milestones

- Major media campaign launching Fall 2017: <https://www.fcps.edu/attendance>.
- Attendance data available, with tiers automated, in EDSL Insight and Foresight (FCPS data system).
- School Court Probation Officers trained in Check and Connect and using with students with history of attendance problems. Neighborhood and Community Services partnering with West Potomac HS to pilot a community-based implementation of Check and Connect.
- Attendance Specialist position created (w/social work or related field background) and gradually replacing attendance officers (2 currently).
- Attendance Regulation being revised to clarify excused and unexcused absences and expected interventions and consequences.
- Draft of General Assembly advocacy to change requirement for court involvement and reverse recently added data demand on schools in process.
- Automated messages to parents (phone, email, text) related to need to contact school to develop attendance plan, participate in a conference developed, and incorporated into data system.
- Return to Learn protocol fully implemented: <https://www.fcps.edu/returntolearn>.
- Project-based learning integrated into NCS out of school time programs, to complement school curricula and increase school engagement and performance. Trainings in project-based learning to be offered to community-based providers this year through the Out of School Time Network.

Next Steps

- Continued work on implementing attendance plan.
- Focus on legislative advocacy.
- Implementing media campaign and involving SYCPT and community partners.
- Partners will be engaged for several items to be completed this year:
 - Strategy 1.7. Increase school engagement and performance through local business actions to promote school attendance.
 - Strategy 3.1. Establish consistent practices for child-, youth-, and family-service organizations to collaborate, consult, and share information.
 - Strategy 3.2. Establish consistent practices for student-level information sharing among FCPS, County agencies, and community-based organizations.

- Strategy 4.1. Develop a consistent list of programs, services, and other resources for youth and families that allows for localized (e.g., pyramid-level) services to be included, allowing for easy identification of opportunities for referral (and self-referral) and/or collaboration
- Identify opportunities to utilize or increase staffing in non-school settings to expand case management capacity. Explore using staff from JDRDC, DFS, NCS, and CSB, as well as community-based organizations

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FAIRFAX-FALLS CHURCH CHILDREN’S BEHAVIORAL HEALTH SYSTEM OF CARE BLUEPRINT FOR 2016-2019

**Quarterly Report to the CPMT
June 23, 2017**

GOAL 1 Deepen the Community “System of Care” Approach

Coordinator: Jim Gillespie

Governance Structure:

- A. Accomplished. CPMT considered and decided against adding members from Northern Virginia Psychiatric Society and Northern Virginia Medical Society.
- B. Revised system of care principles and practice standards have been approved by the CPMT. By September proposed revisions to local policies and procedures, based on the revised practice standards, will be presented to CPMT.
- C. Results Based Accountability (RBA) measures are being developed for the BHSOC Blueprint and will be presented to CPMT on June 23. In April a proposed new name for the system of care initiative, Healthy Minds Fairfax, was approved CPMT. CPMT also approved changing the name of the Behavioral Health System of Care Program to Children’s Behavioral Health Collaborative. A recommendation on whether to re-brand/re-name the CSA Program will be presented to CPMT by September.
- D. To be implemented in FY18 and FY19.

Financing Strategies:

- E. To complete these strategies a matrix of youth services has been developed. Regarding the action step on identifying alternative methods of budgeting the required local CSA match, it was decided to wait until the State workgroup on private day school services makes a recommendation to the General Assembly in the fall.

Service Quality and Access:

- F. The expansion of staff training to include community resources, insurance access, evidence-based/informed treatments, ICC and the GAINSS was delayed about three months due to a vacancy in the CSA training coordinator position and will not be completed by June.
- G. The annual CSA service gap survey, revised locally and by the state, was sent out across the system and results reviewed at the April 28th CPMT meeting. Responses to questions added to assess gaps in peer support services were used in preparing a proposed FY 2018 project.
- H. To be completed in FY 18.

GOAL 2 Data Systems

Coordinator: Janet Bessmer

- A. The Health and Human Services IT Roadmap Implementation Workgroup has been meeting regularly to develop recommendations for implementation of an integrated human services IT system that allows for data analytics and efficient service delivery across agencies. The System of Care division is represented on the workgroup to ensure that SOC needs are included in the planning. Functions such as case management, electronic document management, provider portals to facilitate contract management, and client portals for resources and information are relevant for the SOC division and are part of the planning process. A plan for “waves” or phases of implementation has been approved and consideration given to how and when CSA functions will be included in the implementation.

- B. To begin in CY 2019

GOAL 3 Family and Youth Involvement

Coordinator: Jim Gillespie

- A. The CPMT is partnering with NAMI Northern Virginia to expand the provision of family support partners to many more families of children and young adults with mental health issues, including families self-referring to NAMI. NAMI Northern Virginia, Autism Society of Northern Virginia and Formed Families Forward are coordinating the establishment of a local network of family organizations.

- B. By September CSA/SOC polices and procedures will be reviewed and recommendations for revisions to increase family involvement will be presented to CPMT.

- C. Parents and youth helped develop new CSA provider evaluation surveys, but implementation has been delayed due to the transition to a new state data and financial reporting system (LEDRS) and CSA staff vacancies.

- D. See Goal 5, Strategy B.

GOAL 4 Increase Awareness and Reduce Stigma

Coordinator: Jesse Ellis

- A. Gatekeeper trainings continue to be provided in a number of ways throughout the community. The CSB and FCPS actively offer Mental Health First Aid trainings, and the Kognito suite of online trainings (including a peer training for teens) remain available for free to anyone in the community. Through the County’s Partners in Prevention Fund, six community-based organizations have been awarded contracts and trained to implement Signs of Suicide and/or Lifelines; many schools also implement SOS.

- B. Awareness initiatives to combat stigma and promote help-seeking also continue. Eight organizations were awarded mini-grants for youth-led projects to address stigma, funded by the regional suicide prevention grant, and have been implementing their projects over the past six months.

- C. The public service announcements developed by the Health Department have been running in theaters since June, and on television and online since December. Staff shared the Recommendations for Reporting on Suicide at a meet-and-greet with members of the local media in the fall. And October's FCPS Mental Health and Wellness Conference featured a track for ethnic minority community members.

GOAL 5 Youth and Parent/Family Peer Support

Coordinator: Jim Gillespie

- A. Through the Virginia Department of Behavioral and Developmental Services, the county has been selected as a sub-recipient for a federal SAMHSA grant that will fund family navigator/family support partner services for the next four years. Approximately 100 youth and families will be served annually. On June 8 an RFP was issued for a contract to continue services as of October 1, 2017.
- B. The plan is to issue an RFP for evidence-based parent/caregiver and youth peer-to-peer services, based on an inventory and gaps analysis to be conducted in the spring. A proposal was submitted to the BHSOC Committee on June 6 and will be presented to CPMT on June 23.

GOAL 6 System Navigation

Coordinator: Betty Petersilia

- A. With recent consumer focus groups completed, consumer feedback from parents and youth confirmed the following needs from a database/website:
- One source (database/website) to find information about children/youth/young adult behavioral health information (recognizing symptoms, stigma reduction) and available services
 - A listing of therapists & psychiatrists, their specialties, availability, and insurance accepted
 - A website presentation that is "super intuitive" with color, a balance of words, pictures and psychoeducational videos, contact links, capacity to email, listings of support groups, language translation capacity and be simple
 - Access capability from computer/smartphone (Adult preferences) and smartphone/text/websites/apps (youth preference)
 - Resources specifically for young children
 - Stronger supports to help youth keep up with school while in the hospital and upon returning to school

Multiple meetings have taken place with Dr. Barbara Van Dahlen with Give An Hour/Change Direction.org to include information on how their website might be a resource/model to us. A funding proposal is being presented at the June 23, 2017 meeting of the CPMT to bring Give an Hour to Fairfax County. In the meantime, several work group members met with Debra Dunbar, IT Program Manager and other key DFS staff to review a scope of project developed by Jim Gillespie and discuss its intersection with the County's IT Roadmap work. This will be a continuing conversation with further guidance from this group. A recent screening of the "Network Of Care" website demonstrated what an "off the shelf" model looks like and how it performs. At present work group members are working on the

following areas: information users will be asked to enter to guide their website search and where they might be guided to based on the information, information (licensure, specialties, insurance, availability, etc.) providers will be asked to enter into the system, what information the county/management entity will enter, identify how the behavioral health information will be accessed, and finally functionality providing for interactive experiences.

- B. Work will soon begin on leveraging the existing capacity of CSB, the FCPS Family Resource Center and NCS Coordinated Services Planning to increase families' knowledge of and access to services.

GOAL 7 Care Coordination and Integration

Coordinator: Jim Gillespie

- A. Through the Virginia Department of Behavioral and Developmental Services, the county has been selected as a sub-recipient for a federal SAMHSA grant which will fund family navigator/family support partner services for the next four years. Approximately 100 youth and families will be served annually. Work has begun on developing an on-line behavioral health clearinghouse of services and providers, for which a funding proposal will be considered by CPMT on June 23.
- B. Fairfax County Public Schools has provided information through the development of a Return to Learn brochure and website for parents, county agencies, private and non-profit organizations. The website within Fairfax County Public Schools has been developed for public information to assist parent and agency partners with providing information for common knowledge and understanding of the Return to Learn process that is occurring across all schools. Please see the public website and Return to Learn brochure for more general information; <https://www.fcps.edu/returntolearn> Information sharing will continue to be provided by Fairfax County Public Schools to parents, county agencies, private and non-profit organizations through this communication platform.
- C. In April CPMT approved a proposal to fund behavioral health/psychopharmacology training for local pediatricians, to take place in December 2017. INOVA is also sponsoring such training in October 2017, and between the two sessions more than 30 local pediatricians will be trained.

GOAL 8 Equity/Disparities

Coordinator: Betty Petersilia

- A. The CPMT adopted the Culturally and Linguistically Appropriate Services (CLAS) Standards at its February 24, 2017 meeting.
- B. The Underserved Populations work group has conducted multiple focus groups across the county with approximately two left to be scheduled. These groups been conducted with youth, mothers' groups, fathers' groups, parents groups, of multiple ethnicities including a soon to be scheduled faith community focus group. With the assistance of our Juvenile Court representative, results are being tabulated and will be presented to the BHSOC Committee in July. Resulting strategies/solutions will be developed in response to the learnings from the

focus groups, potentially with community members being part of the strategy development phase.

- C. Preliminary steps have been taken to inventory current “cultural competency” trainings offered within FCPS and our Human Service agencies. Cultural competence training will be more deeply explored in January 2018.
- D. The Evidence Based Practice (EBP) Workgroup is in the process of identifying potential trainers (local and distant) to provide training in LGBT+ cultural competence. Three work group members (FCPS, Healthy Minds Fairfax and NCS) recently attended the “Time to Thrive” Conference (sponsored by the Human Rights Campaign Foundation, National Education Association and the American Counseling Association) in D.C., focused on “safety, inclusion and well-being for LGBTQ youth”. There is a promising practice, presented at the conference, called AFFIRMative CBT training for clinicians that will be explored for potential use by our clinicians.

GOAL 9 Reduce Incidence of Youth Suicide in our Community

Coordinator: Jesse Ellis

- A. The team developing guidance and protocols for suicide/depression screening by community organizations is finalizing a toolkit for publication very shortly. An extension of the committee will begin meeting soon to discuss opportunities for coordinated community postvention outreach and services.
- C. A draft resource for community organizations on implementing suicide postvention is currently being reviewed by subject matter experts and representatives of community based organizations that will be the primary audience of the toolkit.
- D. A contract to continue the local suicide prevention hotline and textline has been signed and is now in place. In the first three quarters of FY2017, PRS CrisisLink answered 3,687 calls during FY17. The majority of the calls received have been answered on the CrisisLink local hotline number (2,292) and the National Suicide Prevention Lifeline number (1,025 calls). Over the past six months, 218 individuals in Fairfax County reported being actively suicidal with another 212 individuals reporting suicidal thoughts in the previous 2 months prior to their call. 51 individuals were directly referred to the CSB Emergency Mental Health Services and 55 individuals were referred to CSB Entry and Referral. The majority of the suicidal individuals were between the ages of 18-34.

In the first three quarters of FY2017, the PRS CrisisText Connect program has received 766 texts. Of those texts, 134 individuals were actively suicidal with a plan for completing suicide. 41 on these texters were considered “high-risk” which is indicated by having reasonable access to a suicide plan, thwarted belonging and perceived burdensome on others. The most common method discussed was lethal overdose. The majority of texters were under the age of 21 with a mental health provider at the time of their connection. Four lifesaving interventions were required during this period. Of those reporting suicide ideation or serious mental health symptoms, 19 were referred directly to emergency mental health or their current treatment provider for immediate assistance. 36 minors were connected to a trusted adult including school staff or a parent/guardian in their home.

GOAL 10 Evidence-Based and Informed Practices

Coordinator: Betty Petersilia

- A. The Evidence Based Practice work group, an off shoot of the System of Care Training Committee, is up and running under the capable co-leadership of Denise Studeny from JDRDC and Jennifer Spears from FCPS. The focal point of the work at present is related to developing a training consortium that will develop the infrastructure needed to launch, train and sustain EBP training experiences for County, FCPS and contracted and other interested private practitioners to learn core competencies and specialty areas of LGBTQ, treating suicidal youth and youth who have experienced trauma. A comprehensive budget proposal for the creation of this training consortium (Goal 12C) will be presented at the June 23 CPMT meeting. Work will begin in July to address establishing criteria for identifying a practice as evidence-based or evidence-informed.

GOAL 11 Trauma Informed Care

Coordinator: Jesse Ellis

- B. The Fairfax County Trauma-Informed Community Network has reached over 1000 people with their 90 minute Trauma Awareness 101 Training, which is now available on-demand as a 30-minute webinar. The TICN continues to host full day sessions of their Trauma-Informed Supervisor Training, and have reached hundreds of supervisors from county human services agencies, schools, and non-profit partners. The TICN training subcommittee also developed a training on Secondary-Traumatic-Stress in the workforce that will be rolled out in 2017. Trainings and resources on developing trauma-informed spaces are currently available.
- C. The TICN worked to increase community awareness of trauma and its impact by developing and publishing a Trauma Awareness Fact Sheet that has been widely distributed, supporting mass printing of a trauma infographic poster from the National Council for Behavioral Health that was also widely distributed, and hosting two screenings of and discussions on the documentary *Resilience*. They recently purchased a copy of (and license to screen) *Resilience*, and the film can be loaned out for additional staff and community screenings.
- E. The TICN hosted an intensive 2-day training for county and FCPS leadership in November 2016; agency representatives have identified specific actions their organizations will take to address and prevent secondary trauma among their workforce and are working on implementation.

GOAL 12 Behavioral Health Intervention

Coordinator: Betty Petersilia

- A. To begin in July 2017
- B. To begin in January 2018
- C. The development of the training consortium was moved forward to facilitate the accomplishment of strategies under Goals 8D, 10 A &B, 11A and 12C. As mentioned previously, a comprehensive funding proposal for the Training Consortium, a collaborative project between George Mason University, Inova Kellar Center and Healthy Minds Fairfax will be presented at the June 23, 2017 CPMT meeting. This consortium can provide an infrastructure, faculty and additional contracted trainers to deliver training in core Evidence Based Practice competencies (CBT, DBT, Motivational Interviewing), with specialized emphasis on LGBT youth, youth with

suicidal ideation and behavior and youth who have experienced trauma. There is capacity for additional trainings built into the proposal for other potential EBPs we might need to consider.

- D. The Short Term Behavioral Health Service for Youth now serves thirteen high schools, up from the initial four when the initiative started in January 2016. They are Annandale, Bryant Alternative, Edison, Hayfield, Herndon (added in April 2017), Lake Braddock, Lee, Mt. Vernon, Mountain View Alternative, Robinson, South County, Stuart, and Woodson. This service continues to link income eligible youth and families from these high school communities to timely and available short term mental health counseling (up to 8 sessions), funded by Healthy Minds Fairfax. At this writing, ninety-nine youth have been referred for services. More detailed outcomes will be provided at a later date. Recent scrutiny of Youth Survey data, Free and Reduced Lunch data and provider availability has directed us to potential expansion to two middle schools in the Falls Church area. Staff are currently trying to shore up increased capacity of bi-lingual (Spanish) speaking therapists to make this expansion a reality for the fall. Continued funding will make this a reality. Continued outreach efforts to counseling staff will be made to further the potential referral base to school social workers and school psychologists for this service. Current discussion with the CSB is also underway making it possible for Youth and Family Intake Walk-In staff to refer directly to this service. In addition, enlisting the participation of additional private providers is an ongoing effort.
- E. CSB and JDRDC staff continue to meet to address the behavioral health needs of the court that can be provided by the CSB.
- F. While the school-based substance abuse intervention program that was approved by the CPMT and endorsed by the SCYPT was not funded by the BOS, it is being offered in a reduced funding proposal for consideration by the CPMT at the June 23, 2017 meeting. This proposal would serve three school pyramids, rather than six including Stuart/Glasgow, Herndon High/Herndon Middle and South County High/South County Middle.

GOAL 13 Service Network for High Risk Youth

Coordinator: Janet Bessmer

- A. Availability of trauma assessments and treatment was discussed during CSA Management Team annual contract negotiations. The SOC Training Committee will continue to have this be a topic for ongoing planning in conjunction with the TICN and EB workgroup.
- B. The CSA Management Team has been reviewing parenting programs currently offered by our provider community to determine if an existing provider/service can meet this need. The intent is to focus on the target population of youth who are at-risk of residential placement or who are placed in residential treatment to prepare parents/caregivers for the youth's transition home. MT members are considering a curriculum-based, parent training group that focuses on core skills applicable to adolescents with behavioral/emotional needs and risk behaviors. The topic of curriculum-based parenting programs has been discussed with our private providers at the quarterly Home-based Services workgroup to obtain their feedback and possible strategies.
- C. DFS managers have presented the Reflections curriculum, based on the ARC model that the authors have adapted for use with foster families. This curriculum has been well-received by foster families and DFS has plans to expand the training for other caregivers such as kinship

families. The CSA Management Team has also considered briefly the need to adopt an evidence-based model for supervised visitation services.

- D. Case Support Services offered by the CSB has reached capacity in the past two months. CSA Management Team is discussing how best to meet the demand for case management/case support when CSB Resource Team is full. In addition, both providers of ICC have had staff turnover and are unable to meet the demand. The CSA program will provide analysis of the ICC waitlist and historical trends at the July CPMT meeting. CSB and UMFS have agreed to fill vacant positions. The CSB has maintained one vacant position and leadership has agreed to fill that one as well.
- E. The annual survey has been revised with a more complex structure, and CSA will purchase the enhanced survey software that allows for the question structure that is necessary to obtain sufficient detail about the gaps by age group and target population. In addition, based on the feedback on this year's survey, an annual summary of the results and how those results are being used will be provided along with the link to any future surveys. The feedback suggested that respondents did not know how the results were used and what system changes were being implemented.
- F. The social marketing workgroup held a Focus group on 6/5/17 with youth and families who have received CSA services to solicit feedback on what communication families need from CSA and also on possible re-branding of the program's name. This information will be used as part of the larger SOC social marketing and communications strategy.
- G. Interviews were held for the graduate intern position but a candidate has not yet accepted the offer. The intern will support the implementation of the fidelity monitoring of ICC conducted by the CSA program. The provider evaluation process for community-based services will begin in FY 18. The new state LEDRS reporting required intensive staff support which delayed implementation.
- H. CSA is a participant on the Health and Human Services Integrative System Implementation Advisory workgroup which is overseeing a multi-year project that supports data analytics, electronic records management, and other functions utilized in CSA.
- I. The CSA Management Team will form a specific workgroup to develop a proposal for an evidence-based intervention (MST) for court-involved youth by September, 2017. The proposal will explore the potential target populations of youth who may be diverted from the court system for school absence and/or substance abuse. Sources of funding for exploration include CSA non-mandated funds, MHI Local funds and DJJ funding for evidence-based interventions.
- J. Recruitment continues for parent representative positions on the CPMT and FAPT. Revisions to the bylaws to be reviewed by the Board of Supervisors on June 20, 2017 to adopt the additional parent representative position on the CPMT.

- GOAL 14** **DD/Autism Services**
Begins July 2017
- GOAL 15** **Transition Age Youth**
To be completed FY 2017