FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

December 4, 2013, 9:30 a.m. – 12 noon
Fairfax County Government Center, Room 232

Agenda

1. **Welcome and Introductions**

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

3. **Presentations**
   SCYPT Goal Development and Decision Making
   Colin Groth, Director of Strategic Assistance, Strive Together

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

5. **Adjourn**

SCYPT Action Item A-1
November 6, 2013

ACTION 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:
At the November 6, 2013, meeting, staff presented to the SCYPT on strategies to improve school readiness through early childhood program quality and access. The presentation included four sets of recommendations:

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.

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.

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.

SCYPT Action Item A-1
November 6, 2013

- 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.

Additional information on the proposals is included in the original presentation, which can be found in the November 6 agenda package, available at http://www.fairfaxcounty.gov/living/healthhuman/scypt/meetings.htm.

The SCYPT decided to defer a decision on its endorsement to the December 4, 2013, meeting. Members were encouraged to submit questions to staff prior to that meeting. Questions were answered in a document sent to the team via email. That document is also included as a part of this agenda.

ATTACHMENTS:
Proposal Q & A Document

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

SCHOOL READINESS Q&A
PREPARED FOR THE SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM
UPDATED 12/3/13

Neighborhood School Readiness Teams (NSRTs)
-Staff wants to add 18 NSRTs by 2017

Q1: What areas are currently covered by the 10 existing NSRTs?

The following school communities are currently participating on a Neighborhood School Readiness Team: Mt. Vernon Woods, Woodlawn, Riverside, Freedom Hill, Lake Anne, Centre Ridge, Annandale Terrace, Bonnie Brae, Hybla Valley, Timber Lane, Providence, Lynbrook.

Q2: Is there a plan for where these will be phased in?

The plan is to build teams in partnership with principals at Title 1 and Priority Schools Initiative schools and surrounding communities.

Q3: How are the schools chosen? Who decides who will get the support? Is it up to the principals alone? This could result in NSRTs existing where the principals are willing but not necessarily where they're needed the most.

- For potential expansion of the NSRTs, the county and schools plan to work with elementary schools and communities where children are living in poverty or are at risk of school failure, as evidenced by the school's designation as Title 1 or participating in the Priority Schools Initiative. Each school administration's interest in participating and developing community partnerships is also considered.

- Successful teams are comprised of many contributing partners, including the school principal, early childhood programs and community-based organizations.

- The schools will be selected collaboratively between the county and schools and then outreach will be conducted in the community to build the team.

VA Preschool Initiative (VPI)
Q4: How do we formulate a system of access so that we don't leave any money from the state on the table?

Our recommendation includes a three-pronged approach to address the key barriers to using state VPI funds in order to increase Fairfax County's participation in VPI:

- Advocacy on the state level to increase the VPI per pupil amount (currenty at $6,000) and decrease the local match requirement. The local match for Fairfax County is currently 50%. Please note that the VPI match requirement is based on the composite index; however, in FY

2010 the state capped the VPI match rate at 50% (which decreased Fairfax's match rate from 76.5% to 50%).

- Provide Local Cash Match. FCPS has a history of successfully braiding local, state, and federal funds in order to maximize the number of children receiving full-day early childhood education and other comprehensive services. The community-based model also braids funding and builds on the existing capacity of community-based child care programs in order to maximize the per pupil funding received from the state. This model also benefits the other children enrolled in the community program because the capacity of the staff and program is supported and enriched. However, given the current per pupil amount and composite index, additional LCM is needed in order to draw down additional state funding.

- 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, such as VPI, co-located with coordinated services that support children and their families.

Q5: For each recommendation (and sub recommendation), please indicate the number of children (or providers) that will be served and indicate the number of new child care slots being created.

(chart updated 12/3/13)

Recommendation	Strategy	# slots and/or children, programs/providers served	Funding
#1 Create a learning network of programs that promote 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 experiences.	Expand Neighborhood School Readiness Teams to develop school, county, community partnerships **<u>Goal</u> All Title I elementary schools will participate on a NSRT**	**FY 2015** 6 neighborhoods, 8 schools, 896 children, 32 teachers **FY 2016** 6 neighborhoods, 8 schools, 896 children, 32 teachers **FY 2017** 6 neighborhoods, 8 schools, 896 children, 32 teachers **FY 2018** **Total: 18 neighborhoods, 24 schools, 2,688 children, 96 teachers** In addition, siblings and other children in the community benefit from the work of the NSRTs, as do families and early childhood professionals in the community.	**FY 2015** $102,182 **FY 2016** **FY 2017** $ 46,069 **FY 2018**
	Provide on-site coaching for early childhood professionals **<u>Goal</u> Increase coaching and professional development opportunities for early childhood educators**	**FY 2015** 360 early childhood professionals, 4,500 children **FY 2016** 360 early childhood professionals, 4,500 children **FY 2017** 720 early childhood professionals, 9,000 children **FY 2018** 720 early childhood professionals, 9,000 children **Total: 2,160 early childhood professionals, 27,000 children**	**FY 2015** $281,905 **FY 2016** **FY 2017** $281,905 **FY 2018**

Recommendation	Strategy	# slots and/or children, programs/providers served	Funding
#2 Support children living in poverty to reach fall kindergarten benchmarks as reported on a universal screener.	Increase access to quality programming through expansion of the Virginia Preschool Initiative **<u>Goal</u> To increase the number of children enrolled in VPI and to decrease the percentage of unused slots**	**Community-Based:** **FY 2015** 50 slots (50 children) **FY 2016** (50 children) **FY 2017** 50 slots (100 children) **FY 2018** (100 children) **Total: 100 slots, 300 children and 25 early childhood programs** **FCPS:** **FY 2015** 34 slots (34 children) **FY 2016** 34 slots (68 children) **FY 2017** 34 slots (102 children) **FY 2018** 34 slots (136 children) **Total: 136 slots, 340 children and 8 FCPS classrooms**	**Community-Based:** **FY 2015** $150,000 **FY 2016** **FY 2017** $150,000 **FY 2018** **FCPS:** **FY 2015** $408,000 **FY 2016** $531,068 **FY 2017** $408,000 **FY 2018** $408,000
	Expand the Virginia Quality Rating and Improvement System in order to support quality in early childhood programs **<u>Goal</u> Enable county child care centers/ preschools and family child care homes serving children living in poverty to participate in VQRIS**	**FY 2015** 30 child care programs, 1,270 children **FY 2016** 30 child care programs, 1,270 children **FY 2017** 30 child care programs, 1,270 children **FY 2018** 30 child care programs, 1,270 children **Total: 120 child care programs, 5,080 children**	**FY 2015** $194,456 **FY 2016** $153,291 **FY 2017** $194,456 **FY 2018** $153,291
	Provide additional access to affordable quality child care through the Child Care Assistance and Referral program **<u>Goal</u> To increase the number of families who can access affordable, quality child care**	**FY 2015** **FY 2016** 100 slots (100 children) **FY 2017** (100 children) **FY 2018** 100 slots (200 children) **Total: 200 slots, 400 children**	**FY 2015** **FY 2016** $800,000 **FY 2017** **FY 2018** $800,000

Recommendation	Strategy	# slots and/or children, programs/providers served	Funding
#3 Improve accountability and opportunities for data driven decision making through a comprehensive early childhood data system.	Establish a joint county/FCPS workgroup to develop recommendations for identifying and implementing an integrated early childhood longitudinal data system.	TBD	TBD
	Link the early childhood longitudinal data system to the FCPS data system.	TBD	TBD
#4 Provide place-based coordinated services (early care and education, health, mental health, nutrition, dental, social services) for children and their families in locations near their work or home.	Establish a joint county/FCPS taskforce in coordination with the *Capital Facilities and Debt Management Committee* to plan for future development of space.	TBD	TBD

Q6. How many children are there in public child care/preschool, Center-based and community child care/preschool?

There are approximately 74,422 children ages birth to five living in the County. The number of those children enrolled in child care/preschool programs is not known at this time. There are approximately 2100 family child care homes and 400 child care centers/preschools providing early childhood programs. The capacity for each option varies and staff is working to obtain an estimate of capacity.

Q7. Gum Springs and Bailey's Higher Horizon enrollments have not grown in the past 5 years? How does their enrollments compare to their numbers of eligible children?

The Head Start programs at Gum Springs Children's Center and Higher Horizons Day Care Center, Inc. have not recently expanded their enrollment for three and four year olds. Both programs are fully enrolled serving eligible children.

The Higher Horizons board of directors received an Early Head Start grant in 2010 to operate a new program at Seven Corners serving children birth to three years.

Q8. On the definition of quality that parent involvement/engagement, comprehensive services (health, wellness and preschool) and use of community resources/assets not included?

In this presentation, the definition of quality is one used by the Virginia Quality Rating and Improvement System and is based upon current research. We would agree that quality programming also includes engaging families and the community.

Q9. Under definition of access why not include medical home and home-based services and referrals to community resources?

We agree that access to a medical home and community resources and services are important components of supporting a child's growth and development. For the purposes of the presentation, our intent was to address the issue of access to quality pre-Kindergarten experiences in a variety of early care and education settings. The discussion regarding the location of early childhood programs together with coordinated services includes medical services and referrals to community resources.

Q10. The County has a 211 number for centralized access so why not recommend centralized intake, universal screening and centralized data base and dashboard?

While some early childhood program intake services are coordinated within the County, we are proposing to develop a new single point of entry system from birth. We are learning from other communities who currently have such systems in place.

Q11. Under coaching and professional development have you considered a CDA (Child Development Associate)?

Coaching and professional development would support early childhood professionals to obtain their CDA. As part of the Office for Children's professional development initiatives there are many opportunities for early childhood professionals to complete courses that lead to the CDA.

Q12. Under recommendation # 2, second bullet, would you consider conducting observations using VQRIS for all sites?

Participation in the state's VQRIS is voluntary. Opening participation in VQRIS to additional programs is dependent upon available funding. The VQRIS is a state initiative with specific requirements regarding observation and ratings.

Q13. What are your enrollment projections for FECEP/Head Start for 2015, 2016, 2017, and 2018?

Enrollment is based on available funding, which is yet to be determined.

Strive Overview

Fairfax, VA

December 4, 2013

Definition of Collective Impact

"The commitment of a group of important actors from different sectors to a **common agenda** for solving a specific social problem."

-- John Kania & Mark Kramer,

FSG Social Impact Advisors,

Stanford Social Innovation Review

Winter 2010

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Ultimate Impact

Social Return on Investment (SROI)

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3

Collaboration		Collective Impact
Convene around Programs/Initiatives	→	Work Together to Move Outcomes
Prove	→	Improve
Addition to What You Do	→	Is What You Do
Advocate for Ideas	→	Advocate for What Works

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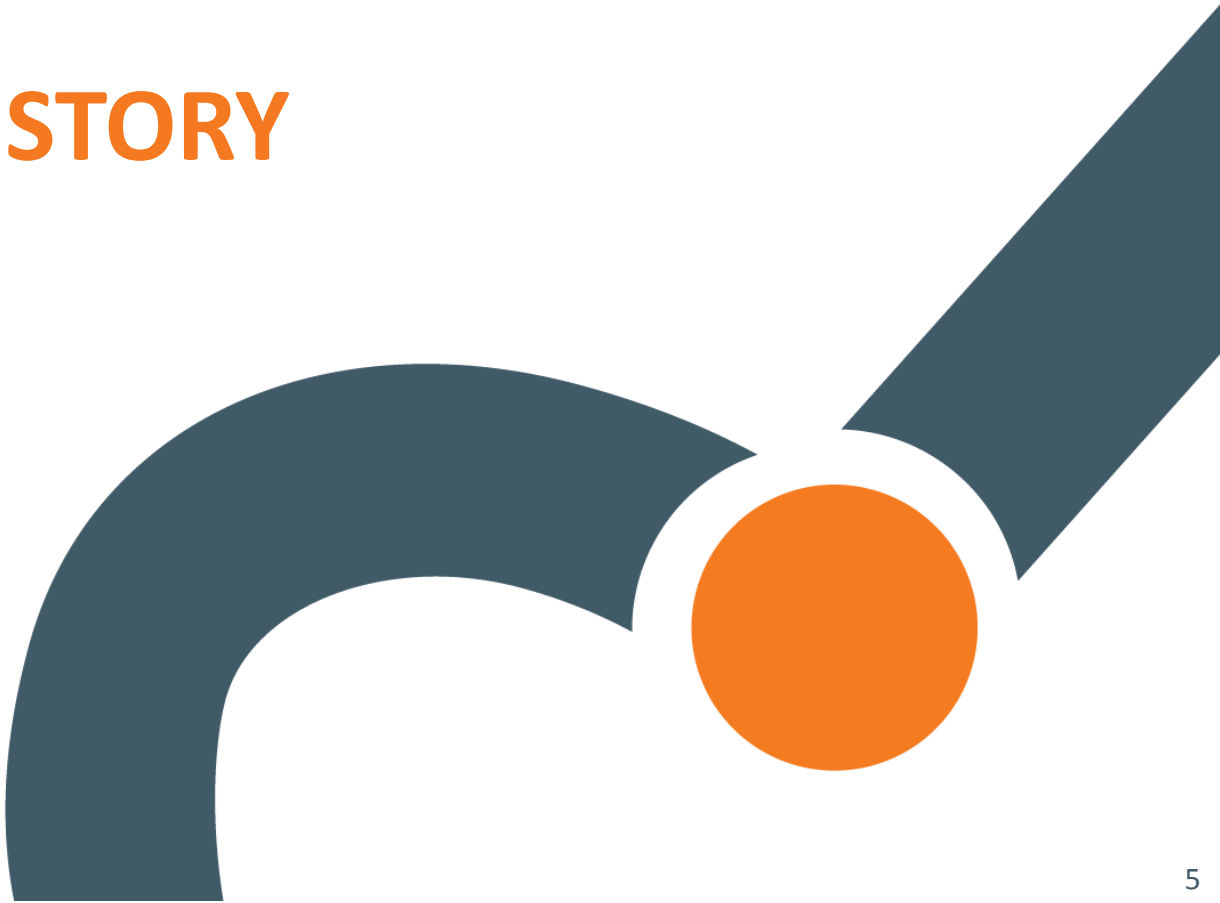
CINCINNATI STORY



5/3
FIFTH THIRD BANK
The things we do for dreams.

CINCINNATI PUBLIC SCHOOLS

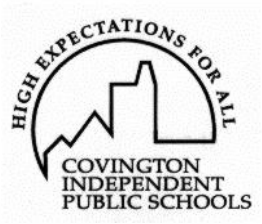
Cincinnati Children's
www.cincinnatichildrens.org

The Carol Ann and Ralph V. Haile, Jr.
usbank N.A.
FOUNDATION
An independent family foundation

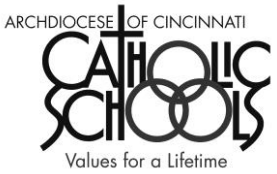
Northern Kentucky
Council of Partners

CFT

XAVIER
UNIVERSITY


HIGH EXPECTATIONS FOR ALL
COVINGTON INDEPENDENT PUBLIC SCHOOLS

P&G


ARCHDIOCESE OF CINCINNATI
CATHOLIC SCHOOLS
Values for a Lifetime

Cincinnati USA
Regional Chamber

cbc
Cincinnati Business Committee

JPMORGAN CHASE & CO.

Go ahead. Get there.
Cincinnati State
TECHNICAL AND COMMUNITY COLLEGE

NEWPORT
INDEPENDENT
SCHOOLS
A Great Tradition. A Great Future.

THE GREATER
CINCINNATI
FOUNDATION

United Way
United Way
of Greater Cincinnati

Gateway
Community & Technical College
HIGHER EDUCATION BEGINS HERE

KnowledgeWorks

Urban League of
Greater Cincinnati

Messer
WeAreBuilding.

United Way
SUCCESS BY 6
United Way of Greater Cincinnati

Department of Catholic Schools
Diocese of Covington

Vision 2015

YMCA of
Greater Cincinnati

UNIVERSITY OF
Cincinnati

NKU
NORTHERN
KENTUCKY
UNIVERSITY

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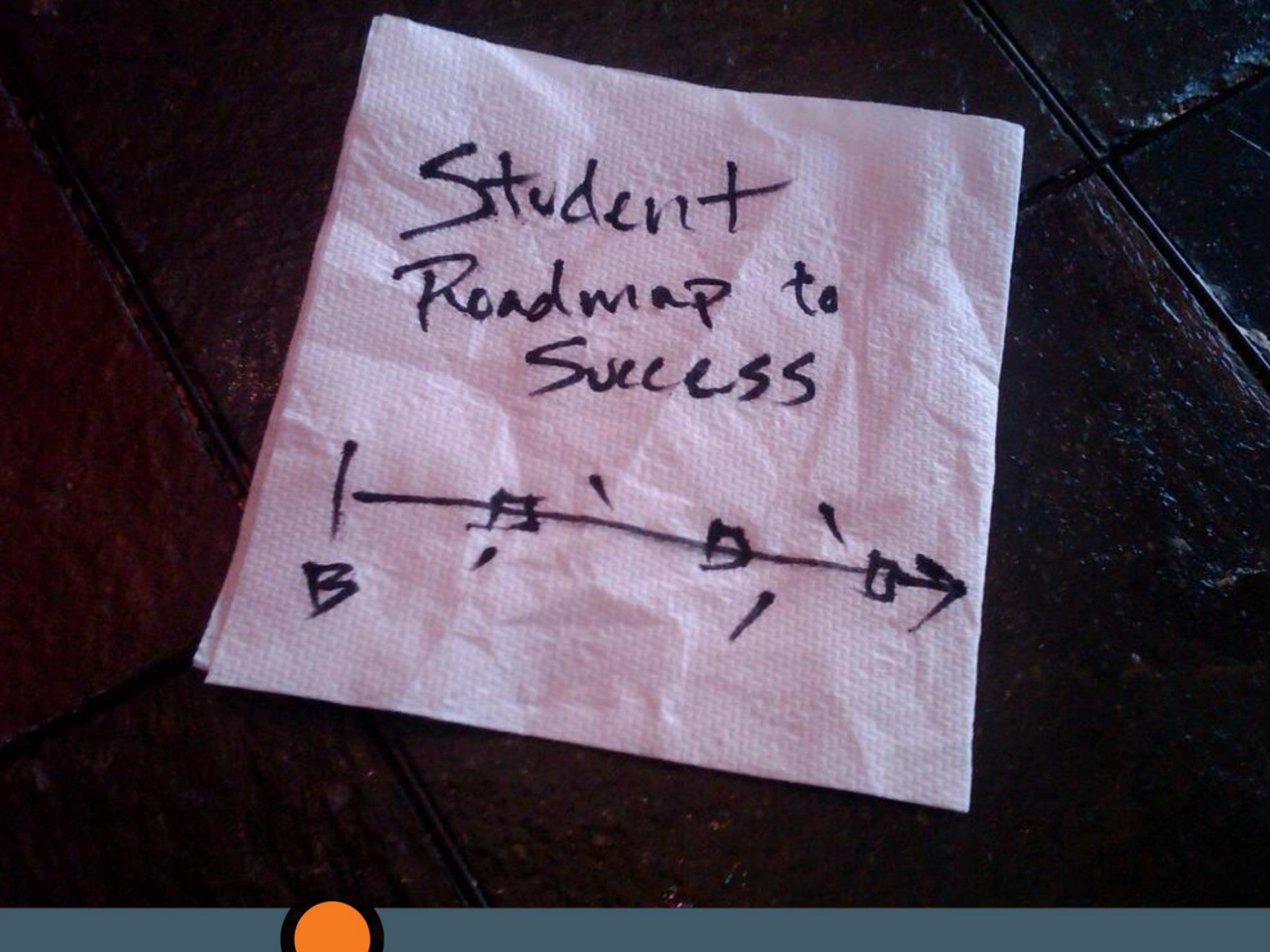
Student
Roadmap to
Success

Student Roadmap to Success

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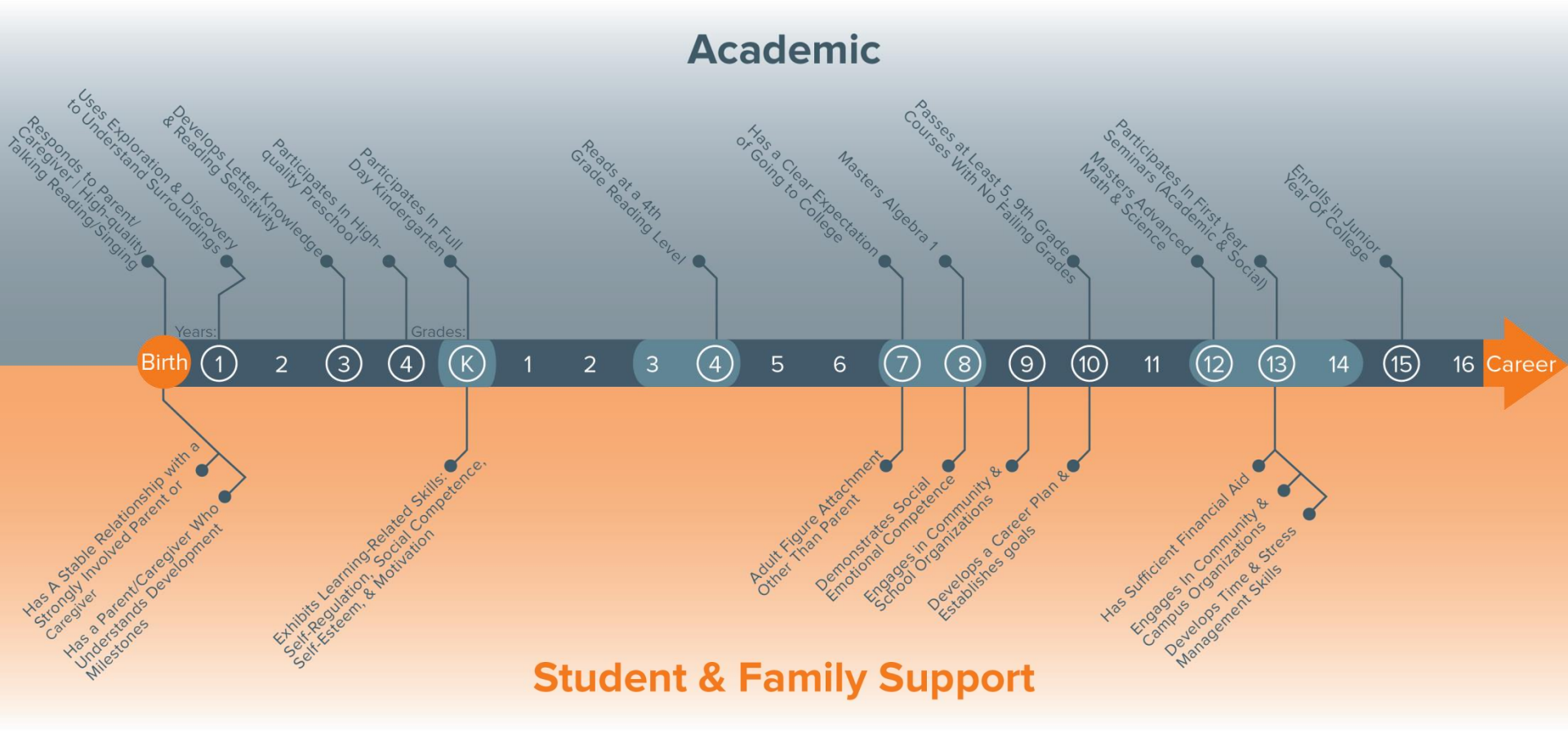

Key Transition Areas
Benchmarks

Researched by the University of Cincinnati
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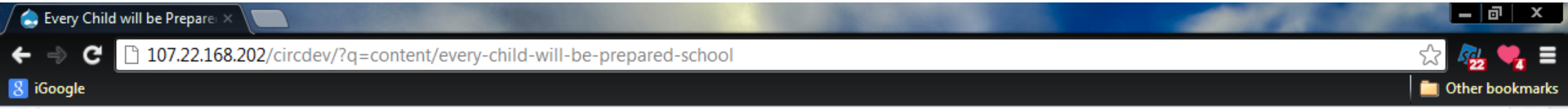
Achieve Big Goals

Every Child:

- Prepared for School
- Supported Inside and Outside School
- Succeeds Academically
- Enrolls in Some Form of College
- Graduates and Enters a Career

Focus on Outcomes

- Kindergarten Readiness in Literacy
- 4th Grade Reading
- 8th Grade Math
- High School Graduation
- College Readiness
- College Entrance
- College Retention
- Degree/Certification Completion



How Are We Doing?

Kindergarten Readiness

Kindergarten Readiness, Cincinnati

57%

Target: 75% by 2020

▲ **13%** Since Baseline Year (2006)

▲ **4%** Since Previous Year (2011)

Kindergarten Readiness, Covington

52%

Target: 85% by 2020

▼ **-11%** Since Baseline Year (2009)

▼ **-15%** Since Previous Year (2010)

Kindergarten Readiness, Newport

60%

Target: 85% by 2020

▼ **0%** Since Baseline Year (2006)

▼ **-12%** Since Previous Year (2011)

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Kindergarten Readiness, Ci

107.22.168.202/circdev/?q=content/kindergarten-readiness-cincinnati

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Kindergarten Readiness, Cincinnati

57%

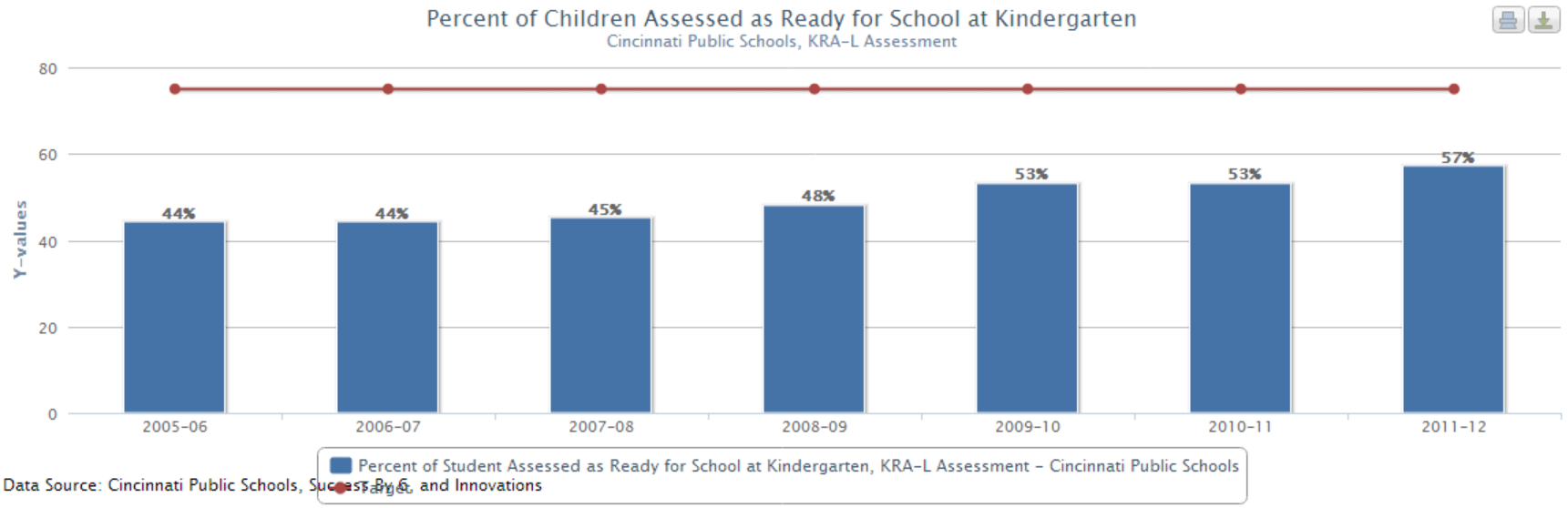
Target: 75% by **2020**

▲ **13%** Since Baseline Year (2006)

▲ **4%** Since Previous Year (2011)

Cincinnati Public Schools work with Success By 6® to assess the readiness of every student that enters kindergarten. The district uses the Kindergarten Readiness Assessment for Literacy (KRA-L) that measures elements of vocabulary and literacy development that are critical for later reading success.

The KRA-L helps teachers identify early reading skills. KRA-L scores can range from 0-29. Success By 6® has determined a KRA-L score of 19 or higher as being on track for kindergarten readiness. A score below 19 does not necesarily indicate that a child should not be in kindergarten; rather it can help identify that the child may need extra support.



Data Source: Cincinnati Public Schools, Success By 6, and Innovations

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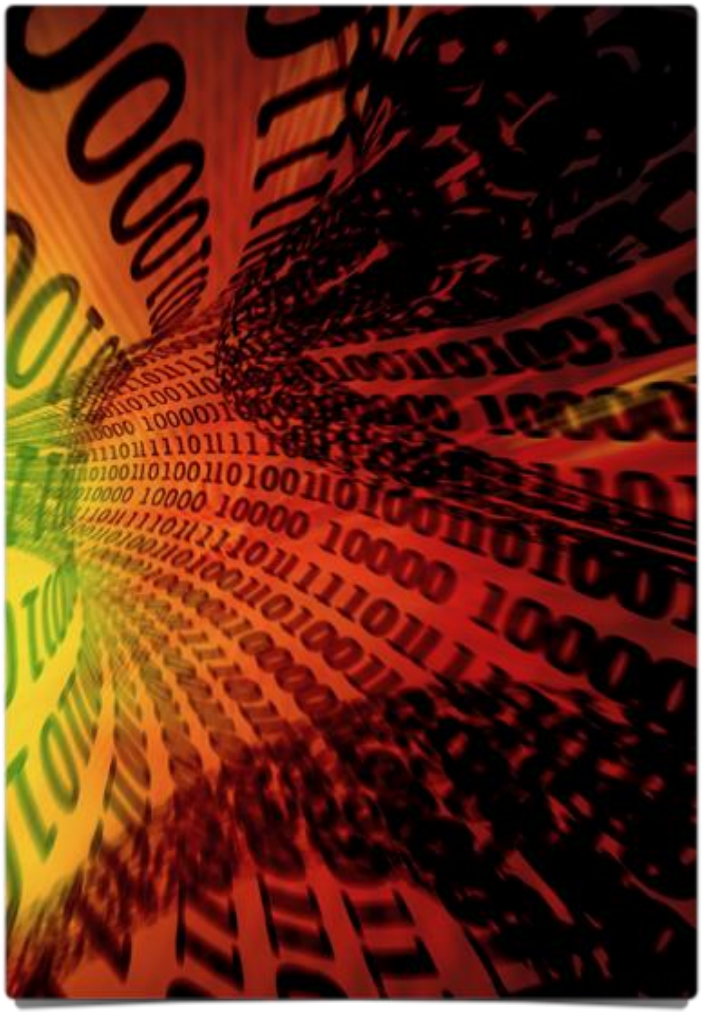

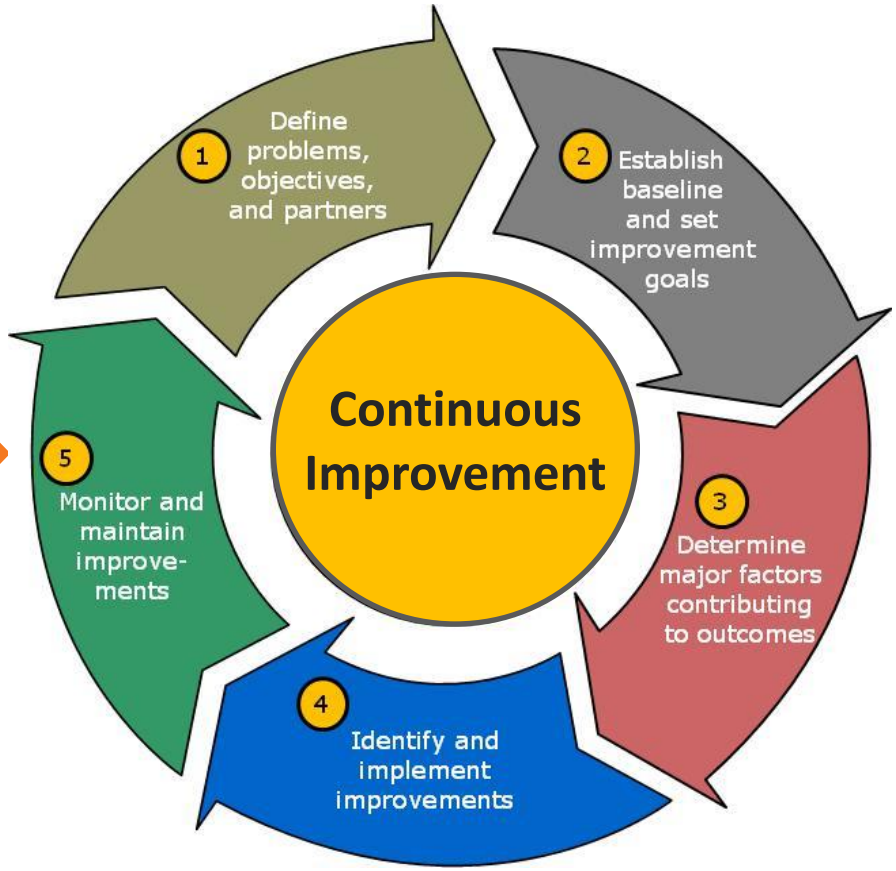

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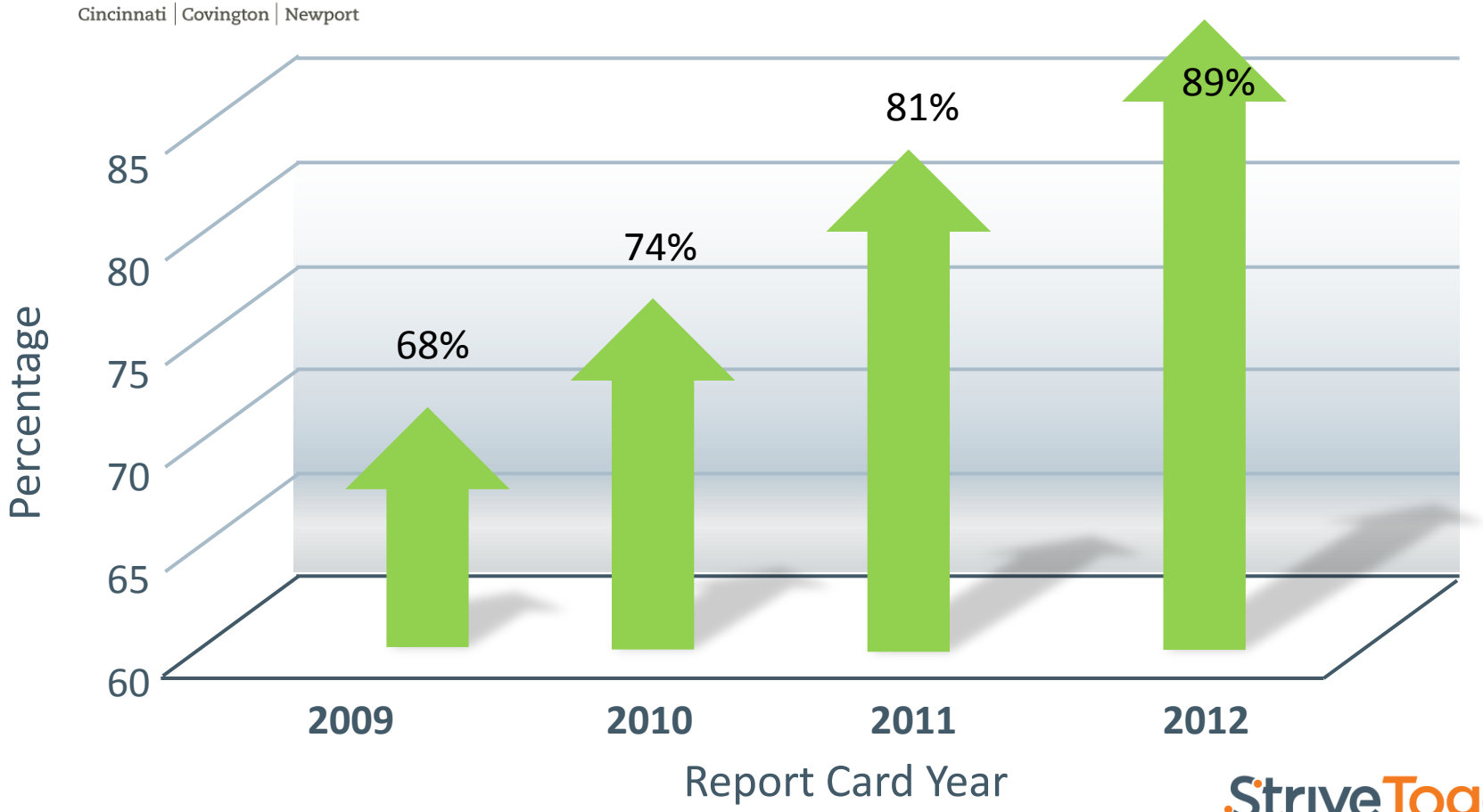
Proven Local Success:

Strive Partnership
Cincinnati | Covington | Newport

Percentage of Outcomes Trending Positively



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Strive Network Members

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Framework for Building Cradle to Career Civic Infrastructure

Shared Community Vision	Cross-Sector Engagement & Accountability	Cradle to Career Vision & Scope	Strategic Communications

Evidence Based Decision Making	Community Level Outcomes	Data Collection & Sharing	Capacity to Analyze Data

Collaborative Action	Selecting Priority Outcomes	Collaborative Action Networks	Continuous Improvement Process

Investment & Sustainability	Mobilizing Resources for Impact	Anchor Entity & Staffing	Policy & Advocacy Alignment

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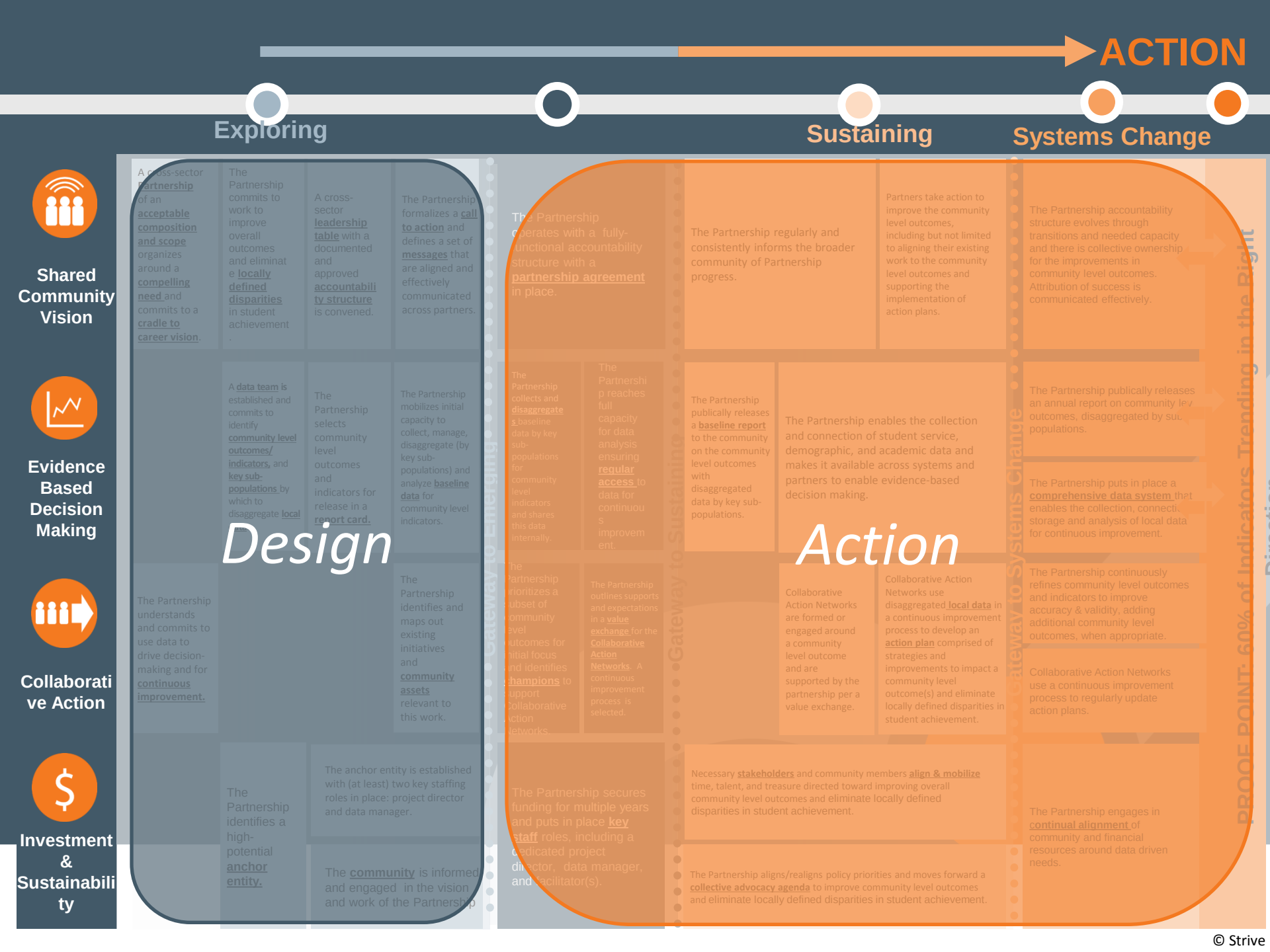
QUESTIONS/DISCUSSION


ACTION
Exploring
Sustaining
Systems Change
Shared Community Vision
Evidence Based Decision Making
Collaborative Action
Investment & Sustainability
A cross-sector partnership of an acceptable composition and scope organizes around a compelling need and commits to a cradle to career vision.
The Partnership commits to work to improve overall outcomes and eliminate locally defined disparities in student achievement.
A cross-sector leadership table with a documented and approved accountability structure is convened.
The Partnership formalizes a call to action and defines a set of messages that are aligned and effectively communicated across partners.
A data team is established and commits to identify community level outcomes/ indicators, and key sub-populations by which to disaggregate local
The Partnership selects community level outcomes and indicators for release in a report card.
The Partnership mobilizes initial capacity to collect, manage, disaggregate (by key sub-populations) and analyze baseline data for community level indicators.
The Partnership understands and commits to use data to drive decision-making and for continuous improvement.
The Partnership identifies and maps out existing initiatives and community assets relevant to this work.
The Partnership identifies a high-potential anchor entity.
The anchor entity is established with (at least) two key staffing roles in place: project director and data manager.
The community is informed and engaged in the vision and work of the Partnership
Design
The Partnership operates with a fully-functional accountability structure with a partnership agreement in place.
The Partnership collects and disaggregates baseline data by key sub-populations for community level indicators and shares this data internally.
The Partnership reaches full capacity for data analysis ensuring regular access to data for continuous improvement.
The Partnership prioritizes a subset of community level outcomes for initial focus and identifies champions to support Collaborative Action Networks.
The Partnership outlines supports and expectations in a value exchange for the Collaborative Action Networks. A continuous improvement process is selected.
The Partnership secures funding for multiple years and puts in place key staff roles, including a dedicated project director, data manager, and facilitator(s).
Gateway to Sustaining
The Partnership regularly and consistently informs the broader community of Partnership progress.
Partners take action to improve the community level outcomes, including but not limited to aligning their existing work to the community level outcomes and supporting the implementation of action plans.
The Partnership publically releases a baseline report to the community on the community level outcomes with disaggregated data by key sub-populations.
The Partnership enables the collection and connection of student service, demographic, and academic data and makes it available across systems and partners to enable evidence-based decision making.
Collaborative Action Networks are formed or engaged around a community level outcome and are supported by the partnership per a value exchange.
Collaborative Action Networks use disaggregated local data in a continuous improvement process to develop an action plan comprised of strategies and improvements to impact a community level outcome(s) and eliminate locally defined disparities in student achievement.
Necessary stakeholders and community members align & mobilize time, talent, and treasure directed toward improving overall community level outcomes and eliminate locally defined disparities in student achievement.
The Partnership aligns/realigns policy priorities and moves forward a collective advocacy agenda to improve community level outcomes and eliminate locally defined disparities in student achievement.
Action
Gateway to Systems Change
The Partnership accountability structure evolves through transitions and needed capacity and there is collective ownership for the improvements in community level outcomes. Attribution of success is communicated effectively.
The Partnership publically releases an annual report on community level outcomes, disaggregated by sub-populations.
The Partnership puts in place a comprehensive data system that enables the collection, connection, storage and analysis of local data for continuous improvement.
The Partnership continuously refines community level outcomes and indicators to improve accuracy & validity, adding additional community level outcomes, when appropriate.
Collaborative Action Networks use a continuous improvement process to regularly update action plans.
The Partnership engages in continual alignment of community and financial resources around data driven needs.
PROOF POINT: 60% of Indicators Trending in the Right

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Framework for Building a Cradle to Career Civic Infrastructure

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Key Lessons

- Make it a movement! The vision and mission need to resonate with and galvanize the community to support a cradle to career agenda. It needs to be broad enough to capture the full breadth of a C2C partnership and clear enough for the community to believe its possible.

- Shared accountability, differentiated responsibility: Demonstrates how the members of a cradle to career partnership agree to hold one another accountable for achieving a shared vision, as well as bring their own individual and organizational strengths to the table in working toward that vision.

- Document and move on: To ensure that the process moves forward its important to keep accurate minutes, inform partnership members of important decisions, allow time for feedback and move on once a decision has been made.

DRAFT Glossary of Terms

Vision	What the community will look like in the future when or as the mission is achieved.
Mission	What the Partnership seeks to achieve.
Goals	Broad statements that reflect the desired change the Partnership hopes to achieve.

Shared Community Vision

Example Visions:

Every Child, Every Step of the Way, Cradle to Career (Cincinnati, OH)

Successful Students ... Productive Citizens ... Thriving Region (Richmond, VA)

Example Missions:

To create a world-class learning system where every student succeeds from birth through college (Cincinnati, OH)

Bridging Richmond will engage its community partners to coordinate and align educational efforts and resources to ensure that all of our youth are prepared to graduate, to enter a career and to give back to the community (Richmond, VA)

Shared Community Vision

Example Partnership Names/Taglines:

Strive Partnership (Cincinnati, OH):

Every Child. Every Step of the Way. Cradle to Career

All Hands Raised (Portland, OR):

Education, Equity, and Excellence from Cradle to Career

Eastside Pathways (Oakland, CA):

Every Child a Success

Achieve Guilford (Guilford County, NC):

Every Child Ready: Cradle to Career

Boston Opportunity Agenda (Boston, MA):

A Historic Education Partnership

SCYPT DRAFT Vision

- A community where all children and youth have the full and equitable opportunity to develop into happy, healthy, contributing adults

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Framework for Building a Cradle to Career Civic Infrastructure

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Outcomes & Indicators

Outcomes:

Points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals. Community Level Outcomes are selected from across the cradle to career continuum and ensure accountability to the community.

Example: Kindergarten Readiness

Indicators:

The specific measures that are being used to track progress on moving the community level outcomes.

Example: Students assessed as ready for Kindergarten upon entering school.

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Key Lessons

- "True North" The outcomes become the focus of every meeting and every decision for the partnership
- "Don't let perfect be the enemy of good…" Finding data that you can agree is directionally correct AND that changes in those indicators will signal changes in the overall outcomes for kids is key
- "People say you can lie with data but you can lie a whole heck of a lot easier without it…" All data has flaws, but the cycle of continuous improvement has to start somewhere. Starting with the data you have, while using your experience to appropriately question it, will move you further faster than debating validity
- "Data is the translator…" In a complex partnership data is often the common language that helps organizations come together. Anchoring meetings, dialogue, and decisions around concrete data helps keep focus and direction.

Example Criteria for Selecting Outcomes/Indicators for Report Card

- Outcomes should be **population based**, representing conditions at the community level and not at the programmatic level
- Indicators should be a **valid measure** of concepts outlined on the "Roadmap"
- The indicator must be **easily understandable** to local stakeholders
- The indicator must be **reasonably similar** across school districts/providers
- The data must be produced by a **trusted source**
- Priority can be given to indicators that are equivalent across school districts and have the **ability to be compared**
- All or most of the indicators need to be **affordable to gather and report**
- The data should be **available consistently** over time
- The indicator should be changeable to a significant degree by local action and be useful in the day to day work of organizations and networks that are working to improve student outcomes

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Community Report Card

Goal 1: Every Child is PREPARED for School

Indicator 1: % of Children Assessed to be Ready for School

Goal 2: Every Child is SUPPORTED in and out of School

Indicator to be Determined

Goal 3: Every Student SUCCEEDS Academically

Indicator 2: % of Students at or above Proficiency in 4th Grade Reading
Indicator 3: % of Students at or above Proficiency in 8th Grade Math
Indicator 4: % of Students that Graduate from High School

Goal 4: Every Student Enrolls in College or Career Training

Indicator 5: Average Score on ACT
Indicator 6: % of Graduates that Enroll in College

Goal 5: Every Student Graduates and Enters a Career

Indicator 7: College Retention Rate
Indicator 8: College Completion Rate

Goal 1: Every child will be PREPARED for school

	Current percentage	Current benchmark	Change since recent year	Change since baseline year
Cincinnati (KRA-L)	53%	59%	5 pts.	9 pts.
Covington (DIAL-3)	63%	66%	n/a	n/a
Newport (DIAL-3	70%	73%	8 pts.	10 pts.

Goal 2, 3 & 4: Every student will be SUPPORTED, SUCCEED academically and ENROLL in college

Cincinnati Public Schools

	Current average	Current benchmark	Change since recent year	Change since baseline year
4th grade reading	62%	75%	2 pts.	7 pts.
8th grade reading	57%	79%	8 pts.	7 pts.
4th grade math	57%	74%	2 pts.	14 pts.
8th grade math	52%	58%	2 pts.	15 pts.
Graduation	83%	95%	3 pts.	11 pts.
ACT composite	18.9		0.1 pt.	0.8 pt.
College enrollment	68%	70%	5 pts.	10 pts.

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Vision	Successful Students, Strong Families, Empowered Individuals, Thriving Communities					
Objectives	Every child enters school ready to learn.	Every child succeeds in school.			Every student enrolls in post-secondary education and enters a career.	
Outcomes	**Kindergarten Readiness**	**Reading at Grade Level**	**Mathematics Proficiency**	**High School Completion**	**College Enrollment**	**College Completion**
Indicators	% students rated "ready to go"	% of students reading at grade level by Grade 3	% of students completing Algebra I by 8th grade	% of students receiving a diploma	% of students reporting college enrollment	% of students attaining a college degree within 6 years
Measurement Tools	KSEP ASQ, ASQ-SE BMI PFS	CST	CST Algebra I completion by grade 8	Graduation rates	FAFSA reports by school National Student Clearinghouse	National Student Clearinghouse Your First Year College Survey
Contributing Factors	• High family engagement levels • Complete high-quality preschool • Pre-natal care • Health screenings • Infants and toddlers meet developmental milestones • Parent/caregiver interaction	• High daily attendance • Low suspension rates • Active parent engagement • Parents and children read together • Parents know how to navigate school system • Parent education levels	• High daily attendance • Low suspension rates • Active parent engagement • Parents know how to navigate school system • Parent education levels	• High daily attendance • Low suspension rates • Active parent engagement • Parents know how to navigate school system • Low school mobility • Parent education levels • Avoiding middle school Fs	• Completion of UC/CSU a-g requirements • FAFSA • Completion of PSAT • Completion of SAT/ACT • Family tax return completed • Parents ready for transition • Parent education levels	• Transfers from 2 to 4 year colleges • Low in-state tuition • Sense of engagement in freshman year • High first year GPA • Effective study habits • Living on-campus freshman year • College-level writing skills
Strategies	• Developmental screenings • Parent education • Creation of quality pre-school slots • Home visits • Creation of Family Resource Centers	• Parent/child reading initiatives	• One-on-one tutoring • Extended learning	• Parent and student high school orientations • 10 year plan completion • Effective transition from middle school	• Campus visits • "Paying for College" education • Financial literacy	• Freshman orientation • Additional support for first-generation college students
Programs that may utilize strategies	• ECE Network • CBET-ESL Family Literacy Class • CSEFEL Trainings • HIPPY Program • Welcome Every Baby • Healthy Habits for Life • Avance	• International Baccalaureate •	• International Baccalaureate • AVID	• AVID • CORE Program • Freshman Seminar/ Career Choices	• Road to University Parent Program • VITA tax return prep • Scholarship Foundation FAFSA trainings • UCSB-sponsored credit counselors	• CLAS

Raise DC Success Roadmap

VISION

Prepared youth. Productive residents. Thriving communities.

MISSION

Together, raise DC by connecting resources to provide every young person the opportunity for success, from cradle to career.

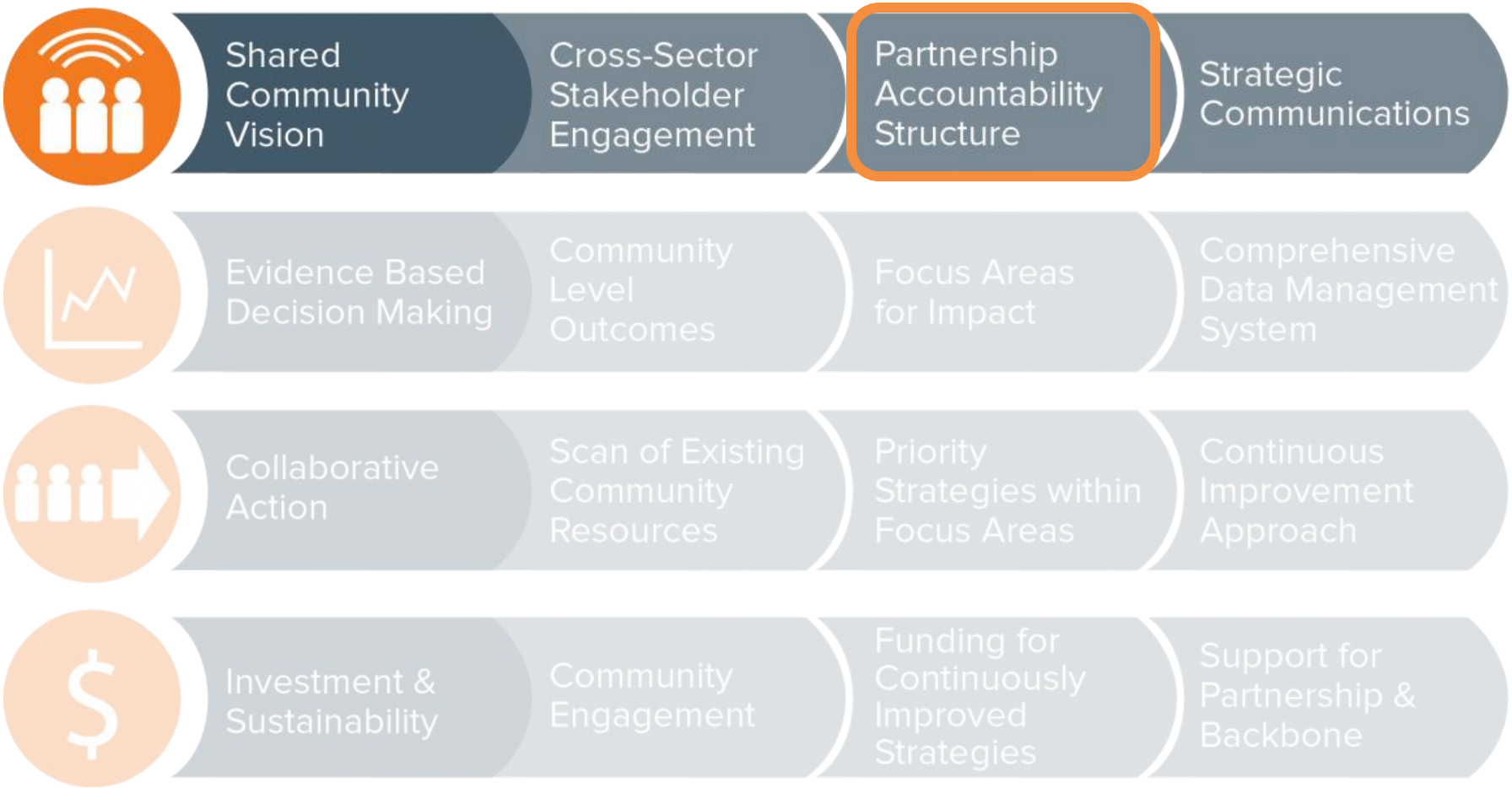
GOALS	Every child is prepared for school	Every child succeeds in school	Every youth who is not in school reconnects to education/training/ employment	Every youth attains a post-secondary credential		Every youth is prepared for a career
OUTCOMES	Percent entering kindergarten meeting expected benchmarks in multiple domains Baseline: To be reported by Fall 2013	4-year cohort graduation rate Baseline: 59% (2011) **Target: 70% by 2017** Percent proficient on PARCC* assessment Baseline: To be reported by Fall 2015	Percent of "disconnected youth" (ages 16-24) Baseline: ~10,000 (2010) **Target: Reconnect 3,000 by 2014**	Attain a college degree within 6-years Baseline: 30% **Target: 40% by 2017**	Industry-recognized license/ certification Baseline: 36% **Target: 60% by 2017**	Percent employed Baseline: 56% (ages 20-24; 2010) **Target: 66% by 2017**
(Example) Contributing Indicators	• Enrolled in quality Early Childhood programs/classrooms • Home Visits • Pre-Natal Care • Screenings • Infants and toddlers meeting development milestones	• Proficient 3rd & 8th Grade Reading • Proficient 8th Grade Math • Daily Attendance • [Supports TBD]	• First-time 9th graders promoted to 10th grade • Daily Attendance • [Teen Pregnancy – TBD] • [Stable Housing – TBD]	• FAFSA • Entering "college-ready" • 1st time students enrolling • Cont into second year • [Supports TBD]	• [TBD]	• Percent unemployed • Percent not In labor force • [Supports-TBD]
		• HS/GED attainment		• Attain Post-Secondary Credential		• Percent Employed
	• Adult Literacy Rate					

Discussion Questions

- What Outcomes and Indicators already exist in Fairfax that could be leveraged in this work?
- Who are the critical data people in the community that could get engaged in this work?

Strive Framework for Building a Cradle to Career Civic Infrastructure

Every child. Cradle to career.



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Key Considerations for an Accountability Structure

- **Create/identify multiple tables** needed to achieve the vision (e.g. leadership, data experts, practitioners, and advocacy)
- **Assess factors** such as experience/expertise/assets of each partner for each table (e.g. access to funding, data, or constituents)
- **Ensure ease of communication** among tables so the structure is not overly bureaucratic and can be nimble
- Be **clear about the role of the staff** as it relates to each table so there are shared expectations about roles

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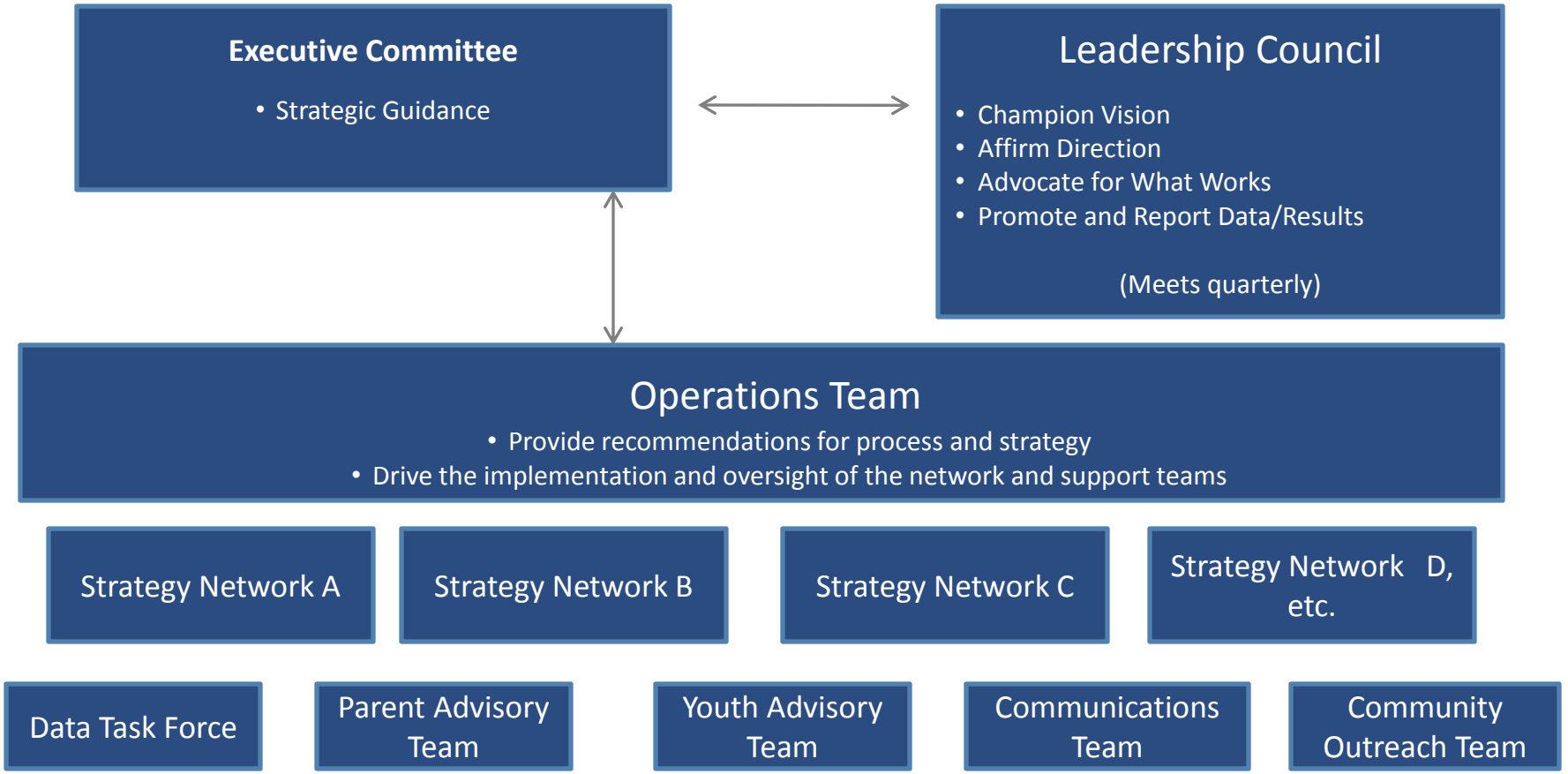
Milwaukee Succeeds
cradle to career

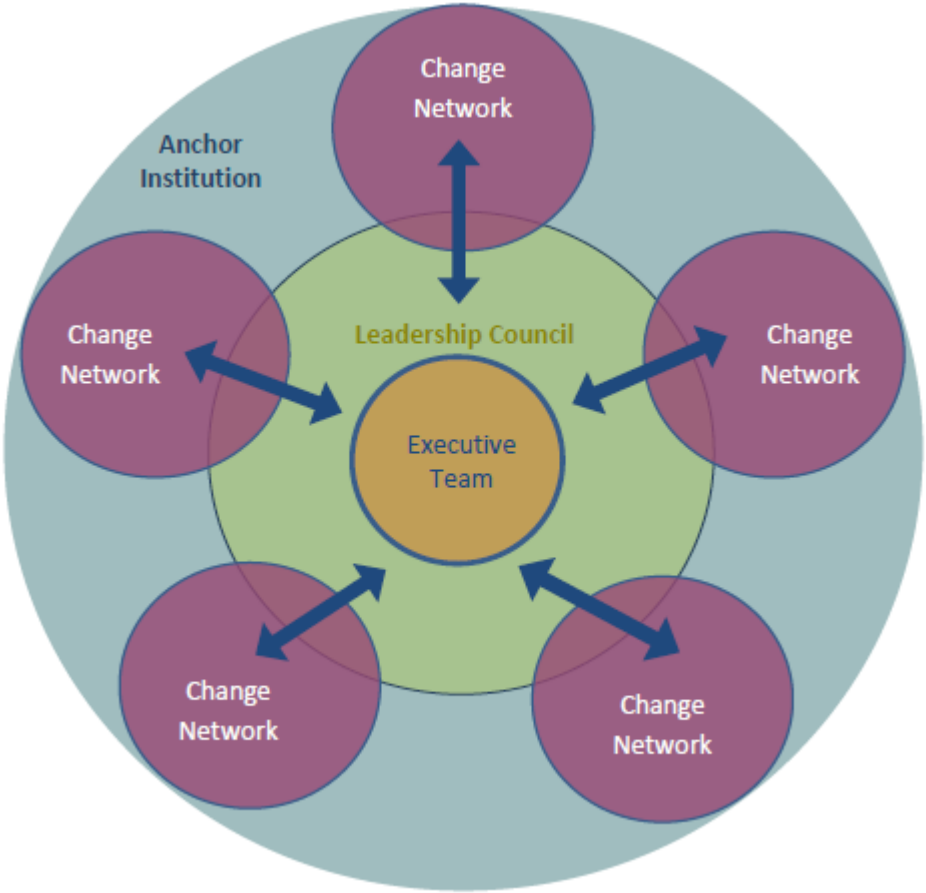
Proposed Implementation and Accountability Structure



101 W. Pleasant Street ▪ Suite 210 ▪ Milwaukee, WI 53212 ▪ tel 414-336-7038 ▪ mkesucceeds@greatermilwaukeefoundation.org

Raise DC Accountability Structure

Executive Team: Comprised of core cross-sector leaders from within the Leadership Council; provides ***strategic guidance;*** ***m***embers possess the authority to leverage significant financial and/or social capital to advance Raise DC goals and outcomes; key public champions.



Anchor Institution: A neutral entity; provides key staff and data supports, communicates and works across sectors to eliminate silos and deliver results, and has convening power to ensure that key leaders will consistently come to the table over time.

Change Networks: Comprised of existing/emerging groups and coalitions, including stakeholders, practitioners, and issue experts. Specific responsibilities include:
1) Identify initial contributing indicators and commit to integrating these indicators into own performance tracking;
2) Identify successful strategies and commit to integrating into practice/program
3) Communicate progress to Leadership Council

Leadership Council: Executive-level leaders from government, businesses, universities, CBOs/nonprofits, philanthropies; ***drives collaborative action***; use authority to align and broker resources to implement strategies; promote and report data to Raise DC partnership and public

Discussion Questions

- Outside of the organizations represented in this room, who else would need to be engaged to ensure the success of children in Fairfax County?
- Are there existing Networks in Fairfax County that could be incorporated into this work?

Discussion Questions

- What barriers do we see in taking a Collective Impact approach to education in Fairfax County?
- How could the individuals/organizations represented in this room work to overcome those barriers?

Commitments/Next Steps

Mount Vernon Council of Citizens' Associations (MVCCA) approved the following Resolution at the General Council Meeting on November 20, 2013: MVCCA Resolution 2013 Joint HHS/EDU J-02.

RE INVESTING IN SUCCESSFUL YOUTH

1. **WHEREAS** the health and well-being of youth is a broadly shared value and a goal of public policy in Fairfax County, and quality education is often cited as the highest priority of citizens and their elected Board of Supervisors (BOS);

2. **WHEREAS** "Successful Children and Youth" is now a major Cross-Cutting Results Area of the Fairfax County health and human services system (which includes the services of the Juvenile and Domestic Relations District Court) in coordination and collaboration with the Fairfax County Public Schools, and this goal states that "...youth reach adulthood with the skills, interests, and motivation to lead productive, healthy lives in caring relationships with other people";

3. **WHEREAS,** multiple sources, including Fairfax County demographic data and analytic reports point to geographic areas with especially high levels of challenging circumstances for youth such as (1) poverty among young people and their families, (2) food insecurity measured in the Youth Survey and in statistics on youth eligible for free and reduced-price school meals, and (3) prevalence of more than 100 languages other than English in daily use in homes of youth; and whereas County systems for education, health and human services, and public safety/juvenile justice services each recognize that these and other disparities will impact opportunities for success for many youth now in our local school pyramids (which combine students from Mount Vernon and Lee Districts) and in the Richmond Highway corridor;

4. **WHEREAS,** through their contacts with children and families, County professionals—educators, family services social workers, health care providers, and service providers in the juvenile justice system—recognize that a significant proportion of youth is 'at-risk' and in need of intensive services based in the community, where services can be planned and coordinated to fit individual and family circumstances;

5. **WHEREAS** the Fairfax County Public Schools (FCPS) and other Fairfax County public services also partner in efforts to focus resources effectively for all youth, especially in services that may (1) prevent failures to thrive, (2) intervene in young lives drifting into self-destructive patterns of escape from circumstances that cloud their futures, and (3) provide skills needed to overcome disparities, open opportunities for their success, and thereby build strong future families;

6. **WHEREAS** a more-or-less perfect storm of fiscal constraints and uncertainties has stimulated extensive efforts to consolidate and redesign "smart" services that could serve ever greater numbers of those with "greatest need" at the same or lower cost; and whereas this process places great pressure on services heavily dependent on federal funding (such as housing) or federal/state matching (healthcare); and whereas a pattern of annual percentage reductions has pared away services that were not "core" for one

agency yet were critical to interagency collaboration; and whereas an "inverted pyramid" of resources/needs for youth behavioral health services reveals that available resources are concentrated into highly intensive services needed for the fewest youths, leaving a huge gap in services for the rest; and whereas mandatory services (those partially funded from noncounty sources) are displacing "discretionary" services such as staff training in best practice or prevention education and training for the community, to the detriment of all;

7. **WHEREAS** citizens participating in MVCCA find that many County services, programs, and strategic partnerships for youth have developed to meet changing needs and can demonstrate their potential as scale-able best-practice models; and—provided County support is sustained and a blueprint strategy implemented for incremental multi-year investments—such programs will contribute measurably to the County's commitment to promote "successful youth"; yet nevertheless we call attention to needed services that deserve an increase in County funding incorporated into planning for FY 15 and beyond, and among these are the following:

- youth behavioral health services, especially those with potential to prevent or intervene before a student and family are in full crisis and in need of more intensive services, that must become more available, not only in schools, but in the juvenile justice system, and in the community;
- coordinated prevention services and prevention education, available in every community;
- model intervention programs in the juvenile justice system, such as the Evening Reporting Center in South County, developed under grants to reduce recidivism and/or to mitigate the impact of domestic violence and other trauma, that save costs yet need County dollars to continue;
- professional expertise and services in one agency that must be extended in effective collaboration with others, especially when core funding from non-County sources has been reduced;
- critical services, for some of our most vulnerable residents, that have been highly dependent on past federal funding that has already declined and seems certain to decline further, that need a multi-year Blueprint funding strategy to stabilize planning;

8. **WHEREAS** past cuts and lack of funding in the annual Fairfax County Budget Plan have already severely limited delivery of the kinds of services described above (both County and FCPS), and continued failure to provide adequate funding may further dilute essential services, resulting not only in human costs to individuals and families but also in greater future costs to both County and community well-being, in terms of untreated youth behavioral illness, unprevented family homelessness, and rising numbers of citizens without employable skills; and

9. **WHEREAS** MVCCA continues to hold that flexibility to deal with federal and state decisions in their direct impact on the lives of very vulnerable people in Fairfax County should never be an afterthought left to patch with carryover funds, but should be carefully

estimated as a risk accompanied in the annual Budget Plan by a reserve commensurate with the risk:

[A] THEREFORE, BE IT RESOLVED that the Mount Vernon Council of Citizens' Associations (MVCCA) recommends/urges the Board of Supervisors to take action in the following ways:

1—Direct the Fairfax County Executive to estimate both annual and year-to-year risk of diminished funding from federal and state resources such as matching funds, block grants, program grants for health and nutrition programs and more, **so that a commensurate fiscal reserve for the next fiscal year may be included in the County Budget Plan**, to stabilize County service planning and coordination and to mitigate severe impacts on children and youth and their caregivers and families.

2—Wherever County savings accrue from service collaboration, redesign, and business efficiencies, retain these funds as a Reserve earmarked for service reinvestment in best-practice quality, scale-ability for growing populations, and outreach to underserved areas.

3—Begin now to address the 3-tier 'inverted pyramid' of needs and resources for youth behavioral health services that continues to wrap intensive services around the small fraction of at-risk youth at the "top" who have great need for such care (which is funded with significant state support); provide new County investment needed in the much broader population of the bottom and middle tiers, for

- coordinated prevention services, such as training and prevention education for general and special audiences, and
- targeted intervention for youth with emerging behavioral health needs that do not yet rise to "crisis" or "immanent danger" status.

4—Increase County investment in FY 2015 in the capacity of the Community Services Board, and do so without further reducing funding for other CSB services, to provide necessary assessments, treatment, and counseling—as needed and requested—to youth in contact/supervision of the Juvenile and Domestic Relations District Court and in the Fairfax County Public Schools.

5—Increase County investment, in FY 2015 and beyond, to sustain and develop the effective model programs and services of the Juvenile and Domestic Relations (JDR) District Court, that currently

- Protect children and youth caught up in domestic disputes over abuse, custody, and obsessive adult behavior, for example by providing a carefully planned site for safe supervised parental visitation, and
- Divert youthful offenders away from costly and counter-productive Court contacts and unnecessary assignment to the Detention Center, into less costly and more effective supervised alternative programs such as the South County Evening

Reporting Center for youth on probation ($262 thousand is a currently estimated minimum that would sustain this highly effective program, begun on a federal grant).

6—Invest in cost-effective strategies to overcome disparities in internet and wireless communication, particularly for households with youth that lack descretionary income; consider, for example:

- **Extended hours, staffing, and capacity in community settings such as libraries and community centers** that provide a supervised facility for teaching reading-readiness skills to caregivers of very young children, tutoring in language and reading, assisting youth in computer usage for both education and healthy recreation, mentoring youth in understanding how to evaluate the reliability of informational sources, and more;
- **Density bonuses for development that includes a community center/computer clubhouse;**
- **Tax credits or other tax breaks for housing units,** including affordable and workforce priced apartments, with built-in capacity to connect with County public school and library internet sites;
- **Other incentives for private nonprofit and for-profit commercial development of wireless communication infrastructure**, especially in areas of high density and low houshold discretionary income and spending;

7—Invest in FY15 and each year, through the Housing Blueprint, in expanding the availability of rapid safe housing for children and youth in 'greatest need,' for example by giving high priority to proposals that expand opportunities for safe and stable housing for (1) households with children and youth who are survivors of trauma (including domestic violence) and (2) 'unaccompanied youth' who need housing permanency with appropriate mentoring and opportunities for skills training and education for life and work.

8—For purposes of multi-year planning for FY 2015 and beyond, adopt a "Service Blueprint" strategic plan for sustained County investment, in annual increments, to address service gaps impacting children and families, as these are identified by the Successful Children and Youth Policy Team (SCYPT) and by countywide citizen advisory bodies such as the Human Services Council and the Health Care Advisory Board.

9—In adopting the *Fairfax County Legislative Program for 2014* and the companion *Human Services Issue Paper* that address actions of the Commonwealth of Virginia, include the following state regulary and funding concerns:

- Need for regulatory flexibility that enables caregivers of children and youth to sustain their participation in the workforce during transitions, for example by allowing a person graduating from school or leaving a job (for any reason) a minimum 3-week grace period of continued benefits in which to obtain employment before cutting off their access to day care vouchers or other critical household benefits;
- Need for increased state funding for youth behavioral health services generally, and in particular for those identified, in special needs educational programs or in the

services of the Juvenile and Domestic Relations District Court, as youth who have been impacted by trauma and/or become entangled in mental illness/substance abuse syndromes, and including youth in households that may fall in a gap between Virginia Medicaid eligibility and eligibility for other health care insurance assistance.

[B] BE IT FURTHER RESOLVED that the MVCCA recommends, to its own member associations as well as other private nonprofit as well as for-profit community entities, participation in local voluntary activities that may benefit youth, expand their opportunities for success, and promote mutual respect—actions such as tutoring and mentoring, contributing to fund-raising efforts for youth activities, and others that may emerge from *Opportunity Neighborhood—Mount Vernon* and in the pyramids for our local high schools: West Potomac High School, Mount Vernon High School, and South County Secondary School.

---End MVCCA Resolution 2013 Joint HHS-EDU J-02, approved Nov. 20, 2013--