

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

**Agenda**

- 1. Welcome and Introductions**
- 2. Information Items**
  - Item I-1: Northern Virginia Suicide Prevention Plan
  - Item I-2: Overview of Existing Goals and Outcomes Related to Children and Youth
- 3. Items and Announcements Presented by SCYPT Members**
- 4. Adjourn**

**Reminder:**

The next SCYPT meeting will be at Gatehouse!

Wednesday, December 17, 2014  
9:30 a.m. – 12 noon  
Gatehouse Administration Center, Room 4050  
8115 Gatehouse Road, Falls Church, VA 22042

SCYPT Information Item I-1  
November 12, 2014

TITLE:

Northern Virginia Suicide Prevention Plan

ISSUE:

The Virginia Department of Behavioral Health and Developmental Services recently approved the Northern Virginia Suicide Prevention Plan and awarded the Fairfax-Falls Church Community Services Board funding to begin implementation of the plan.

BACKGROUND:

In 2013, the Partnership for a Healthier Fairfax (PFHF) adopted their Community Health Improvement Plan, which included a strategic action on the development of a comprehensive suicide prevention plan for the Fairfax community. A subgroup of the PFHF began work earlier this year to develop such a plan, basing it on the National Strategy for Suicide Prevention.

This summer, the Virginia Department of Behavioral Health and Developmental Services (DBHDS) announced a program under which it would award grants to local Community Services Boards (CSBs) to develop and implement regional suicide prevention plans. Rather than duplicate the work being done in Fairfax at the regional level, the PFHF effort was used as a foundation for the development of the regional plan. The plan's development was informed through two public surveys that garnered responses from approximately 1,000 individuals in Northern Virginia, focus groups hosted by local jurisdictions, presentations to various interest groups, and the ongoing work of coalitions in Fairfax and other jurisdictions.

The plan was submitted to DBHDS in early September and was recently approved and the Fairfax-Falls Church CSB was awarded implementation funding to help manage the deployment of the plan in Northern Virginia. Next steps include identifying and recruiting partners, educating the public about the plan, developing a "one-stop" website to host the plan and associated resources, and identifying tools and resources to support organizations in their implementation of the plan.

ATTACHMENTS:

Northern Virginia Suicide Prevention Plan

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

**Northern Virginia Suicide Prevention Plan  
Final Version, October 2014**

<b>Strategic Direction 1: Healthy and Empowered Individuals, Families, and Communities</b>	
<b>Goal</b>	<b>Strategy</b>
Goal 1. Integrate and coordinate suicide prevention activities across multiple sectors and settings.	1.1. Create an ongoing team or organization to coordinate suicide prevention efforts and manage and support implementation of the plan.
Goal 2. Implement research-informed communication efforts designed to prevent suicide by changing knowledge, attitudes, and behaviors.	<p>2.1. Implement public education campaigns as a part of a coordinated and multi-faceted strategy designed to achieve one or more of the following outcomes:</p> <ul style="list-style-type: none"> <li>• improve suicide risk recognition;</li> <li>• increase awareness of resources available for individuals who need help;</li> <li>• increase help-seeking behavior; and</li> <li>• reduce stigma of mental illness.</li> </ul> <p>Include social media and a web presence in the communications plan.</p> <p>2.2. Implement messaging that focuses on ways to enhance protective factors and assets that increase resilience.</p> <p>2.3. Promote the messages of suicide attempt survivors and individuals living with and recovered from mental illness.</p>
Goal 3. Increase knowledge of the factors that offer protection from suicidal behaviors and that promote wellness and recovery.	<p>3.1. Educate providers on strategies grounded in evidence and sound theory, as well as on strategies that have been proven ineffective and/or harmful.</p> <p>3.2. Incorporate elements of resilience development and mental health into school curricula.</p> <p>3.3. Promote speakers bureaus of individuals and organizations competent to speak on resilience and suicide prevention.</p>
Goal 4. Promote responsible media reporting of suicide, accurate portrayals of suicide and mental illnesses in the entertainment industry, and the safety of online content related to suicide.	<p>4.1. Promote responsible media coverage of suicides.</p> <p>4.2. Promote responsible entertainment industry portrayals of mental illness and suicide.</p>

<b>Strategic Direction 2: Clinical and Community Preventive Services</b>	
<b>Goal</b>	<b>Strategy</b>
Goal 5. Develop, implement, and monitor effective programs that promote wellness and prevent suicide and related behaviors.	5.1. Incorporate strategies for building resilience into existing programming. 5.2. Implement teen gatekeeper training and other peer help/support programs (for any age). 5.3. Implement programs, policies, and systems – in multiple sectors – that focus on the following outcomes and issues: <ul style="list-style-type: none"> <li>• Increased resilience and coping skills</li> <li>• Increased stress reduction and management</li> <li>• Improved physical health and wellness</li> <li>• Reduced bullying</li> <li>• Improved classroom management and provider response</li> <li>• Decreased alcohol and other drug use</li> <li>• Increased individual and community connections (decreased isolation)</li> </ul>
Goal 6. Promote efforts to reduce access to lethal means of suicide among individuals with identified suicide risk.	6.1. Train providers in assessing and addressing access to lethal means for at-risk individuals. 6.2. Work with firearms sellers and safety training providers to address safety issues and suicide prevention. 6.3. Reduce access to suicide “hotspots” (locations that provide a direct means for suicide or seclusion that prevents intervention).
Goal 7. Provide training to community and clinical service providers on the prevention of suicide and related behaviors.	7.1. Train gatekeepers to recognize when others may be at risk of suicide and to assist them in seeking help. 7.2. Train clinical and non-clinical providers on the impacts of trauma and how to support individuals in recovery from trauma. 7.3. Implement strategies to prevent and mitigate problems due to concussion and other brain injury.

<b>Strategic Direction 3: Treatment and Support Services</b>	
<b>Goal</b>	<b>Strategy</b>
Goal 8. Promote suicide prevention as a core component of health care services.	8.1. Train general practitioners to screen for depression and risk of suicide.
Goal 9. Promote and implement effective clinical and professional practices for assessing and treating those identified as being at risk for suicidal behaviors.	9.1. Implement the use of evidence-based therapies and other treatments for people at risk of suicide. 9.2. Use evidence-based and best practices when implementing screenings in community settings (e.g., schools, workplaces). 9.3. Implement best practices for interventions with people who have survived suicide attempts.
Goal 10. Improve access to behavioral health care.	10.1. Develop and promote common screening and referral methods for use in primary care, entry and referral, and social services settings. 10.2. Promote public awareness of access points for obtaining help. 10.3. Implement effective use of and access to crisis intervention and connecting individuals to help. 10.4. Improve linkages from inpatient psychiatric to outpatient care and community services. 10.5. Increase access to behavioral health care services through increasing the number of providers, reducing financial barriers to access, and other methods. 10.6. Implement services that help individuals and families navigate the behavioral health system. 10.7. Implement supportive services in non-clinical settings to complement treatment goals for individuals at risk of suicide.
Goal 11. Provide care and support to individuals affected by suicide deaths and attempts to promote healing and implement community strategies to help prevent further suicides.	11.1. Provide outreach at the scene of a suicide to encourage self-help for familial survivors. 11.2. Implement standardized postvention in schools and best practices for postvention in workplaces and communities. 11.3. Provide support groups and other ongoing forms of support for survivors of suicide attempts and for familial survivors of suicide.

<b>Strategic Direction 4: Data, Research, and Evaluation</b>	
<b>Goal</b>	<b>Strategy</b>
Goal 12. Increase the timeliness and usefulness of relevant surveys and other data sources relevant to suicide prevention and improve the ability to collect, analyze and use information for action.	<p>12.1. Regularly collect and analyze local data to identify risk and protective factors most associated with suicidal ideation.</p> <p>12.2. Incorporate items related to key risk and protective factors for suicide into local survey tools.</p> <p>12.3. Develop and implement a Youth Suicide Review Team to identify systemic improvements for suicide prevention.</p> <p>12.4. Analyze public safety and other data to identify suicide “hot spots” and recommend strategies to limit access to those locations.</p>
Goal 13. Evaluate the impact and effectiveness of suicide prevention interventions and systems and synthesize and disseminate findings.	<p>13.1. Develop standard process and outcome measures by which to evaluate suicide prevention programs, activities, and initiatives.</p>

# The Northern Virginia Suicide Prevention Plan

Presentation to the  
Fairfax County Successful Children and Youth Policy Team

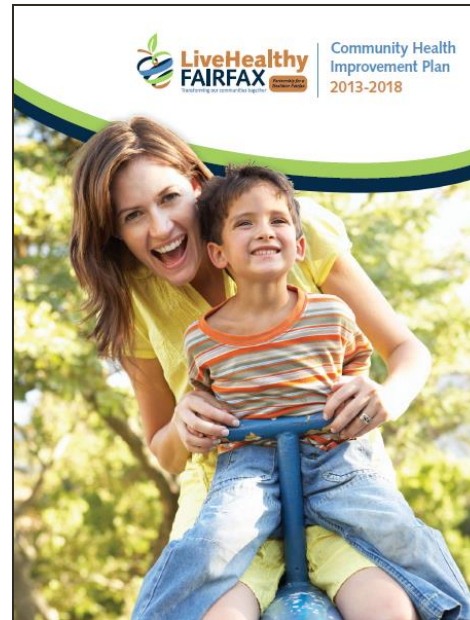
November 12, 2014

Jesse Ellis

Prevention Manager, Neighborhood and Community Services

# History

- Community Health Improvement Plan:
  - Action – Develop a comprehensive suicide prevention plan
- Suicide in Fairfax County
  - Existing initiatives presented in context of National Strategy
  - Long-term goals based on local plan
- DBHDS Grant
  - State funding for regional development & implementation of plans



## **SUICIDE IN FAIRFAX COUNTY**

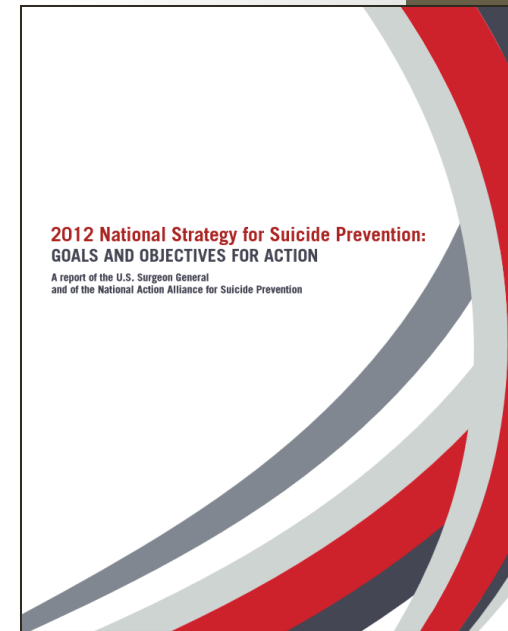
**A REPORT TO THE  
FAIRFAX COUNTY  
BOARD OF SUPERVISORS**

**SEPTEMBER 2013**



# The National Strategy for Suicide Prevention

- Published in 2001 by the US Surgeon General. Updated and revised in 2012 by the Surgeon General and the National Action Alliance for Suicide Prevention.
- Four Strategic Directions:
  - Create supportive environments that promote **healthy and empowered individuals, families, and communities** (4 goals, 16 objectives)
  - Enhance **clinical and community preventive services** (3 goals, 12 objectives)
  - Promote the availability of timely **treatment and support services** (3 goals, 20 objectives)
  - Improve suicide prevention **surveillance collection, research, and evaluation** (3 goals, 12 objectives)



# Format and Structure: Initial Components

- 4 Strategic Directions
  - Based on the National Strategy
- 13 Goals
  - Based on the National Strategy
  - Deleted goal on setting a national research agenda
  - Added goal on access to behavioral health care
- 37 Strategies
  - Locally developed
  - Specific in outcome/objective
  - Broad enough to be implemented in multiple sectors and settings and for various populations

# Format and Structure: Components in Development

- Tools and resources
  - Resources, guidance, and support for groups to implement strategies
- Cultural competency
  - Resources and guidance to ensure strategies are implemented in culturally and linguistically competent manners
- Disparities in risk and outcomes
  - Resources and guidance to target strategy implementation to groups at higher risk of suicide or risk factors for suicide
- Commitments
  - Listing of groups implementing the strategies

# Example Strategy

- SD1            Healthy and empowered individuals, families and communities
  
- Goal 4            Promote responsible media reporting of suicide, accurate portrayals of suicide and mental illnesses in the entertainment industry, and the safety of online content related to suicide.
  
- Strategy 4.1    Promote responsible media coverage of suicides.

# Example Strategy

- Tools      *Recommendations for Reporting on Suicide*  
*www.preventtheattempt.com* – social media guidelines
- Cult. Comp.      Spanish version of *Recommendations*. For other languages, work with mental health and media professionals fluent in the language and with the culture to translate and adapt the recommendations.
- Disparities      Teens can be especially vulnerable to contagion. Be sure to work with school newspapers and with student leaders to understand the guideline, especially regarding social media.
- Commitments      *Fairfax County Times* and the *Connection* newspapers have agreed to follow the guidelines.

*Note: These elements of the plan are in development. Examples on this slide are illustrative only and do not reflect actual content of the plan or commitments made.*

# NVSPP: Strategic Directions

1. Healthy and Empowered Individuals, Families, and Communities
2. Clinical and Community Preventive Services
3. Treatment and Support Services
4. Data, Research, and Evaluation

# Healthy and Empowered Individuals, Families, and Communities

- Goal 1. Integrate and coordinate suicide prevention activities across multiple sectors and settings.
  - 1.1. Create an ongoing team or organization to coordinate suicide prevention efforts and manage and support implementation of the plan.
- Goal 2. Implement research-informed communication efforts designed to prevent suicide by changing knowledge, attitudes, and behaviors.
  - 2.1. Implement public education campaigns as a part of a coordinated and multi-faceted strategy designed to achieve one or more of the following outcomes: improve suicide risk recognition; increase awareness of resources available for individuals who need help; increase help-seeking behavior; and reduce stigma of mental illness.
  - 2.2. Implement messaging that focuses on ways to enhance protective factors and assets that increase resilience.
  - 2.3. Promote the messages of suicide attempt survivors and individuals living with and recovered from mental illness.

# Healthy and Empowered Individuals, Families, and Communities

- Goal 3. Increase knowledge of the factors that offer protection from suicidal behaviors and that promote wellness and recovery.
  - 3.1. Educate providers on strategies grounded in evidence and sound theory, as well as on strategies that have been proven ineffective and/or harmful.
  - 3.2. Incorporate elements of resilience development and mental health into school curricula.
  - 3.3. Promote speakers bureaus of individuals and organizations competent to speak on resilience and suicide prevention.
- Goal 4. Promote responsible media reporting of suicide, accurate portrayals of suicide and mental illnesses in the entertainment industry, and the safety of online content related to suicide.
  - 4.1. Promote responsible media coverage of suicides.
  - 4.2. Promote responsible entertainment industry portrayals of mental illness and suicide.



# Clinical and Community Preventive Services

- Goal 5. Develop, implement, and monitor effective programs that promote wellness and prevent suicide and related behaviors.
  - 5.1. Incorporate strategies for building resilience into existing programming.
  - 5.2. Implement teen gatekeeper training and other peer help/support programs (for any age).
  - 5.3. Implement programs, policies, and systems – in multiple sectors – that focus on the following outcomes and issues: Increased resilience and coping skills; Increased stress reduction and management; Improved physical health and wellness; Reduced bullying; Improved classroom management and provider response; Decreased alcohol and other drug use; and Increased individual and community connections (decreased isolation).

# Clinical and Community Preventive Services

- Goal 6. Promote efforts to reduce access to lethal means of suicide among individuals with identified suicide risk.
  - 6.1. Train providers in assessing and addressing access to lethal means for at-risk individuals.
  - 6.2. Work with firearms sellers and safety training providers to address safety issues and suicide prevention.
  - 6.3. Reduce access to suicide “hotspots” (locations that provide a direct means for suicide or seclusion that prevents intervention).
- Goal 7. Provide training to community and clinical service providers on the prevention of suicide and related behaviors.
  - 7.1. Train gatekeepers to recognize when others may be at risk of suicide and to assist them in seeking help.
  - 7.2. Train clinical and non-clinical providers on the impacts of trauma and how to support individuals in recovery from trauma.
  - 7.3. Implement strategies to prevent and mitigate problems due to concussion and other brain injury.

# Treatment and Support Services

- Goal 8. Promote suicide prevention as a core component of health care services.
  - 8.1. Train general practitioners to screen for depression and risk of suicide.
- Goal 9. Promote and implement effective clinical and professional practices for assessing and treating those identified as being at risk for suicidal behaviors.
  - 9.1. Implement the use of evidence-based therapies and other treatments for people at risk of suicide.
  - 9.2. Use evidence-based and best practices when implementing screenings in community settings (e.g., schools, workplaces).
  - 9.3. Implement best practices for interventions with people who have survived suicide attempts.

# Treatment and Support Services

- Goal 10. Improve access to behavioral health care.
  - 10.1. Develop and promote common screening and referral methods for use in primary care, entry and referral, and social services settings.
  - 10.2. Promote public awareness of access points for obtaining help.
  - 10.3. Implement effective use of and access to crisis intervention and connecting individuals to help.
  - 10.4. Improve linkages from inpatient psychiatric to outpatient care and community services.
  - 10.5. Increase access to behavioral health care services through increasing the number of providers, reducing financial barriers to access, and other methods.
  - 10.6. Implement services that help individuals and families navigate the behavioral health system.
  - 10.7. Implement supportive services in non-clinical settings to complement treatment goals for individuals at risk of suicide.

# Treatment and Support Services

- Goal 11. Provide care and support to individuals affected by suicide deaths and attempts to promote healing and implement community strategies to help prevent further suicides.
  - 11.1. Provide outreach at the scene of a suicide to encourage self-help for familial survivors.
  - 11.2. Implement standardized postvention in schools and best practices for postvention in workplaces and communities.
  - 11.3. Provide support groups and other ongoing forms of support for survivors of suicide attempts and for familial survivors of suicide.

# Data, Research, and Evaluation

- Goal 12. Increase the timeliness and usefulness of relevant surveys and other data sources relevant to suicide prevention and improve the ability to collect, analyze and use information for action.
  - 12.1. Regularly collect and analyze local data to identify risk and protective factors most associated with suicidal ideation.
  - 12.2. Incorporate items related to key risk and protective factors for suicide into local survey tools.
  - 12.3. Develop and implement a Youth Suicide Review Team to identify systemic improvements for suicide prevention.
  - 12.4. Analyze public safety and other data to identify suicide “hot spots” and recommend strategies to limit access to those locations.
- Goal 13. Evaluate the impact and effectiveness of suicide prevention interventions and systems and synthesize and disseminate findings.
  - 13.1. Develop standard process and outcome measures by which to evaluate suicide prevention programs, activities, and initiatives.

# DBHDS Grant

- Key areas of funding
  - Website development
  - Communications
  - Translations
  - Training
  - Textline expansion
- Funding is for Health Planning Region: Fairfax-Falls Church, Alexandria, Arlington, Loudoun, Prince William
- FY 2015 funding = \$135,000
- Continued funding TBD
- Fairfax-Falls Church CSB is lead fiscal agent

# Next Steps

- Expand of Fairfax team
- Develop regional team
  
- Identify and recruit partners for implementation
- Educate the public and partners about the plan
- Develop a “one-stop” website to host the plan and associated resources
- Identify tools and resources to support organizations in their implementation of the plan



# Contact Info

## **Jesse Ellis**

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Community Services

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[@ffxyouththrive](#)

SCYPT Information Item I-2  
November 12, 2014

TITLE:

Overview of Existing Goals and Outcomes Related to Children and Youth

ISSUE:

Existing high-level goals and outcomes for children and youth exist around various initiatives and at the organizational level within Fairfax County, and can serve as a foundation for the SCYPT's development and endorsement of shared community-level goals.

BACKGROUND:

Over the coming months, the SCYPT will be endorsing a set of community-level goals for children and youth that can be shared across sectors. The goals will guide and frame the SCYPT's work and should also serve as a framework for guiding decisions and priorities of Fairfax County, Fairfax County Public Schools (FCPS), and others serving and working for children and youth success and well-being.

Through a variety of initiatives, Fairfax County Government and FCPS have developed goals that can serve as a starting point for the SCYPT's process and discussions. In particular, five sets of goals/outcomes should be familiar to the SCYPT:

- FCPS Student Achievement Goals,
- Portrait of a Graduate,
- Prevention System Goals,
- Opportunity Neighborhood Goals, and
- The Fairfax County Human Services System Successful Children and Youth Outcome Area.

ATTACHMENTS:

Crosswalk of Existing Goals  
Examples of Goals from Other Areas

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services  
Victoria Cardoza Kairys, Department of Neighborhood and Community Services

Category	FCPS Student Achievement Goals	Portrait of a Graduate	Prevention System Goals	Opp Neighborhood Goals	HS SCY Determinants
School Readiness			Children enter kindergarten fully ready to succeed	Children are prepared for school entry	Children and youth have access to quality early care that fosters school readiness and academic supports to reach their career goals.
Academic Achievement	1. Pursue Academic Excellence: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. All students will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.  Students will: 1.1. Achieve their full academic potential in the core disciplines of: English Language Arts, Math, Science, Social Studies. 1.2. Communicate in at least two languages. 1.3. Explore, understand, and value the fine and practical arts. 1.4. Understand the interrelationship and interdependence of the countries and cultures of the world.		All youth are succeeding academically	Children succeed in school	
				Youth graduate from high school and continue on to post-secondary education and careers	
Physical Health and Safety			Children are physically fit with good nutritional habits		Children and youth live in environments free from biological, chemical and physical hazards and have accessible resources that promote well-being.
			Children and youth are safe from violence and bullying		Children and youth have access to physical, oral, behavioral, and long-term health care.
			Children are born healthy		
Behavioral Health			Children and youth are free from alcohol, tobacco, and other drugs		
			Children and youth are mentally well		

Category	FCPS Student Achievement Goals	Portrait of a Graduate	Prevention System Goals	Opp Neighborhood Goals	HS SCY Determinants
Life Skills	<p>2. Develop Essential Life Skills: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>2.1. Demonstrate honesty, responsibility, and leadership.</li> <li>2.2. Courageously identify and pursue their personal goals.</li> <li>2.3. Develop the resilience and self-confidence required to deal effectively with life's challenges.</li> <li>2.4. Possess the skills to manage and resolve conflict.</li> <li>2.5. Work effectively within a group dynamic.</li> <li>2.6. Demonstrate respect for cross-cultural differences and perspectives.</li> <li>2.7. Develop practical life skills including but not limited to: time management, work habits, problem solving/critical thinking, financial competency, and self-sufficiency.</li> <li>2.8. Effectively use technology to access, communicate, and apply knowledge, and foster creativity.</li> <li>2.9. Make healthy and safe life choices.</li> <li>2.10. Be inspired to learn throughout life.</li> </ul>	<p>Collaborator</p> <ul style="list-style-type: none"> <li>• Respects divergent thinking to engage others in thoughtful discussion</li> <li>• Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals</li> <li>• Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints</li> <li>• Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks</li> </ul>			
	<p>3. Demonstrate Responsibility to the Community and the World: All students will understand and model the important attributes that contribute to the community and the common good.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>3.1. Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.</li> <li>3.2. Be respectful and contributing participants in their school, community, country, and world.</li> <li>3.3. Understand the purpose, role, and means of engaging and advocating with the different levels and types of government.</li> <li>3.4 Exercise good stewardship of the environment.</li> </ul>	<p>Ethical and Global Citizen:</p> <ul style="list-style-type: none"> <li>• Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues</li> <li>• Contributes to solutions that benefit the broader community</li> <li>• Communicates effectively in multiple languages to make meaningful connections</li> <li>• Promotes environmental stewardship</li> <li>• Understands the foundations of our country and values our rights, privileges, and responsibilities</li> <li>• Demonstrates empathy, compassion, and respect for others</li> <li>• Acts responsibly and ethically to build trust and lead</li> </ul>			
Family Functioning			Families have skills and supports needed to raise healthy and thriving children	Families, schools, and neighborhoods support the healthy development and academic success of their children	The stability of families and attributes of parents influence development of positive behaviors; healthy relationships; and environments free from abuse, neglect and trauma.

Category	FCPS Student Achievement Goals	Portrait of a Graduate	Prevention System Goals	Opp Neighborhood Goals	HS SCY Determinants
Other			Families are connected to their communities and schools		Children and youth have natural and community support systems that foster relationships and bolster healthy growth and development.
					Children and youth have basic necessities including safe and stable housing, food, and clothing.
		<p>Communicator:</p> <ul style="list-style-type: none"> <li>• Applies effective reading skills to acquire knowledge and broaden perspectives</li> <li>• Employs active listening strategies to advance understanding</li> <li>• Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners</li> <li>• Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts</li> <li>• Uses technological skills and contemporary digital tools to explore and exchange ideas</li> </ul>			
		<p>Creative and Critical Thinker:</p> <ul style="list-style-type: none"> <li>• Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes</li> <li>• Uses information in novel and creative ways to strengthen comprehension and deepen awareness</li> <li>• Demonstrates divergent and ingenious thought to enhance the design/build process</li> <li>• Expresses thought, ideas, and emotions meaningfully through the arts</li> <li>• Evaluates ideas and information sources for validity, relevance, and impact</li> <li>• Reasons through and weighs evidence to reach conclusions</li> </ul>			

Category	FCPS Student Achievement Goals	Portrait of a Graduate	Prevention System Goals	Opp Neighborhood Goals	HS SCY Determinants
		Goal-Directed and Resilient Individual <ul style="list-style-type: none"> <li>• Engages in healthy and positive practices and relationships to promote overall physical and mental well-being</li> <li>• Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</li> <li>• Uses time and financial resources wisely to set goals, complete tasks, and manage projects</li> <li>• Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy</li> </ul>			

## Examples of Goals from Other Areas

### Raise DC

*Goal 1:* Every child is prepared for school

*Goal 2:* Every child succeeds in school

*Goal 3:* Every youth who is not in school reconnects to education, training, or employment opportunities

*Goal 4:* Every youth attains a postsecondary credential

*Goal 5:* Every youth is prepared for a career

### The Blueprint for Educational Change, Central Texas

*Goal 1:* All children enter kindergarten school ready

*Goal 2:* Central Texas eliminates achievement gaps while improving overall student performance

*Goal 3:* Students graduate college- and career-ready, and prepared for a lifetime of learning

*Goal 4:* Central Texas, as a community, prepares children to succeed

### Milwaukee Succeeds

*Goal 1:* All children are prepared to enter school

*Goal 2:* All children succeed academically and graduate high school

*Goal 3:* All young people utilize postsecondary education or training to advance their opportunities beyond high school and prepare for a successful career

*Goal 4:* All children and young people are healthy, supported socially and emotionally, and contribute to the success of the Milwaukee community

### The Road Map Project, South King County & South Seattle

*Goal 1:* Healthy and ready for kindergarten

*Goal 2:* Supported and successful in school

*Goal 3:* Graduate from high school college- and career-ready

*Goal 4:* Earn a college degree or credential

### Strive Partnership, Greater Cincinnati

*Goal 1:* Every child will be prepared for school

*Goal 2:* Every student will be supported

*Goal 3:* Every student will succeed academically

*Goal 4:* Every student will enroll in college

*Goal 5:* Every student will graduate and enter a career

### **Bartholomew County, IN**

*Priority Outcome 1:* Every baby is born healthy

*Priority Outcome 2:* All children enter kindergarten ready to succeed

*Priority Outcome 3:* All children achieve at or above grade level

*Priority Outcome 4:* Every youth completes post-secondary education

*Priority Outcome 5:* All capable young adults gain and retain employment that provides self-sufficiency

*Priority Outcome 6:* Children/youth are socially, emotionally, and physically healthy