FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM
November 6, 2013, 9:30 a.m. – 12 noon
Fairfax County Government Center, Room 232

<u>Agenda</u>

1. **Welcome and Introductions**

2. **Administrative Items**
   Item A-1:   Endorsement of Recommendations for School Readiness

3. **Information Items**
   Item I-1:   Strive Pre-Readings

4. **Presentations**
   Existing Goals Related to Child and Youth Success

5. **Items and Announcements Presented by SCYPT Members**

6. **Adjourn**

SCYPT Administrative Item A-1
November 6, 2013

ADMINISTRATIVE ITEM A-1

TITLE:
Endorsement of Recommendations for School Readiness.

ISSUE:
SCYPT endorsement of staff recommendations for school readiness.

RECOMMENDATION:
Staff recommend that the SCYPT endorse recommendations on increasing access to services to promote school readiness.

BACKGROUND:
Staff will present recommendations and strategies focused on *improving access to and quality of early care and education* in Fairfax County, with the goal of increasing children's success in kindergarten and beyond. The following four areas will be introduced:

1. School readiness. Strategies will be based on ensuring children acquire the skills and knowledge to meet fall kindergarten benchmarks.
2. Professional development and coaching. Strategies will be based on providing professional development, resources, and on-site technical assistance to early childhood educators to support their delivery of quality programs to young children.
3. Integrated data system. Strategies will be based on developing an early childhood data system that improves opportunities for data-driven decision-making and that links to the Fairfax County Public Schools system.
4. Place-based coordinated services. Strategies will be based on identifying space for place-based early childhood programs co-located with coordinated services that support children and their families.

Recommendations will include programmatic and systemic strategies, some of which will require additional funding and staff.

ATTACHMENTS:
None.

STAFF:
Kim Dockery, FCPS Department of Special Services
Anne-Marie Twohie, Department of Family Services, Office for Children

School Readiness

Fairfax County
Successful Children and Youth Policy Team

Early childhood education is the healthy *development* and education of children from birth to age 5.

Quality early childhood education programs support the whole child – cognitive, social, emotional and physical development.

Parents are their child's first and life long teacher.

A mixed-delivery system ensures the availability of many options to support the diversity of the county.

Children in Fairfax County

74,422 children under the age of 5 (2012)

6% of children under the age of 5 (4,483) living below the poverty level (2012)

62% of children under age 6 had all parents in the labor force (2011)

33.1% of kindergarteners in FCPS eligible for free/reduced meals (2012)

2,122 kindergarteners (16%) did not meet the fall FCPS reading intervention benchmark and referred for services (2012)

School Readiness
Successful Children and Youth Policy Team

Fairfax County

Center-Based

Public Child Care/Preschool

- Fairfax County Public Schools
- Fairfax County

Community Child Care/Preschool

- Non-profit
- For-profit
- Faith-based

Publicly funded programs occurring in these settings

•Special Education (Infant Toddler Connection; Fairfax County Public School Early Childhood Special Education)
•Virginia Preschool Initiative
•Head Start/FECEP
•Early Head Start

School Readiness
Successful Children and Youth Policy Team

Fairfax County

Family Child Care

Fairfax County Permitted

State Licensed

Publicly funded programs occurring in these settings

•Special Education (Infant Toddler Connection; Fairfax County Public School Early Childhood Special Education)
•Virginia Preschool Initiative
•Early Head Start

Home

Children at home with a relative who provides experiences, e.g. museum visits, library, recreation center, playgroups

Publicly funded programs
occurring in these settings

• Special Education (Infant Toddler Connection; Fairfax County Public School Early Childhood Special Education)

• Home visiting (Healthy Families Fairfax; Nurse Family Partnership; HIPPY=Home Instruction for Parents of Preschool Youngsters; Resource Mothers; Early Head Start)
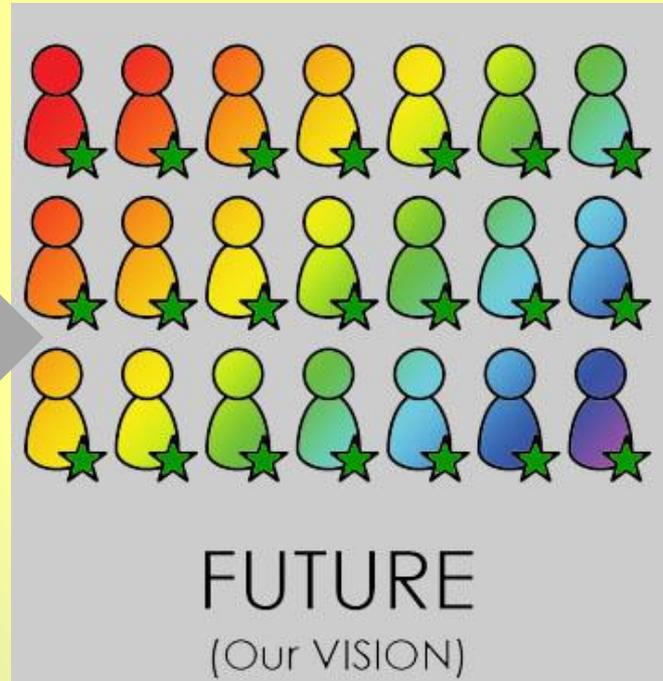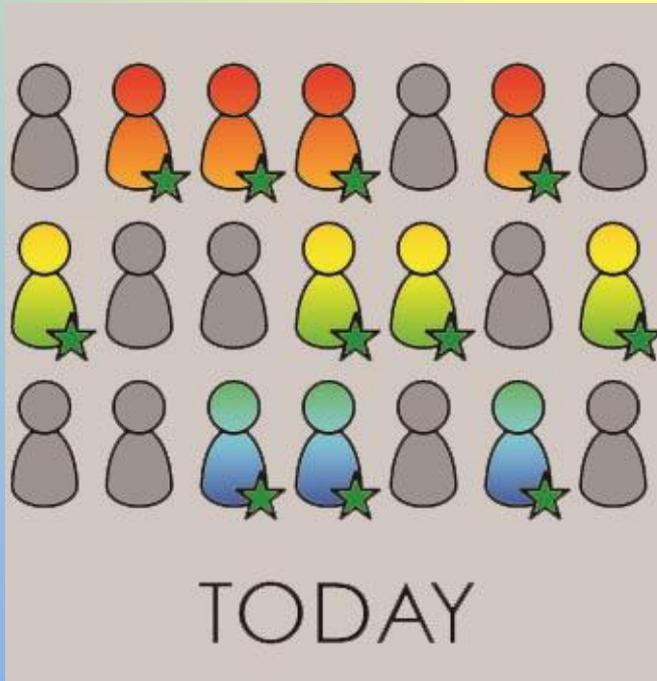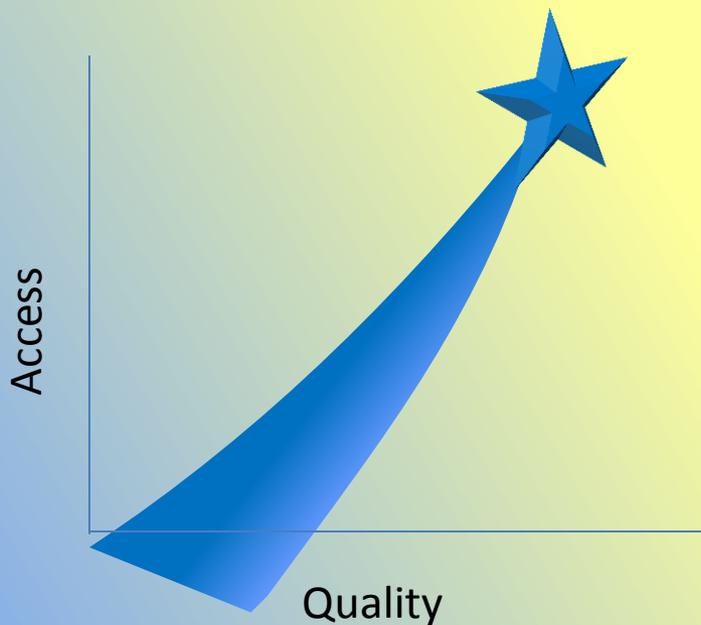
Examples of Other Pre-K Experiences in the Community

- Library (e.g., story times that provide adults and children the opportunity to engage in large and small group experiences)
- Recreation Centers (e.g., arts & crafts, swimming)
- Parks (e.g., exercise trails & playground equipment for gross motor skill development)
- Nature Centers (e.g., museum experiences, presentations and hands-on trail activities for young children)
- Private classes for young children (e.g., dance, gymnastics, soccer and music)
- Public school literacy classes (e.g., *Early Literacy and Family Literacy*)
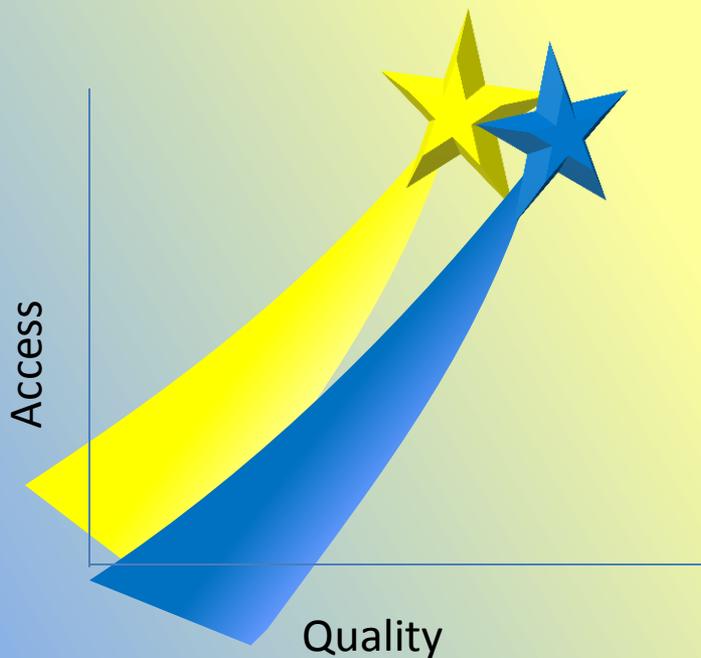
Definition of Quality

- **Education, qualifications, and training of staff:** Effective early childhood professionals have a strong background in education and child development, building specialized early childhood competencies.

- **Interactions:** Effective teachers have the warmth and sensitivity to engage children, fostering self-confidence and positive interactions, and encouraging questions and curiosity.

- **Structure:** Small class sizes and low child to teacher ratios that allow for individual student attention are hallmarks of a high quality program.

- **Environment and Instruction:** An age-appropriate curriculum recognizing the psychological development of children is important, but the way a teacher implements that curriculum is more significant. Learning environments should stimulate children's cognitive development, with classrooms divided into smaller activity-based centers.

Access

Quality

School Readiness
Successful Children and Youth Policy Team
Fairfax County

Definition of Quality

- **Education, qualifications, and training of staff:** Effective early childhood professionals have a strong background in education and child development, building specialized early childhood competencies.
- **Interactions:** Effective teachers have the warmth and sensitivity to engage children, fostering self-confidence and positive interactions, and encouraging questions and curiosity.
- **Structure:** Small class sizes and low child to teacher ratios that allow for individual student attention are hallmarks of a high quality program.
- **Environment and Instruction:** An age-appropriate curriculum recognizing the psychological development of children is important, but the way a teacher implements that curriculum is more significant. Learning environments should stimulate children's cognitive development, with classrooms divided into smaller activity-based centers.

Definition of Access

- Availability
- Location with place-based coordinated services
- Affordability

Access

Quality

School Readiness
Successful Children and Youth Policy Team
Fairfax County

School Readiness
Positive Child Outcomes

Access

Quality

Definition of Quality

- **Education, qualifications, and training of staff:** Effective early childhood professionals have a strong background in education and child development, building specialized early childhood competencies.
- **Interactions:** Effective teachers have the warmth and sensitivity to engage children, fostering self-confidence and positive interactions, and encouraging questions and curiosity.
- **Structure:** Small class sizes and low child to teacher ratios that allow for individual student attention are hallmarks of a high quality program.
- **Environment and Instruction:** An age-appropriate curriculum recognizing the psychological development of children is important, but the way a teacher implements that curriculum is more significant. Learning environments should stimulate children's cognitive development, with classrooms divided into smaller activity-based centers.
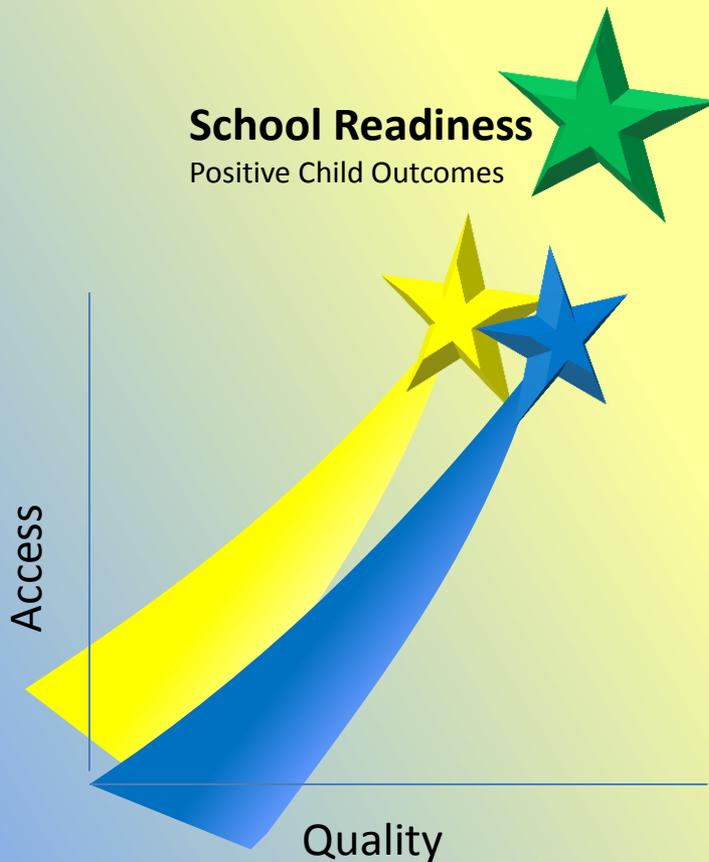
Definition of Access

- Availability
- Location with place-based coordinated services
- Affordability

School Readiness
Successful Children and Youth Policy Team

Fairfax County

School Readiness = Quality + Access

Access

Path to Quality

- Coaching and professional development
- Licensing standards (safety, ratio)
- VQRIS and teacher qualifications (competency and foundational knowledge)
- Place-based coordinated services

Path to Access

- Additional facilities
  - Place-based coordinated services
  - Classroom space
- Funded program slots
- Scholarships

Quality

13

Recommendation #1

Create a learning network of quality early care and education programs that promotes school readiness through the alignment of curricula to the *Virginia Foundation Blocks for Early Learning* in order to build knowledge and awareness of shared kindergarten expectations.

- Expand Neighborhood School Readiness Teams (NSRT) throughout Fairfax County to develop school, county, community partnerships.

- Provide on-site coaching for early childhood professionals.

School Readiness
Successful Children and Youth Policy Team
Fairfax County

Neighborhood School Readiness Teams (NSRT)

Collaborative partnerships between the community, early childhood programs, Fairfax County public schools, and county programs. NSRTs develop and implement action plans to support school readiness in their communities across the county. Team members support children's successful transition to kindergarten (including timely registration, increased opportunity to build relationships with incoming students, increased social skills of students, increased family engagement, immunization and physical completion prior to the start of school).

Goal **All Title I elementary schools will participate on a NSRT**

Currently 10 NSRTs

Strategy Add 18 neighborhoods by 2017 to ensure that all Title I schools are part of a NSRT

FY2015	FY2016	FY2017	FY2018
$102,182 6 neighborhoods (2 positions)	6 neighborhoods	$46,069 6 neighborhoods (1 position)	

School Readiness
Successful Children and Youth Policy Team
Fairfax County

Coaching and Professional Development

On-site coaching and professional development provides the opportunity for early childhood educators to gain knowledge of child development and best practices for implementing curriculum, both of which are critical for promoting positive school readiness outcomes for children. Practical application of concepts is supported through a coaching model of on-site technical assistance and professional development.

Goal **Increase coaching and professional development opportunities for early childhood educators**

Current The county provides professional development for early childhood educators, as well as on-site coaching in a limited number of grant-funded programs

Strategy Support adult learners through on-site coaching to build knowledge and skills related to curriculum implementation, environments, social emotional competency, and infant and toddler care to promote a high quality early learning network of child care programs

FY2015	FY2016	FY2017	FY2018
$281,905 (3 positions)		$281,905 (3 positions)	

Recommendation #2

Support children living in poverty to reach fall kindergarten benchmarks as reported on a universal screener.

- Increase access to quality programing through expansion of Virginia Preschool Initiative.

- Expand Virginia Quality Rating and Improvement System (VQRIS) in order to support quality in more early childhood programs.

- Provide additional access to affordable, quality child care through the Child Care Assistance and Referral program.

Virginia Preschool Initiative (VPI)

Provides early childhood education and comprehensive services to four year olds at risk of school failure and their families.

Goal **To increase the number of children enrolled in VPI and to decrease the percentage of unused slots**

Currently The County serves 230 children in community based programs and 1,177 in FCPS classrooms

Strategy Provide Local Match to enable the County to draw down state VPI funding and serve additional children enrolled in community programs and to create new PreK classrooms in FCPS

FY2015	FY2016	FY2017	FY2018
$150,000 50 slots (community- based)		$150,000 50 slots (community-based)	
$408,000 34 slots & staffing (FCPS)	$531,068 34 slots & staffing (2 positions) (FCPS)	$408,000 34 slots & staffing (FCPS)	$408,000 34 slots & staffing (FCPS)

School Readiness
Successful Children and Youth Policy Team

Fairfax County

VPI in Fairfax County
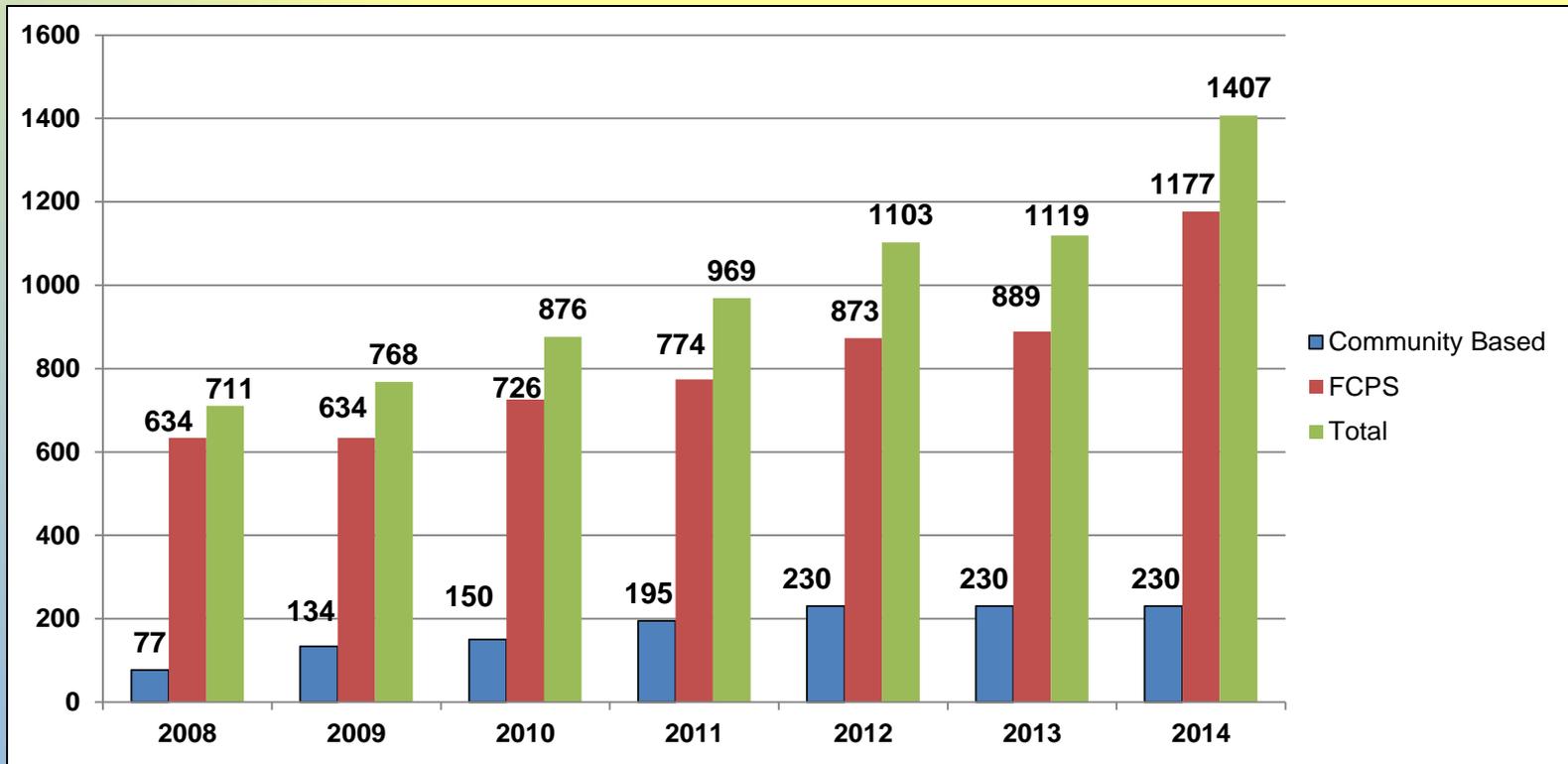
	2008	2009	2010	2011	2012	2013	2014
Community Based	77	134	150	195	230	230	230
FCPS	634	634	726	774	873	889	1177
Total	711	768	876	969	1103	1119	1407

Availability of VPI Slots
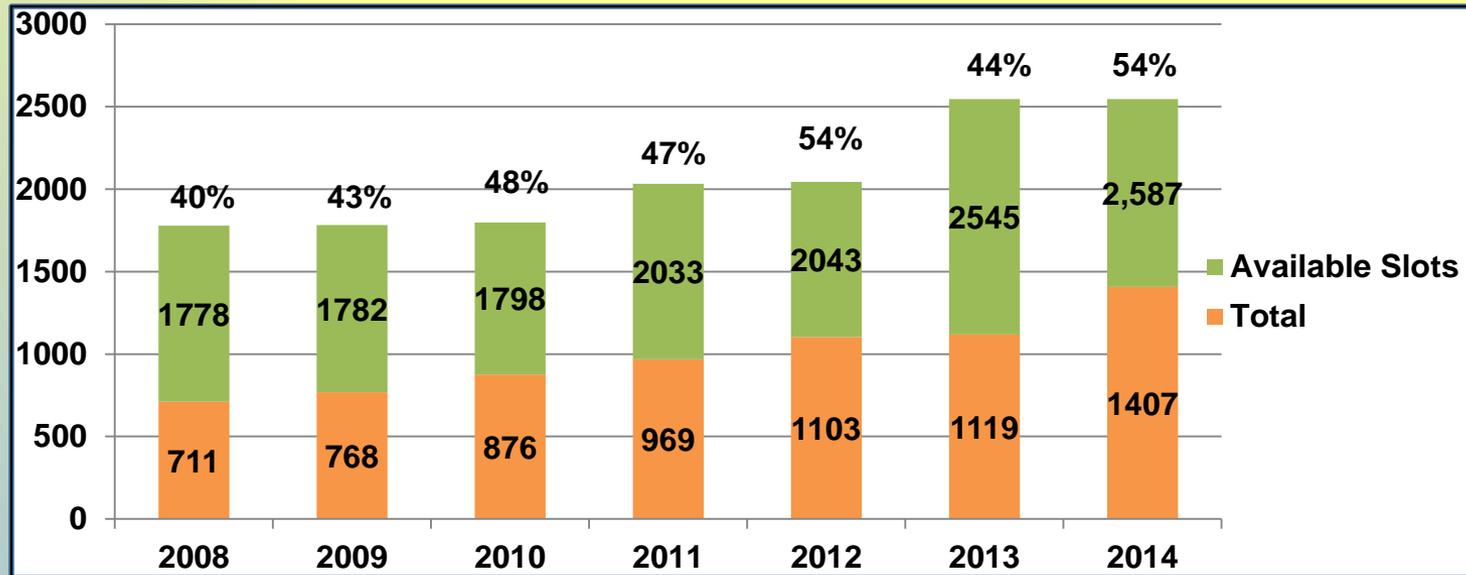
While the County has steadily increased the number of VPI slots used, all available slots/funding are not utilized. This is due to three key challenges faced by localities throughout the state:

- Local Match requirement (50%)
- VPI per pupil amount ($6,000)
- Space

The Virginia Quality Rating and Improvement System (VQRIS)

VQRIS is an initiative to assess, improve, and communicate the level of quality in early care and education settings that families consider for their children. VQRIS defines standards for early childhood education and creates a framework for accountability, while also establishing a network of support and outreach for programs and practitioners that promotes continuous quality improvement.

Goal **Enable county child care centers/preschools and family child care homes serving children living in poverty to participate in VQRIS**

Currently 40 programs participate in VQRIS (includes child care centers/preschools and family child care homes)

Strategy 120 additional programs will participate in VQRIS by 2018 with priority given to programs participating in the child care subsidy program

FY2015	FY2016	FY2017	FY2018
$194,456 30 programs 3.5 positions	$153,291 30 programs 3 positions	$194,456 30 programs 3.5 positions	$153,291 30 programs 3 positions

School Readiness
Successful Children and Youth Policy Team
Fairfax County

The Child Care Assistance and Referral Program (CCAR)

CCAR provides financial assistance for child care to families with low to moderate incomes who are working or are in education programs.

Goal **To increase the number of families who can access affordable, quality child care**

Currently CCAR currently serves approximately 4,600 children monthly with a combination of state and local funds. The program has a waiting list of over 3,000 children

Strategy Serve an additional 200 children from birth to age five by 2018. This strategy will be coordinated with early childhood program capital improvement planning and recommendations

FY2015	FY2016	FY2017	FY2018
	$800,000 100 children		$800,000 100 children

Recommendation #3

Improve accountability and opportunities for data-driven decision making through a comprehensive early childhood data system.

- Establish a joint county/FCPS work group to develop recommendations for identifying and implementing an integrated early childhood longitudinal data system that connects existing program data and provides the county and FCPS with the ability to analyze and strategically support positive school readiness outcomes for children and families.

- Link the early childhood longitudinal data system to the FCPS data system.
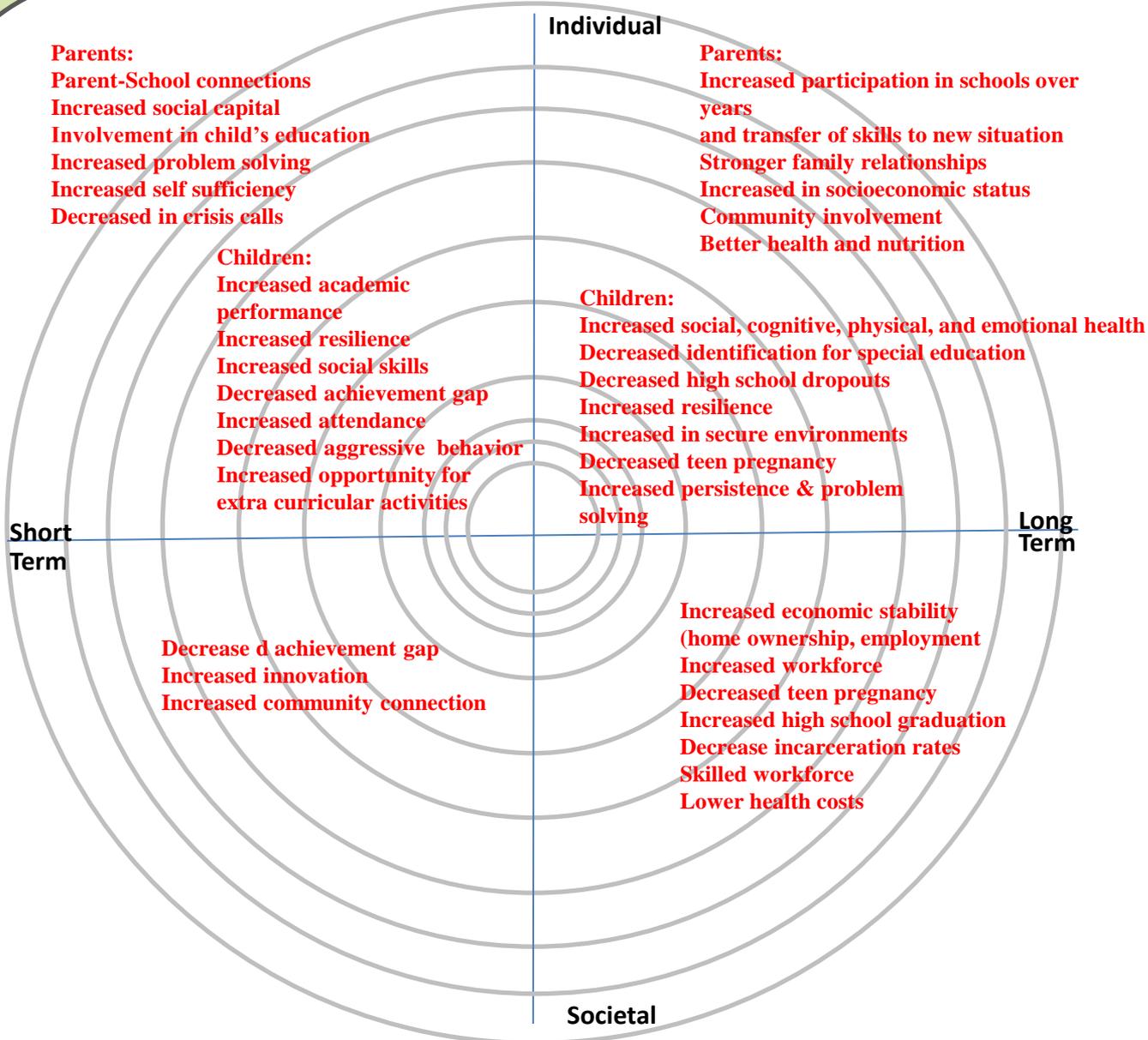
Recommendation #4

Provide place-based coordinated services (early care and education, health, mental health, nutrition, social services, dental) for children and their families in locations near their work or home.

- Establish a joint county/FCPS early childhood education capital improvement task force in coordination with the *Capital Facilities and Debt Management Committee* to strategically plan for future development of space for place-based early childhood programs co-located with coordinated services that support children and their families.

Possible locations for initial consideration: Bailey's and Gum Springs Community Centers, the Islamic Saudi Academy, Graham Road Community Building, Willston, East County Human Services building

Prevention Ripple Effect

Individual

Short Term

Long Term

Societal

Parents:
Parent-School connections
Increased social capital
Involvement in child's education
Increased problem solving
Increased self sufficiency
Decreased in crisis calls

Children:
Increased academic
performance
Increased resilience
Increased social skills
Decreased achievement gap
Increased attendance
Decreased aggressive behavior
Increased opportunity for
extra curricular activities

Parents:
Increased participation in schools over
years
and transfer of skills to new situation
Stronger family relationships
Increased in socioeconomic status
Community involvement
Better health and nutrition

Children:
Increased social, cognitive, physical, and emotional health
Decreased identification for special education
Decreased high school dropouts
Increased resilience
Increased in secure environments
Decreased teen pregnancy
Increased persistence & problem
solving

Decrease d achievement gap
Increased innovation
Increased community connection

Increased economic stability
(home ownership, employment
Increased workforce
Decreased teen pregnancy
Increased high school graduation
Decrease incarceration rates
Skilled workforce
Lower health costs

Funding Options

	FY2015	FY2016	FY2017	FY2018
Recommendation 1				
NSRT	$102,182		$ 46,069	
Coaching & PD	$281,905		$281,905	
Recommendation 2				
VPI	$558,000	$531,068	$558,000	$408,000
VQRIS	$194,456	$153,291	$194,456	$153,291
CCAR		$800,000		$800,000
Totals:	$1,136,543	$1,484,359	$1,080,430	$1,361,291

School Readiness
Successful Children and Youth Policy Team
Fairfax County

Center-Based

Family Child Care

Home

FUTURE
(Our VISION)

School Readiness
Successful Children and Youth Policy Team
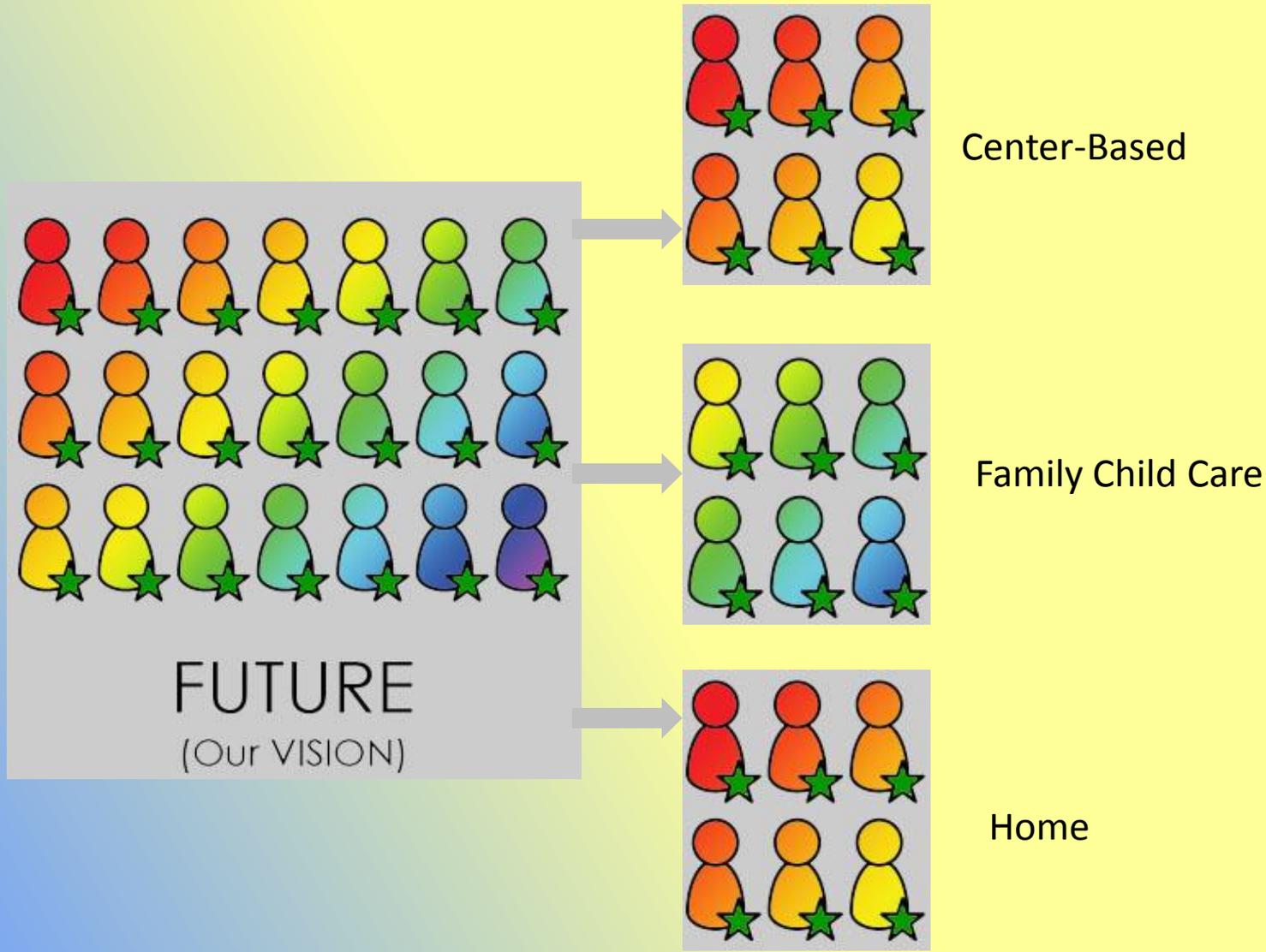
SCYPT Information Item I-1
November 6, 2013

INFORMATION ITEM I-1

TITLE:
Strive Pre-Readings

ISSUE:
Articles and other documents provide background information to prepare members for the December SCYPT meeting.

BACKGROUND:
At the December 4, 2013, SCYPT meeting, Jeff Edmondson will facilitate a discussion on team structure, processes, and goal-setting. Mr. Edmondson is the Managing Director of Strive Together, an organization dedicated to supporting communities trying to implement collective impact through "cradle to career civic infrastructure." More information on Strive can be found at http://www.strivetogether.org/. Mr. Edmondson's assistance is funded by the Community Foundation for the National Capital Region.

To prepare for December's conversation, Mr. Edmondson has recommended that SCYPT members review the attached documents.

ATTACHMENTS:
"Aligning for Impact: Connecting Promise Neighborhoods and the Cradle-to-Career Civic Infrastructure"
"Selecting Community Level Outcomes & Indicators"
"The New Civic Infrastructure: The "How To" of Collective Impact and Getting a Better Social Return on Investment"

STAFF:
Karla Bruce, Department of Neighborhood and Community Services
Jesse Ellis, Office of the County Executive

Aligning for Impact: Connecting Promise Neighborhoods and the Cradle-to-Career Civic Infrastructure

Leaders at all levels, from the board room to the living room, are working in communities across the country to fundamentally change how they support children's success from cradle to career. This work focuses on rethinking how limited resources are best used to meet the needs of each and every child and family. There are numerous initiatives underway to help communities as they take on this challenging, long-term work that requires going beyond programmatic interventions to achieve systemic transformation. Two of these efforts include Promise Neighborhoods and Strive's work to help communities build cradle-to-career civic infrastructure. (Please see the FAQs section for descriptions of each initiative.)

These initiatives were recently featured in a report released by **Education Sector**[1] that highlighted how they could benefit each other by aligning their frameworks and sharing what they are learning. Such alignment would be logical and powerful given the similarities in their conceptual underpinnings, namely utilizing data and community expertise to identify what works on the ground and matching those resources to the unique needs of individuals and families.

Before discussing how to achieve that alignment, it is important to understand the differences in the geographic scope and breadth of issues covered by each effort. Geographically, Promise Neighborhoods focuses on neighborhoods while Strive focuses on cities or regions. In terms of issues addressed, Strive is committed to improving educational outcomes, while Promise Neighborhoods is rooted in strong schools and educational outcomes but also works more broadly on child development factors such as health and wellness.

So how can these efforts align in a community? The visual below depicts how a community can connect one or more neighborhood-based efforts with existing or emerging city or regional efforts.

---

[1] See: http://www.educationsector.org/publications/striving-student-success-model-shared-accountability

In this case the regional structure enables communication between various neighborhood efforts, the neighborhood efforts can feed innovations surfaced in their community up to the system-wide level, and policy and practice changes identified by the regional effort can be implemented and tested in partner neighborhoods. The potential benefits to both types of partnerships from this alignment are numerous.

Alignment with neighborhood-based efforts enables regional partnerships to:

Test policy/systems and change ideas on the ground. Often, the programmatic or structural changes identified by a regional partnership are difficult to implement all at once across a community. By partnering with neighborhood-based efforts, the regional effort has a readymade "innovation lab" to pilot and test ideas, and gather data about their effectiveness, before rolling strategies out more broadly. In addition, regional efforts have the chance to learn from neighborhood based partners about what works.

Engage community more effectively in decision-making. Regional partnerships often struggle to engage community because they are, by definition, broad and therefore not rooted in specific community needs and issues. By connecting to neighborhood efforts, regional partnerships can more effectively engage community members in dialogue about potential programs and policy change ideas.

Alignment with regional partnerships enables neighborhood-based efforts to:

Rapidly spread innovations. Neighborhood-based partnerships often produce innovative solutions to local challenges through their deep understanding of the local community dynamics. However, these innovations often stay within their neighborhood boundaries because they have no way to scale them to other neighborhoods. By connecting to regional efforts, they can tap into a ready infrastructure to rapidly align community resources around innovations, enabling them to spread to other communities far more quickly and sustainably.

Remove policy barriers. Ideas on the ground in one neighborhood may not be implemented in another because of institutional or policy barriers. By connecting to a regional effort, neighborhood efforts have increased access to decision-makers and those decision-makers have a mechanism to respond systemically rather than fielding multiple one-off requests from each separate community or initiative.

Access data. Neighborhood-based efforts often struggle to access critical information, such as student performance data from the school district, that would help them better identify the specific challenges and potential solutions that could improve outcomes in their community. Connection to regional partnerships sometimes facilitates access to data, and to the decision-makers who control the data, while streamlining data and research requests to decrease the burden on institutions.

In order to achieve these benefits, there are five key areas for the leaders in a given community to intentionally connect across neighborhood and regional partnerships:

1) **Aligned Leadership**. Both Promise Neighborhoods and Strive look to bring together key leaders across sectors to help champion, guide, and advocate for the work over the long term. Thoughtful alignment across these leadership tables is critical to ensure 1) constant flow of information, 2) minimization of duplicative requests of time, resources, and political capital, 3) consistent messaging about how the efforts are mutually reinforcing, and 4) commitment to common standards of practice regarding the use of data.

2) **Aligned Outcomes**. Both initiatives look to create a dashboard of regional and neighborhood level outcomes that will remain the focus of the effort over the long term. Ensuring consistency across these outcome sets—and recognizing that there may be some differences—is critical for achieving improved outcomes over time.

3) **Aligned Action**. The Promise Neighborhood effort must be one of the priority strategies of the regional partnership. With this in place, leaders can quickly translate and disseminate lessons from the neighborhood-based work to inform work across the region.

4) **Aligned Data Systems**. While it is critical that community-level outcomes are consistently used across sites, it is equally ideal that the data system adopted by the region and neighborhood to gather, report, and use information at the child level is consistent or compatible. This will enable practitioners and decision-makers to have a consistent mechanism for using data to inform action and continuously improve.

5) **Aligned Advocacy**. Both Promise Neighborhoods and Strive promote the development of an advocacy agenda aimed at policymakers and funders to support efforts that produce results for children. Developing a joint agenda will have greater impact at the local, state, and national levels, although each may also choose to pursue individual agendas as well.

By aligning the work of each partnership along these five dimensions, communities will be able to more seamlessly connect their efforts and, with this integrated approach, realize greater benefits for the children and families they serve.

Frequently Asked Questions:

What is a Promise Neighborhood?

A Promise Neighborhood is both a place and a strategy. A place eligible to become a Promise Neighborhood is a geographic area that is distressed, often facing inadequate access to high-quality early learning programs, services, and schools, and with low high-school and college graduation rates, high rates of unemployment and crime, and indicators of poor health. These conditions contribute to and intensify the negative outcomes associated with children and youth living in poverty. Children and youth who are from low-income families and grow up in neighborhoods of concentrated poverty face educational and life challenges above and beyond the challenges faced by children who are from low-income families who grow up in neighborhoods without a high concentration of poverty.

A Promise Neighborhood is also a strategy for addressing the issues in distressed communities. Promise Neighborhoods are led by organizations that work to ensure that all children and youth in the target geographic area have access to the continuum of solutions needed to graduate from high school college- and career-ready. Within a Promise Neighborhood, organizations ensure a high level of participation in high quality cradle-to-career supports for children and youth, so that a greater proportion of the neighborhood is served and neighborhood indicators show children making significant progress over time.

According to the U.S. Department of Education, the vision of the program is that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career. The purpose of Promise Neighborhoods is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities, and to transform those communities by:

1. Identifying and increasing the capacity of eligible entities that are focused on achieving results for children and youth throughout an entire neighborhood;

2. Building a complete continuum of cradle-to-career solutions of both educational programs and family and community supports, with great schools at the center;

3. Integrating programs and breaking down agency silos so that solutions are implemented effectively and efficiently across agencies;

4. Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and

5. Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through a rigorous evaluation of the program.

To date 41 communities have received planning or implementation grants from the U.S. Department of Education as part of the formal Promise Neighborhoods program. Eligible entities include (1) nonprofit organizations, which may include faith-based nonprofit organizations, (2) institutions of higher education, and (3) Indian tribes. In addition to the 41 communities funded by the Department of Education, there are dozens of Promise Neighborhood-type efforts across the country—operating without Promise Neighborhoods program grants— that could benefit from alignment with broader regional efforts.

What does Strive mean by Cradle-to-Career Civic Infrastructure?

Civic Infrastructure is a term that describes the structures, processes and tools that enable communities to work together more effectively, use data more strategically, identify and improve on what works more consistently, and move resources in a more coordinated way to support the success of every child from cradle to career. Like the physical infrastructure of a city, the civic infrastructure has several critical components:

- **Shared Community Vision** consists of bringing together stakeholders at *every level* (grass roots and grass tops), across *all sectors* (from education to community to business and beyond) of the community around a unified vision and goals. These stakeholders then need to be organized in a partnership where they are mutually accountable for achieving their shared goals (the skyline of a physical infrastructure).

- **Evidence Based Decision Making** includes agreeing on which high level data points we want to move because we believe moving them will indicate real impact for kids; along with the local data, expert research, and community knowledge that are used to determine the right path to achieve that impact. This combination of data provides the foundation (or ground the infrastructure is built upon) for making decisions.

- **Collaborative Action** brings together those who are most interested and integral to moving the selected outcomes in a new and more efficient way that uses all forms of data to identify what practices are or could have the greatest impact for kids in their community, creates plans to spread those practices, and monitors their collective success in order to keep improving over time (in essence a more efficient way of constructing buildings to fill in the skyline).

- **Investment & Sustainability** requires true community ownership and involvement in the work to sustain it through the inevitable ups, downs and leadership changes that will occur; and it requires the realignment of resources, both public and private, existing and new, to support the infrastructure itself and what the teams on the ground have identified as being most effective for kids (the electrical grid that powers it all).

Collectively these pieces embody the civic infrastructure, and while each piece is singularly important, doing individual pieces well is not sufficient to achieve the kind of impact we want to see. For true cradle to career transformation a community must connect it all together into their own civic infrastructure.

Do we have to pick one concept or the other?

No. The work of building a cradle to career civic infrastructure at the regional level and launching Promise Neighborhoods at the local level are mutually supportive, and if both efforts are started in concert the ability to achieve the alignment described in this paper is even greater. The Framework for Building Civic Infrastructure developed by Strive can frame and inform work at both the regional and neighborhood level. The Promise Neighborhoods Institute at PolicyLink has a growing body of tools and resources that support both bodies of work.

Which effort should we attempt to implement first?

Both a Promise Neighborhood and Strive model can be implemented simultaneously in the same community if it is ready to do both. If not, then the decision depends primarily on the willingness and readiness of leaders at the regional and/or neighborhood levels to invest capital to build cradle-to-career supports, and the geographic scope within which those leaders are willing and/or able to invest their capital. It may make sense to start with a Promise Neighborhood initiative if an organization(s) and community members in one specific neighborhood are already providing high-quality direct services and want to scale up to a full continuum or a larger neighborhood; are well organized and ready for action; and/or if leaders don't feel the regional players are ready for coordinated systemic action or would contribute to their efforts. If scaling impact broadly across a wider population is a primary focus, then building the regional cradle-to-career civic infrastructure may be a good starting place.

What are the costs and structure for the back office or infrastructure?

This question gets to one of the key differences in the structure of the role of the lead agency in a Promise Neighborhood or a backbone organization with Strive. As such, it's a bit like comparing apples and oranges.

Strive's back office team works includes a Director to work constantly with the partners engaged in the vision, a data analyst to support the collection, management, analysis, and reporting of data for use by partners, and facilitation to develop action plans on-the-ground. This team should influence countless millions of dollars that are needed.

Promise Neighborhoods' lead agency must also be a direct service provider in the neighborhood. As the lead agency in a Promise Neighborhood, the organization's back office capacity must include the ability to coordinate and engage partners on data, accountability, as well as coordinate and integrate programs. In addition, as the backbone of a direct service organization, the Promise Neighborhood lead agency must have the ability to raise funds for direct services, oversee finances, evaluate programs, implement or manage a database on clients, manage human resources, and all the other administrative functions of a direct service organization.

Civic Infrastructure
The cost of building civic infrastructure is minimal compared to the influence it can have over the millions of dollars invested in the success of children. To build the civic infrastructure, communities need to select an anchor or "backbone" organization that will be responsible for organizing the partnership, housing the staff that are required to keep it going, and coordinating resource alignment in the

community to support the work. In general, the annual budget for the backbone is about $500,000. The funding primarily supports a few key roles including a director to work with the partners engaged in the vision, a data analyst to support the collection, management, analysis, and reporting of data for use by partners, and a facilitator to help teams develop action plans on-the-ground. However, the regional partnership that this team supports should influence both the public and private resources that are currently invested in a community, helping them to redirect their investments towards what works.

Promise Neighborhoods
Building capacity for the lead agency in a Promise Neighborhood depends on the existing back office capacity of the direct service organization as well as the number of direct services the lead agency provides. A good guideline is that direct service organizations spend about 20% of their overall budget on a back-office to support the work of their programs.

How would we get started?

There is basic information on the Promise Neighborhoods Institute at PolicyLink (http://www.promiseneighborhoodsinstitute.org/Technical-Assistance/Funding) and Strive (http://www.strivenetwork.org/strive-approach) websites, and you are welcome to reach out to the staff listed below for more information.

Contacts:

Michael A. McAfee, Ed.D.	Jeff Edmondson
Director	Managing Director
Promise Neighborhoods Institute at PolicyLink	Strive
1438 Webster Street, Suite 303	One West Fourth St, Suite 200
Oakland, CA 94612-3228	Cincinnati, OH 45202
voice: 510.663.4310	voice: 513.929.1156
mobile: 312.498.5443	mobile: 513.218.7927
email: michael@policylink.org	e-mail: edmondsonj@strivenetwork.org

Community Level Outcomes:

Community Level Outcomes measure a change in a community's conditions that is anticipated as a result of an intervention. Outcomes may be short-term or immediate (the direct result of program activities), or may be intermediate (achieved as a result of other short-term outcomes). They are measures on the partnership's progress in achieving the community's cradle to career vision and goals.

To avoid the risk of "Boiling the Ocean," Criteria are often established to narrow a larger list of outcomes that is brainstormed by the Partnership and the community. Common criteria for selecting Community Level Outcomes are as follows:

- Leadership interest
- Community Ownership
- Staffing Capacity to Lead Work Related to Every Outcome
- Availability of Data: Consistent, Reliable

Indicators:

Indicators are measures of achievement. They define the measurement of important and useful information about the performance of a program or initiative. They may be expressed as a percentage, index, rate, ratio, or other numerical measure that permits comparison. Indicators are monitored at regular intervals and are usually compared to one or more criterion.

When selecting indicators it is really important to fully engage and achieve complete ownership of the indicators to the organizations and collaboratives who have the ability to impact them. The indicators will not be successful if the people who are doing on-the-ground work do not agree that it is an appropriate measure for the outcome. A way to help identify and create agreement around indicators is establishing a set of criteria.

Criteria for Selecting Indicators:

- Is a valid measure of the outcome
- Is easily understandable to local stakeholders
- Is reasonably similar across region and school districts
- Produced by a trusted source
- Is affordable to gather and report
- Is available consistently over time
- Is changeable to a significant degree by local action, and be useful in the day to day work of collaboratives that are working to improve student outcomes

The New Civic Infrastructure:

The "How To" of Collective Impact and Getting a Better Social Return on Investment

By Jeff Edmondson, Strive Network and Nancy L. Zimpher,
State University of New York

S ecretary Arne Duncan recently said, "Many people believe we have to first address poverty in order to improve education. I believe we have to first improve education in order to address poverty."[1] If you agree with the secretary, it is easy to see that education is the single most important engine of individual opportunity and economic growth in our country. The question then becomes: In this challenging economy where new resources are scarce, how do we make critical improvements so that we get a better return on our current investment?

To answer this question, leaders from the education, business, nonprofit, civic, and philanthropic sectors in the urban core of the Greater Cincinnati region joined together in 2006 to form The Strive Partnership. The Partnership focused on an ambitious vision—supporting the success of every child, every step of the way, from cradle to career—and a corresponding set of ambitious goals: working together to ensure every child is prepared for school, is supported inside and outside of school, succeeds academically, enrolls in some form of college, and graduates and enters a career.

But most importantly, the Partnership identified and set measurable targets for a core set of eight overarching outcomes that span the cradle to career continuum. Progress toward meeting these targets are tracked across the three cities that make up the urban core of the region for early childhood, the public and parochial schools, and the

local colleges and universities. In order to make progress toward the designated targets, relevant practitioners and funders formed networks related to each outcome to review local data on their performance and build cohesive action plans around what actually works in terms of helping students succeed. The result: of the 34 measures of student achievement on which the Partnership is focused, 81 percent are trending in a positive direction, up from 68 percent three years ago.[2]

This work overall, and the networks of practitioners and funders specifically, provides the community-development sector with a new way to engage with the education field and improve outcomes for children. By working arm-in-arm with education systems—early childhood, K-12, and higher education—and using data as a constructive tool to improve, as opposed to a tool to pick winners and losers, we can begin to leverage precious resources to get the improved results we all so desire. This article summarizes some of the lessons learned from The Strive Partnership's experience in Cincinnati/Northern Kentucky, as well as the experience of other pioneers in this work, and identifies a framework for building the "New Civic Infrastructure" needed to support the success of every child from cradle to career and move the dial on critical social outcomes in general.

Defining How to Have "Collective Impact"

In their popular article in the *Stanford Social Innovation Review*, John Kania and Mark Kramer define collective impact as, "The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem."[3] This simple definition has caught the imagination of communities across the country looking to address complex social issues in a struggling economy. In the end, this concept gives us a way to think differently about how to get a better social return on investment.

But as is often the case, a great idea can spread so quickly and be adapted in so many ways that its original or true meaning can become muddled or lost. Recently, one community reached out to us and claimed to have nine collective-impact initiatives underway related to education. When asked about what was common or collective across the efforts, there was no clear answer. That there were so many separate but similar initiatives operating simultaneously is antithetical to the entire point of collective impact.

In order to prevent the concept of collective impact from getting diluted, it is critical to establish some basic standards for what it takes to make this very challenging work happen on the ground. Fortunately, long before the "Collective Impact" article hit the press, a consortium of financial institutions and foundations known as

. . . we need to shift our focus to how we align public and private resources in new ways so we can effectively deploy all resources at our disposal, regardless of the source, to improve outcomes for children.

Living Cities funded leaders of The Strive Partnership to gather lessons from their work and see how they could inform similar work in four other communities. Since this initial investment, the work of the Strive Partnership has spread beyond Cincinnati and a separate effort called the Strive Network was launched in 2011 to build a national network of cradle to career communities. To date, over 150 communities have reached out to learn about this work, and our staff has worked with over 20 communities to help them move from aspirations of collective impact to real action on the ground.

Our most important finding from all this work could not be less flashy. It turns out that the key to improving student outcomes at the population level is not a program, but a process. It is clear that no single program, no matter how effective, can be scaled to solve all our education challenges. Instead, we need to return to an age-old process that has itself been watered down over the years: employing disciplined team work to build civic infrastructure.

In the many definitions that can be found, there are two key themes regarding civic infrastructure that require us to think differently about this work as we move forward. First, civic infrastructure has historically been primarily focused on how myriad public sector resources are aligned for "building a shared sense of belonging and purpose, facilitating the setting of shared goals and coordinating action."[4] However, in this economy, we cannot rely on the public sector alone, regardless of how we coordinate our efforts. Instead, we need to shift our focus to how we align public and private resources in new ways so we can effectively deploy all resources at our disposal, regardless of the source, to improve outcomes for children.

Second, the historical definition of civic infrastructure can potentially be confused with the softest versions of collaboration—a loose affiliation or connection of programs and services focused on similar ends, but which continue to operate in silos. As one site we worked with expressed at the outset of their efforts, "I fear this will end up just becoming another 'kumbaya circle' where everyone talks about working together but keeps on doing the exact same thing." We must take a more rigorous and focused approach to coordinating these disparate efforts if we want to avoid reverting to the status quo.

The New Civic Infrastructure: Putting Data to Work

The new civic infrastructure responds to both of these challenges by ensuring we bring together cross-sector leaders at several levels to focus their collective energy not on talking, but on actually developing and continuously improving concrete action plans for how to move common outcomes forward. And the key ingredient for making this focused action planning possible is pretty simple—it's data.

As Jim Collins highlights in *Good to Great for the Social Sector*, the disciplined use of data to drive where we focus our energy and what we do to have impact is our single greatest challenge to improving social outcomes at scale.[5] Specifically, as it relates to education, the new civic infrastructure responds to this challenge by enabling community leaders across sectors and at all levels to use data in a more purposeful way to: (1) identify those practices that actually get results for children, (2) invest the community's precious resources differently to increase impact, and (3) hold themselves accountable for moving specific outcomes across the cradle to career continuum.

Whether an individual likes the federal No Child Left Behind legislation or not, it provides a concrete mechanism to have data on the educational outcomes of every single child. We no longer have an excuse for not using data to, at a minimum, help us focus on our greatest areas of need collectively and identify those practices that actually get results for children individually. And if we do not like the data we have at our disposal—and concerns about the standardized tests are justifiable—it is now incumbent upon us to improve these measures rather than simply complain about them.

Establishing Standards for Collective Impact: The Framework for Building Cradle to Career Civic Infrastructure

Strive has developed the Framework for Building Cradle to Career Civic Infrastructure by drawing upon lessons not just from the pioneering work in Cincinnati and Northern Kentucky with The Strive Partnership, but from talking and working with more than 150 communities across the country that are considering undertaking this challenging work. Our most important lesson learned is that there is no single model for how to do this. One community can't simply do exactly what another did, as the local assets always vary.

Instead, the Framework acts as a guide to building civic infrastructure by helping communities identify their critical gaps as well as local assets, and knit together their investments in children in new and different ways. It is important to note that no community starts building civic

---

Framework for Building Cradle to Career Civic Infrastructure

Examples of key standards of practice related to each of the four pillars of the Framework for Building Cradle to Career Civic Infrastructure include:

Shared Community Vision:

There must be consistent engagement of top-level executives across at least five sectors – education, business, civic, non-profit, and philanthropic – around a common vision.

An "accountability structure" is developed and defined that enlists community partners at all levels who commit to specific operating principles for working together to improve student outcomes.

Evidence Based Decision Making:

A limited number of student outcomes is adopted and reported transparently on a regular basis to show population-level trends.

Comprehensive data-management systems are in place to monitor how individual students benefit from an array of support services and how this work collectively feeds up to population-level improvements.

Collaborative Action:

Networks of existing practitioners come together around priority outcomes, agree on a common set of measures to understand impact, and utilize a continuous-improvement process to use data to get better over time.

Cross-sector leaders define clearly how they will support networks of practitioners to develop and implement collaborative-action plans, such as facilitation, data analysis, and advocacy.

Investment & Sustainability

Core staffing is in place to shepherd the work forward, including a director to consistently "herd the cats," keeping participants focused on the common vision and outcomes, and a data analyst to ensure information is made available in such a way to inform decision making.

Funders are actively engaged to repurpose existing investments over time behind collaborative-action plans developed by networks.

infrastructure from scratch: by following Strive's tested process, they should very intentionally walk through a rigorous process to build on existing strengths to fill in gaps.

The Framework consists of four pillars that highlight specific areas a community needs to consider when building civic infrastructure (see sidebar on previous page). Two of these pillars deal directly with how communities use data at different levels: at the community level to identify the most critical issues and the individual level to identify what practices are really having an impact on children. The other two pillars of the Framework ensure key leadership is in place to advocate for what works and other indispensible factors for sustaining the work, such as community voice, funder alignment, and critical staffing are in place to ensure improvements continue over the long term.

The evolving Strive National Network has developed a Progress Assessment Tool that offers significant detail around each of these pillars so that a community can better understand how this process of infrastructure building might unfold from start to finish.[6] This tool provides a critical first attempt at establishing detailed standards of practice with regard to how we can best achieve collective impact. The specifics behind the Framework are constantly being updated as sites learn more about how to sustain the civic infrastructure. Indeed, it is this practical, real-world experience that must inform these standards if we are to ensure that collective impact is more than a passing fancy.

Implications for the Field: Getting a Better Social Return on Investment

The potential implications of creating uniform standards of practice for building civic infrastructure could have far-reaching effects on how we invest our resources to address social issues. The current method of tackling these problems is primarily through a Request for Proposals (RFP) process. Using the RFP, funders identify a practice they wish to test and scale, and practitioners hasten to develop proposals that align with a funder's given interest.

The problem with this approach is that it perpetuates a "spray and pray" mentality for addressing social problems: we spray new ideas and related resources all over the place and pray that good things will come of it. Rarely do the efforts that result align effectively with current work, and communities end up with one more "point of light" that may or may not target the most pressing issue and scale the most effective practice.

By building the civic infrastructure, public and private investors can identify communities that are already taking a more strategic approach to collectively improving an outcome they are interested in seeing move. They can engage with the community leadership to understand the current plan and identify ways to complement the existing work of a network of practitioners, instead of dropping a new idea into the mix of work already underway.

Communities that build this kind of civic infrastructure could be ripe for the emerging "Pay for Success" concept being tested across federal agencies.[7] In this concept, the federal government will "guarantee" an investment by a private donor if a proposed intervention actually leads to a specifically defined outcome—not the number of people served, but the measurable improvements felt by the people served. In the end, the government is able to target its dollars more effectively, and private funders can reinvest dollars they recover back into the emerging practices that are getting results.

In short, those communities that have built the civic infrastructure have: (1) the staffing to make sure an action plan is implemented over time, (2) the data in hand to constantly monitor progress toward the outcome, and (3) a process for leveraging and scaling what really gets results. Investments are more secure and the potential for widespread impact is increased.

The final result of this work, and the yardstick by which this new civic infrastructure will be measured, is social return on investment. Cradle to career civic infrastructure puts in place systems that assess whether the dollars being invested toward a given outcome are going further than they otherwise would, helping us answer the age-old question, "Are we getting more bang for our buck?" The investment is minimal—it does not have to be more than $500,000 in overhead—but the impact can be utterly transformational.

Conclusion

In the "new normal" where resource limitations are a fact of life, it is more necessary than ever to ensure we are investing our time, talent, and treasure as efficiently and effectively as possible.[8] The concept of collective impact gives us the conceptual underpinnings for how to make this change. But in order for us to prevent a powerful idea from becoming a watered-down version of what it was meant to be, we need a common set of standards for what it means to make this work happen. The new civic infrastructure, informed by practical experience on the ground, is a way to not only make this concept a reality and develop common standards, but completely rethink how we get a better social return on investment when tackling some of our most challenging issues.

Jeff Edmondson is Managing Director of the Strive Network and Nancy L. Zimpher is Chancellor of the State University of New York. **CI**

Endnotes

Community Development and Education: A Shared Future

1. Card, D. (1999). The causal effect of education on earnings, In: Ashenfelter, O. & Card, D. Editor(s), *Handbook of Labor Economics*, Elsevier, 1999, Volume 3, Part A, Pages 1801-1863; Bureau of Labor Statistics. (2010). Education pays: More education leads to higher earnings, lower unemployment. *Occupational Outlook Quarterly,* Summer 2010; Lochner, L. & Moretti, E. (2004). The Effect Of Education On Crime: Evidence From Prison Inmates, Arrests, And Self-Reports. *American Economic Review,* 94(1): 155-189; Robert Wood Johnson Foundation (2011). Education Matters for Health. Issue Brief Series: Exploring the Social Determinants of Health, Education and Health – April 2011; Dee, T. (2004) Are there civic returns to education?, *Journal of Public Economics,* 88 (9–10): 1697-1720.

2. Duncan, A. (2012). Fighting the Wrong Education Battles. Remarks of Secretary Duncan at the Askwith Forum, Harvard Graduate School of Education, February 7, 2012. http://www.ed.gov/news/speeches/fighting-wrong-education-battles

3. Donovan, A. (2008). Charter School Facilities Finance: How CDFIs Created the Market, and How to Stimulate Future Growth. Federal Reserve Bank of San Francisco Community Development Working Paper Series, 2008-02. http://www.frbsf.org/publications/community/wpapers/2008/wp08-02.pdf

4. Coleman, J. S., et al. (1966). *Equality of Educational Opportunity.* Washington, D.C.: U.S. Government Printing Office.

5. Aud, S., et al. (2012). The Condition of Education 2012. National Center for Education Statistics, U.S. Department of Education.

6. Swanson, C. (2004). Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001. The Urban Institute, Education Policy Center. http://www.urban.org/UploadedPDF/410934_WhoGraduates.pdf

7. Hart, B. & Risely, T. (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. *American Educator,* 27(1): 4-9; Evans, M.D.R., Kelley, J., Sikora, J., & Treiman, D. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility,* 28(2), 171–197.

8. Cytron, N. (2011). School Quality and Affordable Housing in the Bay Area. Community Development Research Brief, Federal Reserve Bank of San Francisco. http://www.frbsf.org/publications/community/research-briefs/school-quality-and-affordable-housing-in-bay-area.html

9. Leventhal, T. & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin,* 126(2): 309-337.

10. Reardon, S. & Bischoff, K. (2011). Growth in the residential segregation of families by income, 1970-2009. Retrieved from the US 2010 Project, http://www.s4.brown.edu/us2010/Data/Report/report111111.pdf

11. Ibid.

12. Ibid.

13. Harlem Children's Zone, "About Us: The HCZ Project," available at www.hcz.org/about-us/the-hcz-project.

14. U.S. Department of Education. (2010). Promise Neighborhoods Program Description. Retrieved from http://www2.ed.gov/programs/promiseneighborhoods/index.html

15. U.S. Department of Housing and Urban Development. Choice Neighborhoods. Retrieved from http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/programs/ph/cn

16. Kania, J. & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review.* Winter 2011. http://www.ssireview.org/articles/entry/collective_impact

17. Ibid.

18. Ibid.

19. 21st Century School Fund and Center for Cities & Schools. (2010). Joint Use of Public Schools: A Framework for a New Social Contract. Washington, DC: 21st Century School Fund.

20. Coalition for Community Schools. Community Schools: Partnerships for Excellence. Retrieved from http://www.communityschools.org/assets/1/Page/partnershipsforexcellence.pdf

21. Chung, C. (2005). Connecting Public Schools to Community Development. *Communities & Banking,* Federal Reserve Bank of Boston. Winter, 2005.

The New Civic Infrastructure: The 'How To' of Collective Impact

1. Duncan, A. (2012). Remarks at the National Conference on Volunteerism and Community Service. Available at http://www.livestream.com/pointsoflight/video?clipId=pla_85d22493-b567-4e2e-a3e0-17447fb2f197

2. The Strive Partnership Community Report Card: http://www.strivetogether.org/wp-content/uploads/2010/08/2011-Strive-Partnership-Report2.pdf

3. Kania, J. & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review.* Winter 2011. Available at: http://www.ssireview.org/articles/entry/collective_impact

4. The Regional Institute: University of Buffalo, The State University of New York. (2008). What is Civic Infrastructure? Knowledge Now. March 2008. Available at: http://rkn.buffalo.edu/data/*KnowledgeNow*/CivicInfrastructure.pdf

5. Collins, J. (2005). *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great.* New York: Harper Collins.

6. Information on the Strive Network Progress Assessment Tool can be found at: http://strivenetwork.org/strive-approach/progress-assessment-tool

7. The White House. (2102). *Pay for Success: Investing in What Works.* Available at: http://payforsuccess.org/sites/default/files/pay_for_success_report_2012.pdf

8. Duncan, A. (2010). The New Normal: Doing More with Less. Remarks at the American Enterprise Institute. Nov 2010. Available at: http://www.ed.gov/news/speeches/new-normal-doing-more-less-secretary-arne-duncans-remarks-american-enterprise-institut

The Widening Academic Achievement Gap between the Rich and the Poor

1. This article is a condensed and updated version of: Reardon, Sean F. "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations." *In Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances,* edited by Greg J. Duncan and Richard Murnane. © 2011 Russell Sage Foundation, 112 East 64th Street, New York, NY 10065. Reprinted with Permission. https://www.russellsage.org/publications/whither-opportunity Online appendix is available at: http://www.russellsage.org/duncan_murnane_online_appendix.pdf

2. Coleman, J. S., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfeld, F. & York, R. (1966). *Equality of Educational Opportunity.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education.

3. I use data from 19 nationally representative studies, including studies conducted by the National Center for Education Statistics (NCES), the Long-Term Trend and Main National Assessment of Educational Progress (NAEP) studies, U.S. components of international studies, and other studies with information on both family background and standardized-test scores. Although these studies vary in a number of ways, each of them provides data on the math or reading skills, or both, of nationally representative samples of students, together with some data on students' family socioeconomic characteristics, such as family income, parental education, and parental occupation. Although the specific tests of reading and math skills used differ among the studies, they are similar enough to allow broad conclusions about the rough magnitude of achievement gaps.

Fairfax County Human Services Result Area:
Successful Children and Youth

Definition:

Successful Children and Youth are cared for by nurturing adults who support their healthy growth and development; live in safe environments free from abuse, neglect, and trauma; have basic necessities; have access to suitable recreational opportunities; have access to quality early care and education that fosters school readiness; choose healthy over risky behaviors; and have supports to develop employment and independent living skills.

Determinants of Successful Children and Youth:

Basic Needs
Children and youth have basic necessities including safe and stable housing, food, and clothing.

Educational Development and Attainment
Children and youth have access to quality early care that fosters school readiness and academic supports to reach their career goals.

Living Conditions
Children and youth live in environments free from biological, chemical and physical hazards and have accessible resources that promote well-being.

Family Structure
The stability of families and attributes of parents influence development of positive behaviors; healthy relationships; and environments free from abuse, neglect and trauma.

Health Care
Children and youth have access to physical, oral, behavioral, and long-term health care.

Support Networks
Children and youth have natural and community support systems that foster relationships and bolster healthy growth and development.

Countywide Prevention System Goals

1. Children are physically fit with good nutritional habits.
2. Children enter kindergarten fully ready to succeed.
3. Children and youth are safe from violence and bullying.
4. Children are born healthy - there are no disparities.
5. Families have skills and supports needed to raise healthy and thriving children.
6. All youth are succeeding academically - there are no disparities.
7. Families are connected to their communities and schools.
8. Children and youth are free from alcohol, tobacco, and other drugs.
9. Children and youth are mentally well.

Fairfax County Public Schools:
Student Achievement Goals

Goal 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. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, 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:
    1.1.1. English Language Arts: reading, writing, oral communication.
    1.1.2. Math.
    1.1.3. Science.
    1.1.4. 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.

Goal 2: Develop Essential Life Skills:
All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Working in partnership with school and family, students will:
  2.1. Demonstrate honesty, responsibility, and leadership.
  2.2. Courageously identify and pursue their personal goals.
  2.3. Develop the resilience and self-confidence required to deal effectively with life's challenges.
  2.4. Possess the skills to manage and resolve conflict.
  2.5. Work effectively within a group dynamic.
  2.6. Demonstrate respect for cross-cultural differences and perspectives.
  2.7. Develop practical life skills including but not limited to:
    2.7.1. Time management.
    2.7.2. Work habits.
    2.7.3. Problem solving/critical thinking.
    2.7.4. Financial competency.
    2.7.5. Self-sufficiency.
  2.8. Effectively use technology to access, communicate, and apply knowledge, and foster creativity.
  2.9. Make healthy and safe life choices.
  2.10. Be inspired to learn throughout life.

Goal 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.

Students will:
    3.1. Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
    3.2. Be respectful and contributing participants in their school, community, country, and world.
    3.3. Understand the purpose, role, and means of engaging and advocating with the different levels and types of government.
    3.4 Exercise good stewardship of the environment.