

**FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM**

**February 3, 2016, 9:30 a.m. – 12 noon  
Gatehouse Administration Center, Room 3050**

**Agenda**

- 1. Welcome and Introductions (15 minutes)**
- 2. Member Updates on Actions and Assignments (10 minutes)**
- 3. Action Items**
  - a. Action 1: SCYPT Adoption of Revised SCYPT Charter (15 minutes)**
  - b. Action 2: SCYPT Endorsement of Recommendations for School Readiness (40 minutes)**
- 4. Opportunities for Action**
  - a. Supporting Disconnected Youth (40 minutes)**
  - b. Providing Wi-Fi Access in Identified Communities (20 minutes)**
- 5. Recap of New Action Steps or Assignments (5 minutes)**
- 6. Items and Announcements Presented by SCYPT Members (5 minutes)**
- 7. Adjourn**

**Next Meetings**

Executive Committee: Wednesday, March 2, 9:30 a.m., Government Center 232  
SCYPT: Wednesday, April 6, 9:30 a.m., Gatehouse 3050

SCYPT Action Item A-1  
February 3, 2016

ACTION ITEM A-1

TITLE:

Approval of Successful Children and Youth Policy Team Charter.

ISSUE:

SCYPT approval of SCYPT team charter.

RECOMMENDATION:

Staff recommend that the SCYPT approve the draft team charter.

BACKGROUND:

The proposed charter would replace the existing charter, which was approved in May 2013 and can be viewed at <http://www.fairfaxcounty.gov/living/healthhuman/scypt/charter.htm>.

The proposed charter is based on discussions and work the SCYPT has engaged in over the past year. It outlines the SCYPT's vision, mission, responsibilities, and decision making processes. The charter is grounded in a collective impact approach.

Of particular interest to members may be proposed changes to the organizational structure. More specific responsibilities for, and processes for selecting, co-chairs have been included. A formal executive committee has been established. And new members, including university, community college, teacher, family, and business representatives, are proposed.

ATTACHMENTS:

Proposed Revised SCYPT Charter

STAFF:

Jesse Ellis, Neighborhood and Community Services

## Successful Children and Youth Policy Team

### Charter

In order to become confident individuals, effective contributors, successful learners and responsible citizens, all Fairfax's children need to be: safe, nurtured, healthy, achieving, active, included, respected, and responsible. This can only be realized if the County, schools, community, and families pull together to plan and deliver top-quality services, which overcome traditional boundaries. All segments of our community have a vital role to play in achieving all elements of this vision. To that end, the SCYPT has adopted a *collective impact* approach to, and serves as the policy team guiding and coordinating such work across Fairfax.

#### **Our Collective Vision:**

A community where all children and youth thrive and reach their full potential.

#### **SCYPT Mission:**

The Successful Children and Youth Policy Team provides policy and resource guidance and champions the collective efforts of the Fairfax community to ensure all children, youth, and their families and communities have equitable access to quality services, supports, and opportunities to further their success and well-being.

#### **Shared Community Outcomes:**

We aim to achieve these outcomes for all children and youth in Fairfax County. We also aim to ensure that disparities – whether based on race, ethnicity, socio-economic status, geography, or any other circumstance – are identified and eliminated.

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

## I. The Role of the SCYPT and its Members

A. The SCYPT serves as the policy team for a broader, community-wide collective impact approach to ensure the success and well-being of children and youth in Fairfax County.

B. Specific responsibilities of the SCYPT include to:

1. Develop a high-level policy agenda reflective of a shared vision for the Fairfax community's children and youth;
2. Develop specific recommendations on policy and funding;
3. Encourage and drive action among leadership in key sectors and organizations;
4. Inform, align, and develop priorities for the children and youth serving (and supporting) systems;
5. Ensure major initiatives are coordinated and implemented throughout the county, schools, and community;
6. Charter teams to address issues, when such teams do not exist; and
7. Regularly review progress on identified outcomes.

C. Specific responsibilities of individual SCYPT members include to:

1. Provide strategic direction to the child and youth serving (and supporting systems);
2. Serve as visible champions on children and youth issues within the community and within one's sector and organization;
3. Model desired changes/policy directions within one's organization/sphere of influence;
4. Direct resources (funding, people, advocacy, attention, etc.) to address identified issues;
5. Provide perspectives from one's sector and serve as voices of the sector, able to discuss current trends and efforts; and
6. Review and provide data to aid in decision-making.

## II. SCYPT Structure

A. Membership: SCYPT membership shall be comprised of one-third representatives from Fairfax County Government, one-third from Fairfax County Public Schools, and one-third from community-based providers and stakeholders.

1. Fairfax County Government members:
  - a. Board of Supervisors, 2 members to be appointed by the Board Chairman
  - b. Deputy County Executive, Human Services
  - c. Deputy County Executive, Public Safety
  - d. Executive Director, Community Services Board
  - e. Director, Health Department

- f. Director, Department of Neighborhood and Community Services
  - g. Director, Court Services Unit, Juvenile and Domestic Relations District Court
  - h. Director, Department of Family Services
  - i. Chief of Police
2. Fairfax County Public Schools members:
- a. School Board, 2 members to be appointed by the Board Chairman
  - b. Deputy Superintendent
  - c. Chief Academic Officer
  - d. Assistant Superintendent, Special Services
  - e. Assistant Superintendent, Facilities
  - f. Assistant Superintendent, Regional Office
  - g. Director, Intervention and Prevention Services
  - h. Teacher
3. Community members:
- a. Public policy sector, to be appointed by the Human Services Council
  - b. Minority communities sector, to be appointed by the Minority Student Achievement Oversight Committee
  - c. Early childhood sector, to be appointed by the Northern Virginia Association for the Education of Young Children
  - d. Faith sector, to be appointed by the Fairfax County Clergy Council
  - e. Family sector, to be appointed by the Community Policy and Management Team
  - f. Family sector, to be appointed by the Fairfax County Council of PTAs
  - g. Health care sector, to be appointed by Inova
  - h. Non-profit sector, to be appointed by Nonprofit Nova
  - i. Philanthropy sector, to be appointed by the Community Foundation for Northern Virginia
  - j. Higher education and research sectors, to be appointed by George Mason University
  - k. Higher education and workforce development sectors, to be appointed by Northern Virginia Community College
  - l. Business sector, to be appointed by Leadership Fairfax
4. Members will not be expected to unreasonably dedicate resources for SCYPT functions (e.g., meeting participation, data gathering), although current resource limitations should not hinder or bind SCYPT recommendations.
5. Members representing agencies or organizations must be an Executive Director (or equivalent) or a senior level staff that is empowered to make decisions. Members are expected to attend each meeting. Substitutions or delegates should be used conservatively and given decision-making authority when used.
6. Community members must be willing to serve a three year term.

## B. Co-Chairs

1. Three co-chairs, serving one-year terms, shall include:
  - a. One SCYPT member from the School Board;
  - b. One SCYPT member from the Board of Supervisors; and
  - c. One SCYPT member from among the community members.
    - 1) The community member shall be selected by the full roster of SCYPT community members as a “co-chair-elect” one year prior to the start of his or her term.
2. Specific responsibilities of the co-chairs include to:
  - a. Serve on the Executive Committee (see section II.B.);
  - b. Facilitate SCYPT meetings; co-chairs will rotate responsibility so that one co-chair is responsible for each meeting;
  - c. Serve as public spokespeople and champions for the SCYPT;
  - d. Liaise with appointing bodies when new members are needed or when current members are not fulfilling their responsibilities;
  - e. Report back to the Board of Supervisors, School Board, and other relevant policy boards on key updates regarding SCYPT work; and
  - f. Communicate SCYPT updates, needs, and requests to committees, staff, and others working toward intended outcomes.

## C. Executive Committee

1. A seven-member Executive Committee shall be composed of:
  - a. The SCYPT co-chairs;
  - b. The community member co-chair-elect;
  - c. The School Board and Board of Supervisors representatives not serving as co-chairs;
  - d. The Deputy County Executive for Human Services; and
  - e. The Chief Academic Officer.
2. The Executive Committee shall meet regularly to:
  - a. Develop SCYPT meeting agendas;
  - b. Narrow issues of interest by reviewing data and soliciting input from staff, SCYPT members, and other stakeholders; and
  - c. Make decisions on matters of SCYPT process, structure, and membership.

#### D. "Anchor Organization"

1. The Fairfax County Department of Neighborhood and Community Services Prevention Unit ("the Prevention Unit") shall serve as the "anchor" or "backbone" organization for the SCYPT.
2. Anchor organization staff shall be responsible for:
  - a. Coordinating SCYPT meetings (including Executive Committee meetings);
  - b. Managing internal and external communications;
  - c. Providing staff assistance and liaisons to conduct SCYPT work;
  - d. Convening a Data Team and compiling and presenting data; and
  - e. Other coordination, convening, and facilitation duties as necessary.

### III. SCYPT Decision-Making Process

#### 1. SCYPT Meetings

- a. The SCYPT shall meet on a school year calendar; meetings during the summer are not expected and should be scheduled only under rare circumstances.
- b. The SCYPT shall meet no fewer than four times a year, in locations that are as centrally located as feasible.
- c. The services of an outside facilitator are recommended, to ensure broad participation in meetings and adherence to the agenda.
- d. All meetings, including Executive Committee meetings, shall be open to the public.
- e. Each meeting should have a standard agenda, with regular items including a review of actions for members and staff at the end of each meeting.
- f. Decisions should be made by consensus, where possible. If consensual agreement cannot be reached, a member can request a vote, in which case the majority decision will be recorded.
- g. A member who does not agree with the decision may ask that this be noted in the meeting summary and the member organization is not required to participate in related decisions, activities, or advocacy.
- h. Attendance by at least two-thirds of members of the SCYPT constitutes a quorum.

#### 2. General Planning Process

- a. The SCYPT shall set high-level priorities, informed by a review of relevant and available data.
- b. Priorities may also be informed by stakeholder input; even in these cases, a data-driven assessment of need is strongly recommended.

- c. Subject-matter experts, including staff, community-based coalitions and organizations, and place-based initiatives, will then be engaged (by the Prevention Unit if another convener is not identified) to report to the SCYPT more detailed data and information, including opportunities and barriers to implementing strategies to address the priorities. For the purposes of the SCYPT, this collective convening shall be referred to as a Collective Action Network (CAN).
- d. Based on this information, the SCYPT shall issue a set of specific objectives to address the identified priority.
- e. CANs shall then develop specific strategies and actions (and measures of progress) to address the identified objectives.
- f. The SCYPT will be asked to endorse recommendations requiring significant policy change or resource allocation.
- g. Individual SCYPT members and other leaders within the community should implement recommended changes within their power.

### 3. Strategic Perspectives

- a. SCYPT decisions shall be guided by the following strategic perspectives:
  - 1) Equity: Decisions should promote the just and fair inclusion of all children, youth, and families in the community, so that they all can participate, prosper, and reach their full potential.<sup>1</sup>
  - 2) Prevention: Addressing root causes, protective factors, and risk factors is essential; strategies that do not include prevention are likely to be unsustainable.
  - 3) Community Engagement: Broad engagement by multiple sectors and stakeholders, including youth, families, and “the general public,” is necessary to develop and implement collective action.

### 4. Communication and Engagement

- a. A publically available email distribution list shall be maintained (by the Prevention Unit) to provide stakeholders with timely information on SCYPT meetings and actions, and on the progress of related initiatives and how people can get involved with them.
- b. Upon identifying priorities for action, the SCYPT (through the Prevention Unit and other staff) shall identify relevant agencies, coalitions, organizations, and other key stakeholders. Engagement with them shall be through one of four mechanisms:
  - 1) Awareness through mutual communications;
  - 2) Intentional staff involvement by Prevention Unit and others;

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<sup>1</sup> Based on The Equity Manifesto, by PolicyLink  
([http://www.policylink.org/sites/default/files/pl\\_sum15\\_manifesto\\_FINAL\\_4app.pdf](http://www.policylink.org/sites/default/files/pl_sum15_manifesto_FINAL_4app.pdf))



- 3) Requesting reports, recommendations, etc., from existing networks and organizations; and
  - 4) Chartering/endorsing new networks and organizations that are obligated to report back to SCYPT.
- c. Plans created and endorsed by the SCYPT should include intentional and meaningful opportunities for multi-sector and community (including youth and families) engagement.
  - d. Regular opportunities for input from service providers and other stakeholders should be provided.

## 5. Policy Board Engagement

- a. Fairfax County Government staff shall regularly provide the Board of Supervisors Human Services Committee with updates on the work of the SCYPT and presentations on major initiatives and recommendations that will be coming to the Board for approval.
- b. The School Board members of the SCYPT shall work with the School Board and FCPS to develop and implement a process to regularly provide the School Board with updates on the work of the SCYPT and presentations on major initiatives and recommendations that will be coming to the Board for approval.
- c. If it is deemed necessary to engage other policy boards in the endorsement and implementation of SCYPT-developed strategies, a process for engaging each relevant board shall be included as a part of the strategy development.

SCYPT Action Item A-2  
February 3, 2016

## ACTION ITEM A-2

### 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 and quality of services to promote school readiness.

### BACKGROUND:

In December 2013, the SCYPT endorsed a multi-year plan to increase the access to and quality of services to promote school readiness. The plan consists of investments in Neighborhood School Readiness Teams (NSRTs), training and coaching for early childhood professionals, the Virginia Preschool Initiative (VPI), the Virginia Quality Rating and Improvement System (VQRIS), the Child Care Assistance and Referral program, data collection and analysis, and place-based services and capital improvement. The Board of Supervisors included funding in the FY 2015 and FY 2016 budgets to begin implementation of the plan. (The plans, as proposed, can be found within the SCYPT meeting materials for [November 2013](#) and [December 2013](#), available at <http://bit.ly/scypt>.)

Since the plan's adoption, Fairfax County and Fairfax County Public Schools have been focused on achieving the plan's objectives. Highlights include the participation of eight new schools in NSRTs, over 500 additional children being served through expansions in pre-K/VPI and Early Head Start, and an additional 31 programs participating in VQRIS (more than double the 28 that were participating prior to the plan's implementation).

To continue the plan's implementation into its third year (FY 2017), staff request that the SCYPT endorse the third year recommendations and accompanying funding. These recommendations include further expanding the NSRTs to six additional neighborhoods, the addition of staff to increase coaching and professional development opportunities for early childhood educators, serving additional children in VPI, and serving additional programs in VQRIS.

### ATTACHMENTS:

None

### STAFF:

Anne-Marie Twohie, Office for Children



# Successful Children and Youth Policy Team

February 3, 2016

## Update on School Readiness Plan

In December 2013, the SCYPT endorsed a multi-year plan to increase access to quality services that promote school readiness.

**School Readiness = Quality + Access**

***A mixed-delivery system ensures the availability of many options to support the diversity of the county, including center-based and family child care programs.***

## Plan and Updates:

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

Expand the Neighborhood School Readiness Teams throughout Fairfax County to develop school, county, community partnerships: [Eight new Title 1 schools joined the Neighborhood School Readiness Project](#). [Twenty four schools now participate on 12 Neighborhood School Readiness Teams](#).

Provide on-site coaching for early childhood professionals: [Three new Institute for Early Learning trainers were hired in FY2015](#). [These trainers provide professional development and on-site coaching to early childhood professionals](#).

[On-site mentoring services have supported 220 early childhood professionals and 3,052 children in center-based and family child care homes](#).



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 Virginia Preschool Initiative and other programs.

Additional children are being served in both public school and community programs:

- Three hundred forty-seven Pre-K children are being served by FCPS using a combination of local, state VPI and federal funds.
- Forty four-year-olds are being served in community-based VPI classrooms.
- Seventy four-year-olds are being served in VPI+, the state's federal Preschool Expansion Grant program. Thirty-four children are served in two FCPS classrooms and 36 children are served in two community classrooms.
- Fifty-six children, birth to three years old, are being served by the county through a federal Early Head Start Expansion grant.
- In summer 2015, FCPS served 1,315 children in Bridge to Kindergarten.

Expand Virginia Quality Rating and Improvement System in order to support quality in more early childhood programs. Thirty one additional programs have enrolled in VQ for a total of 39 center-based programs and 20 family child care homes.

Provide additional access to affordable, quality child care through the Child Care Assistance and Referral program. Additional funding has enabled the program to implement contract rate increases and maintain service levels.



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.

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.



# Year Three Recommendations

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

Expand the Neighborhood School Readiness Teams throughout Fairfax County to develop school, county, community partnerships: **Expand NSRTs to include six new neighborhood schools.**

Provide on-site coaching for early childhood professionals: **Increase coaching and professional development opportunities for early childhood educators by adding three coaches/trainers to the Institute for Early Learning staff.**

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 Virginia Preschool Initiative and other programs: **Serve additional children.**

Expand Virginia Quality Rating and Improvement System in order to support quality in more early childhood programs: **Recruit 30 new programs to participate in VQ.**

## New School Readiness Projects

### National Academy of Medicine and National Research Council

In 2015, the National Academy of Medicine and National Research Council released *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, a report recommending ways to transform the early childhood workforce. The recommendations are directed to stakeholders at federal, state and local levels and require collaboration.

The National Academy is leading a network of four states, one region, and a national team striving to implement recommendations from the report. Fairfax County will participate as a member of The Washington Regional Early Care And Education Workforce Network (Washington, D.C., Fairfax County, Arlington County, City of Alexandria, Montgomery County and Prince George's County.)

Our region will focus on competencies, quality, and compensation.

### Pre-K through Third Grade Research Network, University of Virginia

The U.S. Department of Education recently funded a network of research teams, including one at University of Virginia, to partner with communities that have developed unique and comprehensive models for providing effective early childhood education services (from Pre-K through 3<sup>rd</sup> grade.) UVA has chosen Fairfax County (FCPS and OFC) as their partner in this research.

- The UVA team includes leaders in early childhood education – experts in child development, childcare quality, and policy.
- The project involves following the 2016-2017 cohort of children in Fairfax County Pre-K as they transition into kindergarten and through third grade.
- UVA will assess children's social-emotional, behavioral, and academic skills each year, as well as classroom climate, transition practices, family engagement, and instructional content.
- The results of this study will help Fairfax, UVA, and early childhood practitioners across the U.S. to better understand how to support diverse families and their children.





## Moving Forward

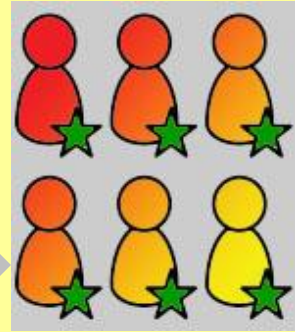
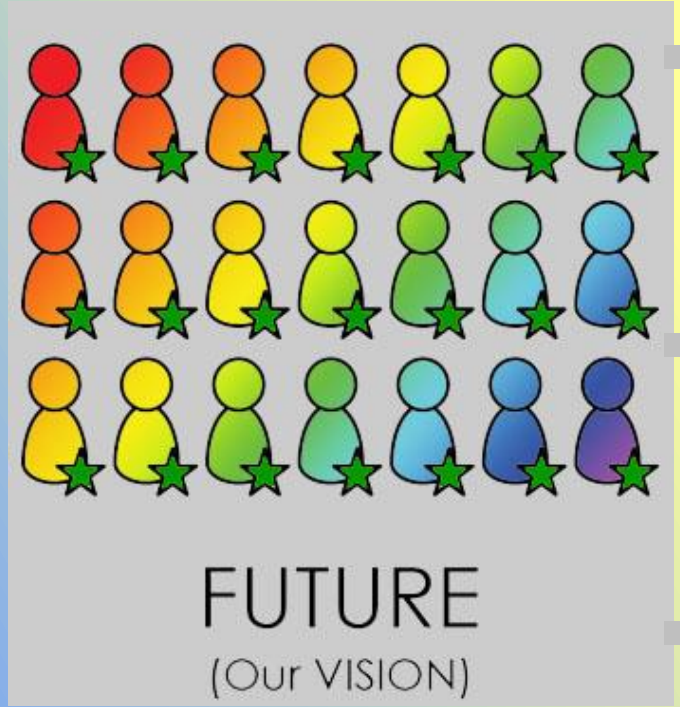
### Development of School Readiness Strategic Plan

In partnership with the *School Readiness Community Collaborative Council*, convene county, schools and community partners for next phase of School Readiness strategic planning. Will include focus areas of early care and education, kindergarten transition, home visitation, screening and assessment of developmental delays, health and mental health, partnering with families.



# School Readiness

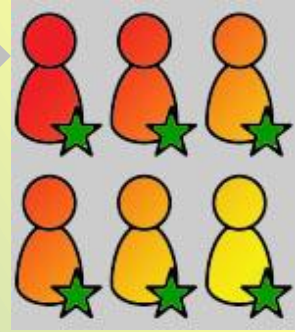
Successful Children and Youth Policy Team



Center-Based



Family Child Care



Home

SCYPT

February 3, 2016

### Opportunity for Action: Disconnected Youth

“Disconnected youth” (also often referred to as “opportunity youth”) are commonly defined as 16 to 24 year-olds who are not in school and not employed. Some federal programs expand the definition to include youth as young as 14 and those involved in the foster care and juvenile justice systems and those who are homeless.

In Fairfax/Falls Church, over 9,000 young adults are not in school and not working. Among these, racial and ethnic disparities are prevalent. About half are people of color, and nearly two-thirds are foreign born. As highlighted in Fairfax’s [“Equitable Growth Profile,”](#) this issue is particularly relevant to our economic success, as the majority of our new workforce in the coming years will be people of color, and the availability of well-paying jobs locally will be critical to retaining talented young people in Fairfax. However, young adults in Fairfax, across all demographic categories and levels of educational attainment, earn less income than their peers across the Washington region.

Recommendations in the Equitable Growth Profile include the creation of pathways to good jobs and education, better integrating immigrants into the county’s economy, and fostering diverse civic participation and leadership. Other localities, including Washington, DC, are developing and implementing specific strategies that show promise, and multiple opportunities exist for action through federal programs and partnerships with key foundations, employers, and non-profit organizations.

Staff will review the data and share some specific opportunities for action. SCYPT input and feedback are strongly encouraged.

#### STAFF:

Karla Bruce, Neighborhood and Community Services

# Disconnected Youth: Why It's Important

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Over 9,000 young adults age 16-24 are not in school and not working

Racial and ethnic disparities are persistent: About half are people of color. Almost two-thirds are foreign-born.

Young adults in Fairfax County earn less income than the regional average.

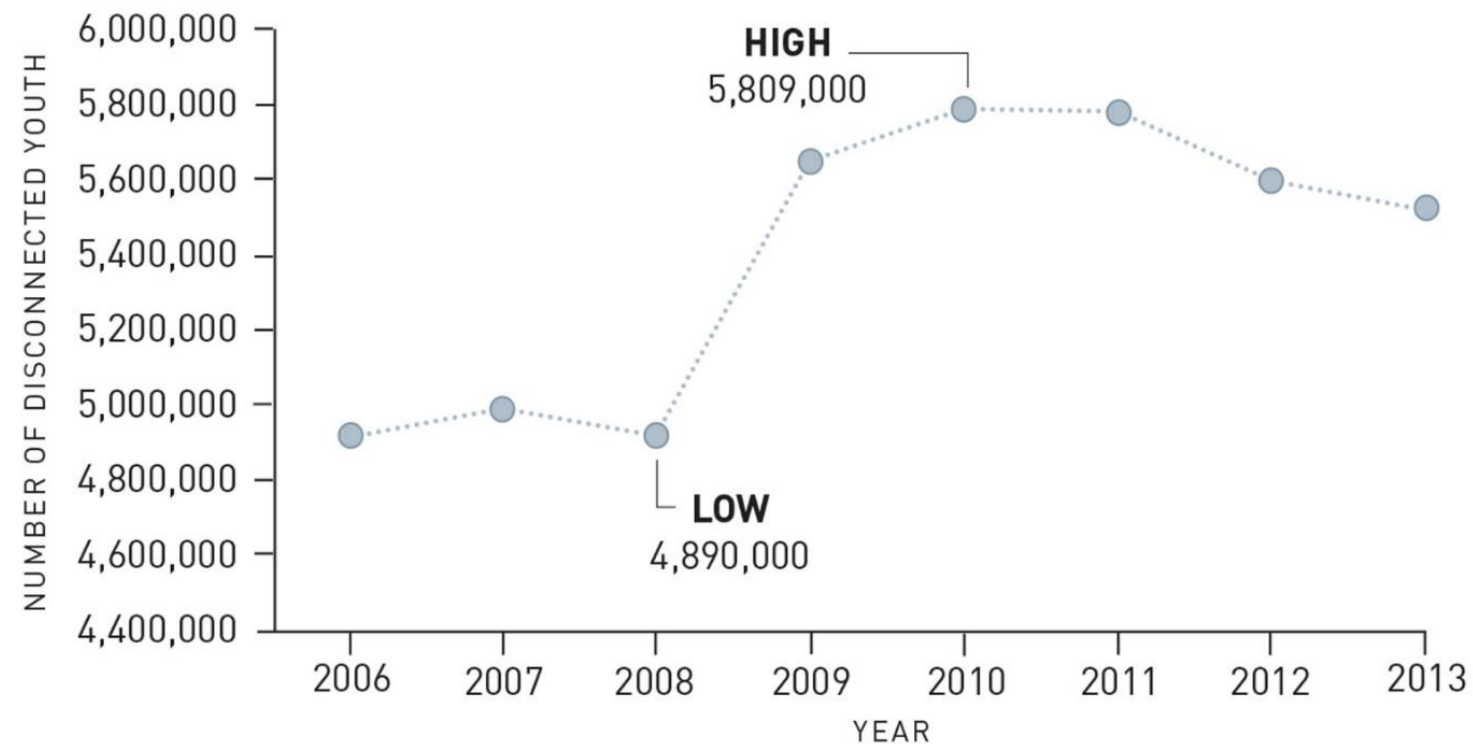
- This holds true for all levels of educational attainment and for all demographic categories.

This issue is particularly relevant to our economic success, as the majority of our new workforce in the coming years will be people of color, and the availability of well-paying jobs locally will be critical to retaining talented young people in Fairfax.

# A National Concern

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**FIGURE 1 Youth Disconnection since 2006**



# Disconnected Youth

## DEMOGRAPHICS

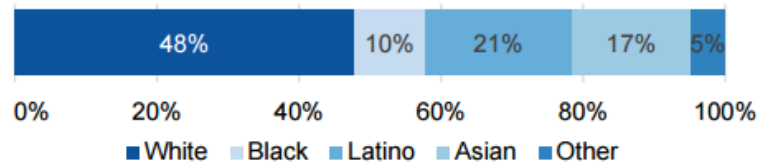
Young adults aged 18-24 Share of total population

**91,237** **7.9%**

Of young adults in Fairfax, **27.4 percent** are foreign born. The top countries of origin are: **Korea (10%)**, **El Salvador (8%)**, and **Bolivia (8%)**.

Fairfax's young adult population is diverse, with no race or ethnicity in the majority.

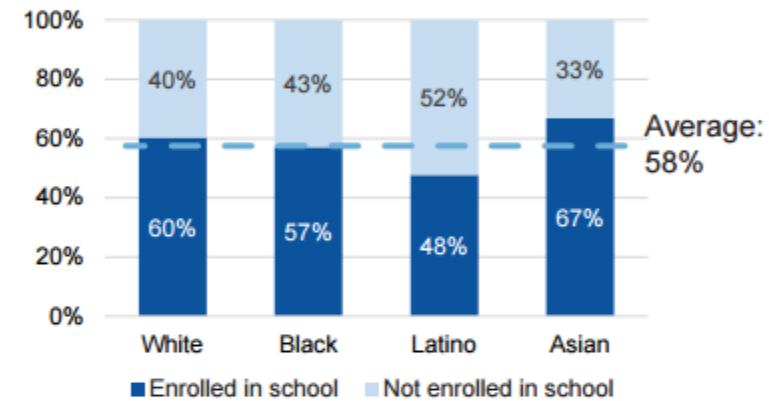
### Race/Ethnicity, 18-24 year olds



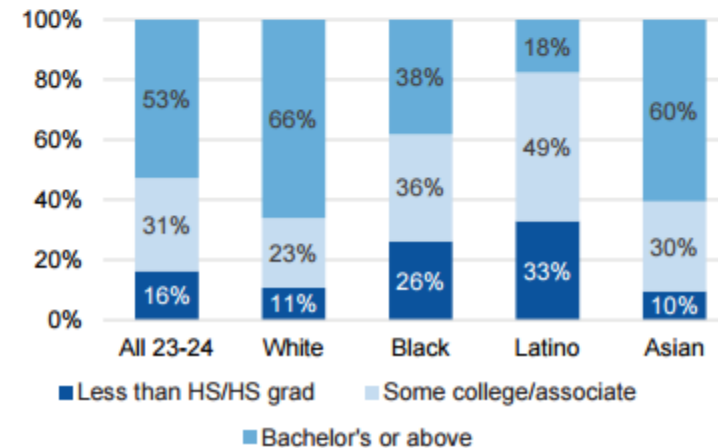
## EDUCATIONAL CHARACTERISTICS

Latinos have lower than average rates of school enrollment, and are much less likely than whites or Asians to have a bachelor's degree by their early 20s.

### School enrollment, 18-24 year olds



### Educational attainment, 23-24 year olds



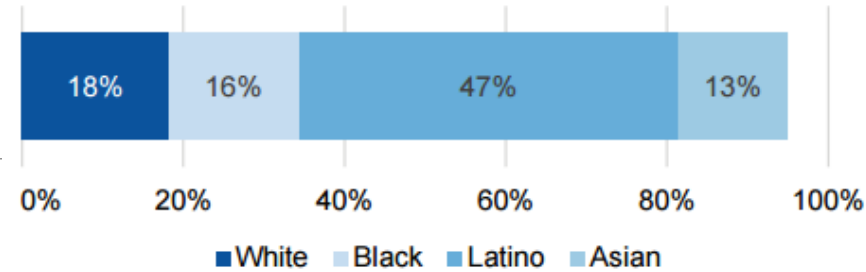
All data presented is for the three year period 2011-2013 and include Fairfax County, Fairfax City, and Falls Church.

**Data Source:** The Brookings Institution; Data from the U.S. Census Bureau, American Community Survey, 2011-2013, 3-year estimates.

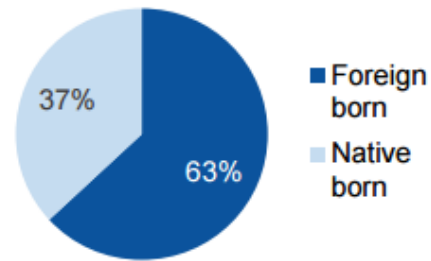
# Disconnected Youth

Of young adults aged 18-24 in Fairfax, **2,300** or **2.5 percent** are disconnected, meaning they are low-income (with income less than 200 percent of the federal poverty line), neither in school nor working, and have less than an associate degree. These young people are at increased risk for poverty and unemployment.

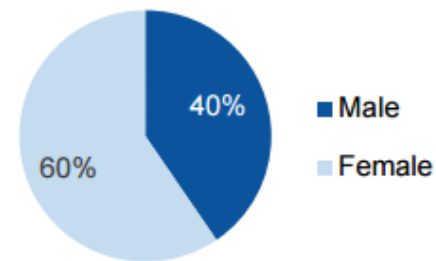
### Race/Ethnicity



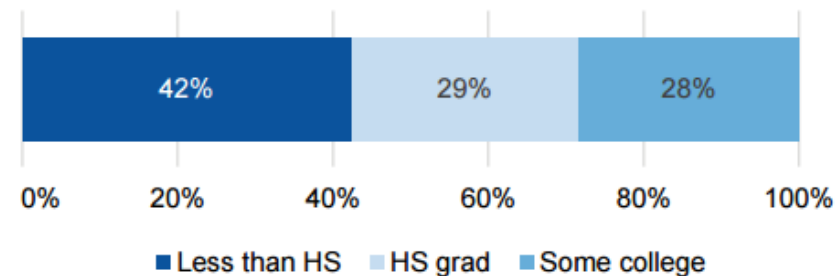
### Nativity



### Gender



### Educational attainment



All data presented is for the three year period 2011-2013 and include Fairfax County, Fairfax City, and Falls Church.

**Data Source:** The Brookings Institution; Data from the U.S. Census Bureau, American Community Survey, 2011-2013, 3-year estimates.

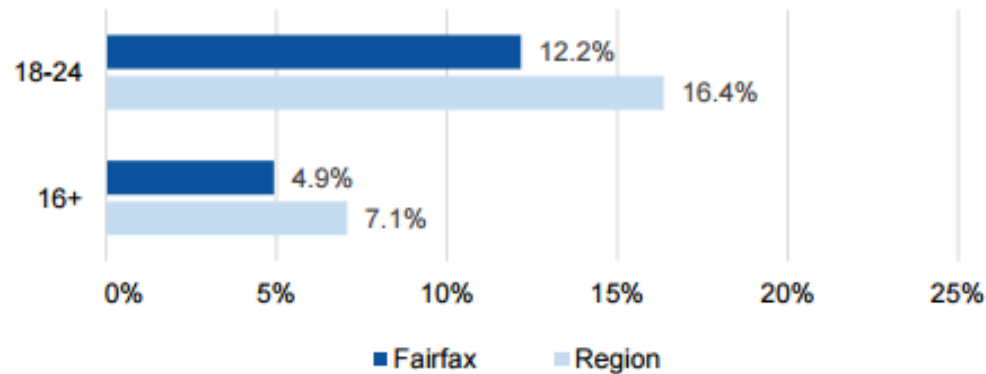
# Disconnected Youth

## EMPLOYMENT AND EARNINGS

Young people typically have higher unemployment rates and lower earnings than older workers, consistent with their lower levels of experience and skills. However, young people of color and those with lower levels of education are particularly likely to experience low employment rates and earnings.

The Washington region's labor market skews toward highly educated workers. Residents without at least some post-secondary education will find it difficult to move into higher earning jobs. **Fifty-four percent (54%)** of people working in Fairfax have a bachelor's degree or above, with median annual earnings of **\$90,000**. By contrast, **22 percent** of people working in Fairfax have a high school diploma or less, with median annual earnings of **\$35,000**.

Unemployment rate



All data presented is for the three year period 2011-2013 and include Fairfax County, Fairfax City, and Falls Church.

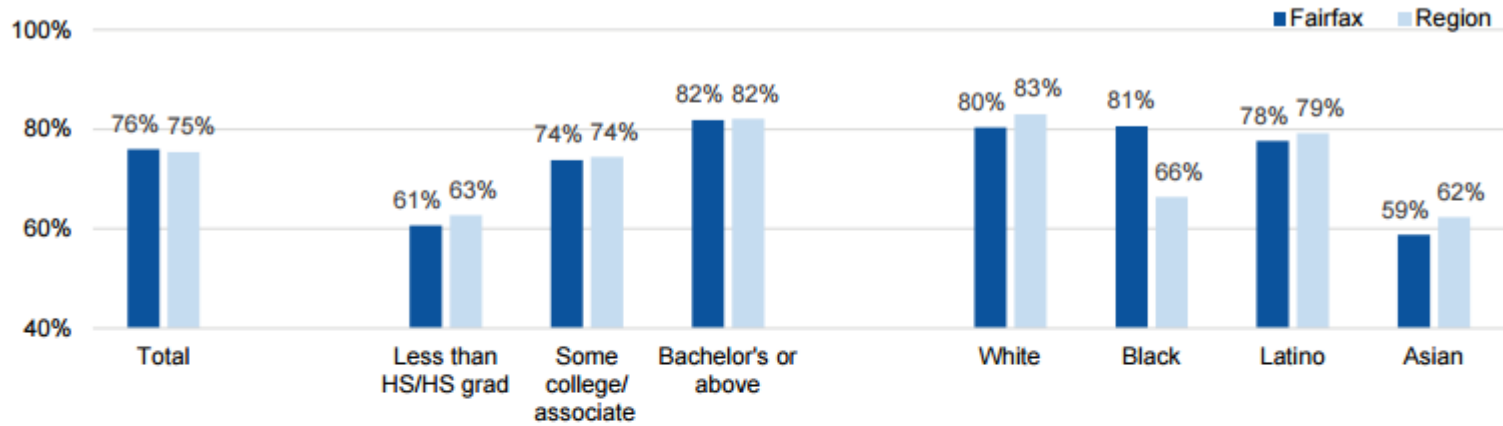
Data presented for the region includes the District of Columbia, Montgomery County, Prince George's County, Alexandria City, Arlington County, Falls Church City, Fairfax City, and Fairfax County.

**Data Source:** The Brookings Institution; Data from the U.S. Census Bureau, American Community Survey, 2011-2013, 3-year estimates.

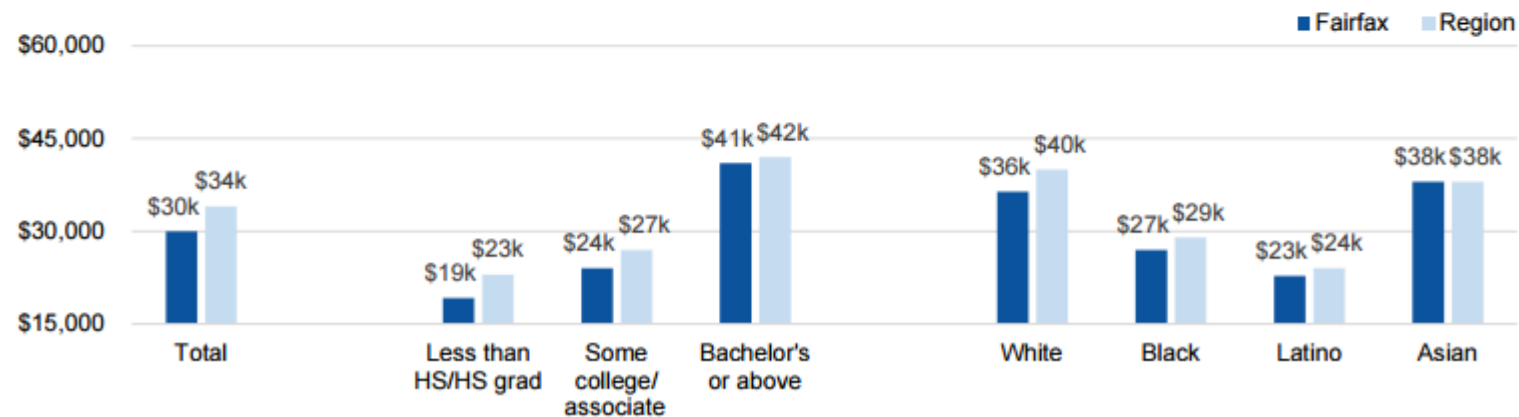


# Disconnected Youth

Employment rates, 23-24 year olds



Median annual earnings of 23-24 year olds\*



All data presented is for the three year period 2011-2013 and include Fairfax County, Fairfax City, and Falls Church.

Data presented for the region includes the District of Columbia, Montgomery County, Prince George's County, Alexandria City, Arlington County, Falls Church City, Fairfax City, and Fairfax County.

**Data Source:** The Brookings Institution; Data from the U.S. Census Bureau, American Community Survey, 2011-2013, 3-year estimates.

# CHARACTERISTICS OF DISCONNECTED YOUTH

## POVERTY



39%  
live in a poor  
household

## EDUCATION



29%  
dropped out of  
high school

## EDUCATION



48%  
highest degree is  
high school diploma  
or equivalent

## EDUCATION



4%  
highest degree  
is bachelor's

## YOUNG MOTHERHOOD



31%  
women with  
children

## DISABILITY



15%  
with a disability

# Opportunities for Collective Impact

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Examples of comprehensive CI efforts:

- DC (<http://www.raisedc.org/disconnected-youth/>)
- Maricopa County (<http://education.maricopa.gov/connect>)
- King County (<http://www.roadmapproject.org/collective-action/project-hub/opportunity-youth/>)

Expressed interest from funders: Federal Government, Aspen OYIF, JFF SIF, AECF LEAP

Connects with existing initiatives:

- School Attendance
- Economic Success
- New Workforce Investment funding

Opportunities for place-based strategies

Types of potential strategies:

- Outreach, awareness, education: <http://gradsoflife.org/>
- Career development and Economic development
- Youth Voice and Engagement: Opportunity Youth United, Boston PIC
- Access to educational opportunities
- Federal Performance Partnership Pilots <http://forumfyi.org/P3resources>

# The Promise and Potential of Performance Partnership Pilots

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Allow sites to develop a coherent, data-informed plan to use existing federal resources for disconnected youth in a better way.

Instead of being forced to use existing funding in strict compliance with federal requirements, sites will be given unprecedented freedom coupled with outcome-based accountability.

# What P3 Sites Receive

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Permission to blend existing discretionary federal funds for disconnected youth in a more coherent, efficient and effective manner.

Freedom from certain federal statutory, regulatory, or administrative requirements.

A start-up grant between \$400,000-\$700,000 dollars to improve your capacity to use the P3 flexibility effectively.

# Freedom from Federal Regulations

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P3 sites can request freedom any statutory, regulatory, or administrative regulations necessary to implement their plan, such as:

Application Processes

Eligibility Requirements

Allowable Uses of Funds

Reporting Requirements

# Scope

Population: Disconnected youth, plus other related sub populations

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Number of Pilots: 9 in FY 2014 & additional 10 for FY 2015

Timeframe: Can apply for a multi-year plan through 2019 for FY 2015 cohort

Eligible: Any discretionary funding streams from:

- Education
- Labor
- Health and Human Services
- Corporation for National and Community Service
- Institute of Museum and Library Sciences
- Justice
- Housing and Urban Development (For FY2016)

# Definition of Disconnected Youth

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Individuals between the ages of 14 and 24 who are low income and any of the following:

- homeless
- in foster care
- involved in the juvenile justice system,
- unemployed
- not enrolled in an educational institution
- at risk of dropping out of an educational institution



# Proposed Priorities, Requirements, Definitions and Selection Criteria – FY 2015 Round

## Shifting from 2 priorities (rural and tribal) to 12 priorities

- 
1. Disconnected youth
  2. Rural communities
  3. Tribal communities
  4. Unemployed and out of school
  5. English learners
  6. Youth with disabilities
  7. Youth that are homeless
  8. Youth in foster care
  9. Youth involved in justice system
  10. Immigrants or refugees
  11. Work based learning opportunities
  12. Site specific evaluation

# A Roadmap for Action\*

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- 1) Increase pathways to secondary and postsecondary success for out-of-school youth.
- 2) Meaningfully engage employers as part of the solution.
- 3) Provide access to basic services and supports.
- 4) Improve community collaboration and collective impact.
- 5) Strengthen connections to the community through service and mentorship.
- 6) Invest in successful programs for opportunity youth.
- 7) Improve and align education and workforce policies.
- 8) Improve data collection ensure accountability.

# 20 things to do with a P3

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1. Provide wrap-around supports to key populations
2. Integrate secondary education, post-secondary education, and/or job training services
3. Develop summer residential academies for foster care youth on college campuses
4. Develop cross-agency data systems on disconnected youth
5. Provide better information and referral services for court-appointed advocates for children in foster care
6. Create residential, structured program to re-engage youth
7. Create a competency-based education system
8. Provide intensive, long-term, relationship-based street outreach
9. Create community-based youth liaisons
10. Integrate foster care, employment, and independent living supports

# 20 things cont'd

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11. Allow previously discharged youth under the age of 21 to re-enter foster care.
12. Create agency-hospital partnerships to link homeless/runaway youth to stable health care.
13. Raise age of eligibility in youth drop-in service centers to age 24.
14. Align efforts to reach youth through social media.
15. Leverage libraries as resource centers for teens.
16. Create a public/private partnership between a foundation grants program and P3 flexibility.
17. Create/strengthen a community school.
18. Create cross agency incentives (such as conditional cash transfers) for youth to stay in school.
19. Provide strong case management to help youth navigate between systems
20. Create a unified accountability system/common evaluation methods, etc.

# Starting places

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You should either have:

- 1) A group of public sector partners at the state, local or tribal government level who are seasoned at working together and interested in pursuing P3.

OR

- 2) An identified barrier, or set of barriers, and an alternative approach to serving disconnected youth that requires federal flexibility to implement or expand.

# Starting with the partnership?

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Gather your partners

Identify policy barriers to serving OY

Brainstorm solutions

Pick one or a set

Identify a point person or team to draft the application

Determine the evaluation type you will pursue

Get technical help when needed!

# Who do you need at the table?

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- Public agencies
- Expertise on disconnected youth
- Data people
- Budget people
- Program people
- Youth

# Identify policy barriers

What is the problem the group is trying to solve?

What specific populations of youth are impacted by this problem?

What needs are not being met because of this problem?

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What policies are at play in creating the barrier(s)?

Sample Policy Barrier	Level (Local, State, Federal)	Waiver needed: (Required from feds?)
One comprehensive agency had 23 independent audits completed, in addition to its own annual audit, in one year	federal, state and local	Combined auditing option from the various federal agencies
WIA eligibility income levels are closer to what Head Start uses – very low – around \$12,000 per year and classified as intense poverty; students eligible for Free and Reduced Lunch are poor enough to be used as an income guideline (approximately \$16,000 per year).	federal	Use free and reduced lunch eligibility for WIA



# Craft Solutions

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**Determine how these barriers can be addressed through increased administrative flexibility.**

	What Commitments must be made to address the barriers?	Timeframe	Point Person
Local Commitments			
State Commitments			
Federal Commitments			

SCYPT  
February 3, 2016

Opportunity for Action: Wi-Fi in Low Income Areas

Home internet access can be a key factor in academic success, as it provides opportunities for research, collaboration, and academic support. While 93% of county households have internet access, that rate varies by geography. Fewer than 90% have access in the Annandale-West Falls Church and Mount Vernon areas of the county. Furthermore, while 94% of White and Asian county residents have access, only 86% of Black and Hispanic residents have access. Income disparities seem to be the most telling predictor of access. For example, in the Mount Vernon area, the median income of households with internet access is \$98,972, while the median income of households without access is \$25,189.

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At the September 30, 2015, SCYPT meeting, Jeff McKay requested staff to investigate opportunities to establish Wi-Fi access in identified low-income communities. County and FCPS staff will speak to information gathered to date and will discuss a timeline for a full report to the SCYPT.

STAFF:

Jessica Werder, Office of the County Executive



Identifying supportable solutions to assist students without access



# The Vision

The vision of the **Access4All** committee is to ensure every student in Fairfax County Public Schools (FCPS) has appropriate access to a reliable computer during school and to facilitate the availability of computers and internet access beyond the school day.

# The Need

- Student access to the internet outside of school and from home is increasingly important for student success
- With the increase of online digital content, textbooks, assessments, and other resources, ALL students need appropriate access to technology
- Over 28% of FCPS student population is on free or reduced meals (FRM)
- Based on information provided by FCPS families:
  - Approximately 15,000 families do not have internet access at home

# Access4All Video



 [Play Video](#)

# Addressing the Access Issue in FCPS



# Access Standards and Best Practices

- **FCPS Access Standards** document provided to Principals
- More information about Access4All can be found at

**<http://www.fcps.edu/is/access4all/>**





# Current State

## ■ Emergency Care Form Data

- 92% of families have internet access at home (2014-2015)

## ■ Cox and Comcast

- 718 Cox and 158 Comcast families being served

## ■ Bring Your Own Device (BYOD)

- 100% School Participation

## ■ Student Computer Checkout

- 89 Participating Schools

## ■ MiFi Checkout

### • Minimum of 2 Devices

- All High Schools, Middle Schools, Secondary Schools, ALC, IAS, & Transitional

### • Minimum of 1 Device

- 8 Elementary Schools

## ■ Extended Library Hours: 80 Schools



# Countywide Internet Access

