

FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM
May 13, 2015, 9:30 a.m. – 12 noon
Gatehouse Administration Center, Room 3050

Agenda

1. Welcome and Introductions

2. Administrative Items

Item Ad-1: Adoption of School Year 2015-16 SCYPT Meeting Schedule

Item Ad-2: Recap of Collective Impact Planning Efforts and Endorsement of Next Steps

3. Information Items

Item I-1: Truancy Planning Update

Item I-2: Equity Update

Item I-3: Community Health Dashboard Launch

4. Items and Announcements Presented by SCYPT Members

5. Adjourn

SCYPT Administrative Item Ad-1
May 13, 2015

ADMINISTRATIVE ITEM Ad-1

TITLE:

Approval of a Meeting Schedule for School Year 2015-16.

ISSUE:

SCYPT approval of a SCYPT meeting schedule for School Year 2015-16.

RECOMMENDATION:

Staff recommend that the SCYPT approve the proposed quarterly meeting schedule for School Year 2015-16.

BACKGROUND:

All meetings would occur on Wednesdays from 9:30 a.m. to noon. The following dates are proposed for next year's meetings:

September 30, 2015
November 4, 2015
December 2, 2015
January 6, 2016
February 3, 2016
March 2, 2016
April 6, 2016
May 4, 2016
June 6, 2016

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

SCYPT Administrative Item Ad-2
May 13, 2015

ADMINISTRATIVE ITEM Ad-2

TITLE:

Recap of Collective Impact Planning Efforts and Endorsement of Next Steps

ISSUE:

SCYPT endorsement of next steps in establishing a shared agenda for children and youth and a governance structure to support the agenda.

RECOMMENDATION:

Staff recommend that the SCYPT endorse the proposed next steps.

BACKGROUND:

At its February 25, 2015, meeting, the SCYPT voted to move forward with presenting proposed vision, mission, and outcomes (collectively referred to as a “shared agenda”) to the community. Since that time, staff has met with community members from multiple sectors and in multiple settings, including a Community Dialogue (previously referred to as the Community Design Institute) attended by over 150 people, to gain feedback and buy-in for a collective impact approach. Staff has received lots of feedback on the vision and mission statements and the outcomes. Feedback on potential indicators and on key considerations for developing a governance structure (also referred to as an organizational or accountability structure) have also been collected. Staff will continue to meet with community stakeholders over the coming months to refine the approach.

The SCYPT is being asked to endorse the following next steps:

1. Based on feedback received to date, revise the proposed mission statement to read: “We, the Fairfax community, collectively 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.”
2. Continue to present the vision, mission, and outcomes to stakeholder groups for feedback and buy-in.
3. Bring any final proposed changes to the vision, mission, and outcomes to the SCYPT for final approval and adoption at the SCYPT’s first meeting of the 2015-16 School Year.
4. Convene a data team to identify a proposed final set of indicators and present a draft indicator report, along with baseline data where available, to the SCYPT for approval and adoption at the SCYPT’s first meeting of the 2015-16 School Year.
5. Convene a governance structure team to finalize a proposed structure for decision-making, strategy development, and implementation, to be presented to the SCYPT for approval and adoption at the SCYPT’s first meeting of the 2015-16 School Year.

SCYPT Administrative Item Ad-2
May 13, 2015

ATTACHMENTS:

Proposed Vision, Mission, and Outcomes
Outcomes for Successful Children and Youth in Fairfax
Community Feedback, Responses, and Proposed Revisions
One Fairfax Governance Structure

STAFF:

Karla Bruce, Department of Neighborhood and Community Services
Jesse Ellis, Department of Neighborhood and Community Services
Victoria Cardoza Kairys, Department of Neighborhood and Community Services
Mary Ann Panarelli, FCPS

Implementing a Collective Impact Approach to Ensure Fairfax's Children and Youth Thrive

PROPOSED VISION

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

PROPOSED MISSION

We collectively ensure children, youth, and their families have equitable access to quality services and supports to further their success and well-being.

PROPOSED 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.

STAY CONNECTED

- Join the Successful Children and Youth Policy Team mailing list at <http://bit.ly/scypt>
- Follow us on Twitter at @ffxyouththrive
- Email us at ncs-prevention@fairfaxcounty.gov
- Provide comments on <http://bit.ly/ffxyouththrive>

Outcomes for Successful Children and Youth in Fairfax

<p>Vision</p>	<p>A community where all children and youth thrive and reach their full potential.</p>								
<p>Mission</p>	<p>We collectively ensure children, youth, and their families have equitable access to quality services and supports to further their success and well-being.</p>								
<p>Community Level Outcomes</p>	<p>Children get a healthy start in life.</p>	<p>Children enter kindergarten ready to succeed.</p>	<p>Children and youth succeed academically.</p>	<p>Children and youth are healthy.</p>		<p>Children and youth are safe and free from violence and injury.</p>	<p>Youth earn a post-secondary degree or career credential.</p>	<p>Youth enter the workforce ready to succeed.</p>	<p>Youth contribute to the betterment of their community.</p>
<p>Topics Included</p>	<ul style="list-style-type: none"> ▪ Prenatal Care ▪ Healthy Birth ▪ Health Care ▪ Basic Needs 	<ul style="list-style-type: none"> ▪ Pre-school Programs ▪ Immunization/ Health Records ▪ Kindergarten Entry ▪ Developmental Benchmarks 	<ul style="list-style-type: none"> ▪ School Attendance ▪ Academic Performance (elementary, middle, and high schools) ▪ High School Graduation 	<ul style="list-style-type: none"> ▪ Healthy Weight ▪ Physical Wellbeing ▪ Nutrition ▪ Sexual and Reproductive Health 	<ul style="list-style-type: none"> ▪ Extracurricular activities ▪ Emotional support ▪ Stress and anxiety ▪ Depression ▪ Suicide 	<ul style="list-style-type: none"> ▪ Aggressive behaviors ▪ Substance Use ▪ Abuse ▪ Acts of Violence ▪ Unintentional Injury 	<ul style="list-style-type: none"> ▪ Post-secondary Education Enrollment ▪ Types of Post-Secondary Degrees Earned ▪ Career Credentials Earned 	<ul style="list-style-type: none"> ▪ Skills Acquired for Workforce Entry ▪ Employment ▪ Disconnectedness 	<ul style="list-style-type: none"> ▪ Community Service ▪ Personal Integrity ▪ Leadership Roles
<p>Sample Indicators</p>	<p>Percentage of births to mothers who began prenatal care in the first trimester of their pregnancy</p>	<p>Percentage of children who reached developmental benchmarks in literacy skills</p>	<p>Percentage of students passing Math Standards of Learning (3rd and 8th grades)</p>	<p>Percentage of students reporting eating fruits and vegetables five or more times per day in the past week</p>	<p>Percentage of students who felt sad or hopeless in the past year</p>	<p>Percentage of students reporting use of alcohol, tobacco, or other drug</p>	<p>Percentage of students who enroll in a post-secondary institution within 16 months of graduation</p>	<p>Employment rate for young adults</p>	<p>Percentage of students who volunteer to participate in community service activities</p>

**Community Feedback
May 12, 2015**

Vision/Mission

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

PROPOSED MISSION: We collectively ensure children, youth, and their families have equitable access to quality services and supports to further their success and well-being.

REVISED MISSION: We, the Fairfax community, collectively 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.

Feedback	Response	Changes Made?
Words and phrases need definition: <ul style="list-style-type: none"> • We • Equitable • Potential • Success • Well-being • Thrive 	Many of the words and phrases here can be ambiguous and open to different interpretations. While the intent is not to have a rigidly defined vision that can only be interpreted narrowly, we have created a companion document that explains the rationale behind why certain words were selected.	See the “rationale” document for explanations.
Fairfax isn’t really a community. It’s made up of multiple communities.	The simplest definition of community is a group of people who share something in common. It is true that Fairfax is made up of many communities, defined by geography, age, ethnicity, interest, and many other factors. Collective impact works at these levels, too. And in fact, there are many great initiatives in place. But we believe there is also a larger Fairfax community; public systems work on a county-wide (or larger) scale, and we want to ensure that we maintain the highest level of expectations and support for all children and youth in Fairfax. Strategy development and implementation, on the other hand, can certainly be more community-specific, and the organizational/governance structure will support that.	We expand on this in the rationale document.
People need to be knowledgeable about and aware of services.	Awareness is important, but we view it as a key piece of access. A service isn’t accessible if people don’t know about it.	We expand on this in the rationale document.

Feedback	Response	Changes Made?
Services need to be implemented and sustainable.	We believe that implementation and sustainability are reflected in the description of services as accessible and quality.	We expand on this in the rationale document.
Does a focus on reaching one's potential lead to more pressure? What if we said that people have options?	We believe that potential is something defined by oneself. We want people to reach their potential not just in terms of academics, but in terms of health and well-being. It requires a balance.	We expand on this in the rationale document.
"Further success" implies youth have initial success.	We define "further" as promoting the progress of one's success.	We expand on this in the rationale document.
There should be a focus on relationships.	Healthy relationships are indeed a key example of the supports children and youth need to thrive.	We expand on this in the rationale document.
"We work with individuals and families..."	We consider individuals and families to be part of the "we" in the mission.	We expand on this in the rationale document.
The mission focuses on services and supports, but not the environment.	The term "supports" was intended to be inclusive of the environment, but environmental elements are often more related to opportunities (which can be more inclusive than just environment).	The word "opportunities" was added to the mission.
For mission, replace "we" with "the entire community."	"We" was purposely selected to reflect inclusion, so that anyone reading it would feel a part of it. That said, it can also be read as "we, not you." Given that possible interpretation, we should adjust the wording.	The mission's beginning will be changed to "We, the Fairfax community."
Emphasize that we collectively ensure "all" children...	This is a key point for how we should define the mission.	In the mission, "children" will be modified to "all children."
The mission should include community.	Communities are a key domain in which children and youth develop, and should be incorporated along with families.	"Communities" will be added to the mission.
The mission and vision are too filled with jargon and not grassroots enough. A simple tagline could help.	While we believe the wording is accessible even at the grassroots level, a tagline could certainly help promote the ideas better.	We will be working to develop a tagline.
How do the mission and vision tie to the outcomes?	The vision and mission are high-level, encompassing our collective work. The outcomes, which should be considered a companion to the vision and mission, help to explain what we mean by "success and well-being."	No change necessary.

Feedback	Response	Changes Made?
Individual accountability/responsibility should play a role.	Individual responsibility is indeed an element in success and well-being. As a community supporting children and youth, it is our role to ensure that individuals have the opportunity to exercise healthy choices and to take responsibility.	No change necessary.

Outcomes

Feedback	Response	Changes Made?
<p>Diplomas and career credentials aren't always necessary. (We can encourage entrepreneurship or economic self-sufficiency.) Additionally, workforce readiness implies degree attainment. Can these outcomes be combined?</p>	<p>College graduation and career credentialing were determined to be a key milestone in workforce readiness, to the point they merited a separate outcome area. While a degree certainly isn't necessary or appropriate for everyone, some form of continuing education after high school has been shown to be a critical factor in successful and self-sustainable adulthood.</p>	<p>No changes necessary.</p>
<p>What age does this end at? 18, 21, 24, something else? At what age do youth become adults? When do we want them entering workforce?</p>	<p>There are varying definitions for "youth" depending on the type of service. At this point, a definitive cutoff point has not been identified, and various indicators may use different age groups.</p>	<p>No changes necessary.</p>
<p>Realign the order of the outcomes. For example, "free from violence and injury" could come earlier. The outcomes could be presented as a pyramid.</p>	<p>While some of the outcomes are focused on a particular age group, others are not and will require a developmental focus within the outcome area.</p>	<p>We will review the presentation of the outcomes to ensure clarity.</p>
<p>Emphasize mental health throughout the outcomes.</p>	<p>The outcomes are all interrelated in multiple ways. Mental health certainly plays a role in the other outcomes. But for clarity, brevity, and ease of presentation, we will maintain the mental health indicators under their own outcome.</p>	<p>No changes necessary.</p>

Feedback	Response	Changes Made?
<p>There should be a focus on root causes and key issues that are inherent to achieving outcomes. Among these are:</p> <ul style="list-style-type: none"> • family stability stability (health care, basic needs, sustainable housing, etc.) • healthy relationships with adults in the community • immigration status and national origin • caregiver/household status • family engagement • physical environment, including pollution, opportunities for physical opportunity, etc. 	<p>We fully agree and briefly discussed these kinds of measures as “contextual indicators.” The term “contextual,” however, is probably inappropriate and downplays their importance. These are real determinants of outcomes, real drivers of the outcome indicators we’re looking for. Strategies must target these issues if we are to see change in the outcomes.</p>	<p>These types of indicators will be included and better highlighted as key determinants of the full range of outcomes.</p>
<p>Fairfax County residents are transient. How does that impact outcomes? How do outcomes differ for people with disabilities?</p>	<p>Mobility and disability each can have major impacts on outcomes in ways that cannot fully be mitigated by systems or even collective work. At an individual level, success may look different for each person. Nonetheless, our collective vision and aspirational goal is that every child and youth will thrive.</p>	<p>Mobility and disability indicators will be included as determining factors. Strategies will address their disparate impacts as necessary and relevant.</p>

Feedback	Response	Changes Made?
<p>Consider the following as indicators (or indicator topics) for the various outcomes:</p> <ul style="list-style-type: none"> • preventive care • access to health care • stress (on families and individuals) • access to special education services • school connectedness • spiritual health • youth registered to vote • infant mental health • disconnectedness (earlier than in young adulthood) • health literacy 	<p>We are currently working on identifying a succinct, yet illustrative, list of indicators for each outcome. The following criteria will help determine indicators:</p> <ul style="list-style-type: none"> • population based, not program based • valid measure of outcomes • easily understandable • reasonably similar across providers • produced by a trusted source • able to be compared • affordable to gather and report • available consistently over time • able to be disaggregated • changeable to a significant degree by local action • useful in the day to day work of organizations and networks 	<p>The indicators recommended will be considered in selecting the final indicator list.</p>
<p>Must include a focus on life skills, not just education and job. Include financial literacy.</p>	<p>We agree. Workforce readiness requires life and executive functioning skills.</p>	<p>We will include life skills indicators under the workforce readiness outcome.</p>
<p>Put substance use and suicide under behavioral health outcome.</p>	<p>We agree that these indicators are a better fit under the behavioral health outcome.</p>	<p>Substance use and suicide indicators will be moved to the behavioral health outcome.</p>
<p>It is important to track some low incidence, high impact, outcomes, like residential placements or DJJ placements.</p>	<p>We agree, particularly to the extent they refer to community-level systems.</p>	<p>The indicators recommended (and other similar indicators) will be considered in selecting the final indicator list.</p>
<p>Define outcomes. What is “kindergarten readiness,” for example?</p>	<p>We believe a short description, along with the final set of indicators, will help explain each outcome.</p>	<p>We will develop a short description for each outcome.</p>

Feedback	Response	Changes Made?
Are there target percentages?	Not at this time. After final indicators are chosen, baseline data will need to be collected, benchmarks will need to be identified, and priorities will need to be developed before targets can be set.	There will eventually be targets, but not at this time.
Will data be correlated?	This will depend based on the availability and type of data received. When feasible and relevant, correlations and other types of data analysis will be used to better understand the data.	No changes necessary.
Is academic success consistent with wanting children and youth to perform academically to the best of their individual potential?	Academic pressure can have negative consequences. However, we believe that, particularly when taking a holistic approach to child and youth success and well-being, goals should and can still be set that reflect success and achievement. We believe the goals set here can be attainable by all children and youth by implementing strategies that should not place undue burden on individuals.	No changes necessary.
Can data from private or home schools be included?	We recognize that public school data, while reflecting the vast majority of school-aged children and youth in Fairfax, is not fully complete. Where additional data from private or home schools is available, similar, and relevant, it will be used.	Opportunities will be sought to incorporate data from private or home schools when feasible.

Structure

The following comments all reflected key points that will be considered when developing the governance/organizational structure:

- Buy-in from general public, not just youth-serving organizations and families, is essential.
- We should all be well-versed in Youth Survey and other relevant data year-to-year.
- We should emphasize practices and strategies that are evidence-based or otherwise best practices.
- Data sharing is a critical function.
- Businesses, the independent cities, youth and families, and Medicaid and other key funding sources should all be engaged.
- Make use of existing networks and teams.
- We should maintain a developmental focus within outcome areas.
- Ensure the structure accounts for policy and governance groups, such as Boards of Directors and agency boards, authorities, and commissions.
- Maintain a focus on identifying funding and other necessary resources.
- It is critical that individuals and organizations are aware of available services.
- Cultural and linguistic competence must be emphasized within strategies.
- The approach should engage people at all staff levels, and promote empowerment. Do not neglect the important of intra-agency connections and communication.
- Electronic means of communication and access will support collaboration.
- Conferences can be a good way of keeping people informed.
- Many “communities” within Fairfax lack easily identified community leaders.
- Identify resources to support program evaluation.

The Rationale Behind the Words:
What Do Our Vision and Mission Mean?

OUR VISION: **A community** where **all children and youth thrive** and **reach their full potential**.

a community: “Community” is most simply defined as a group of people with a common interest. In that sense, Fairfax is made up of many communities. But what joins us all together is a common interest in wanting our children and youth to do well. To that end, we are *One Fairfax*, we are a single community. As we identify and implement the strategies that need to be in place to help us attain this vision, we will often do so at a smaller community level that may be defined by geography, ethnicity, issue, or another common element. Such strategies are necessary to adapt to the contexts of such smaller communities. But this does not diminish the shared vision of the larger community.

all children and youth: We want every child and youth to do well. This effort is about all children and youth. To be sure, it is critical to identify and address where there are disparities in outcomes based on race, ethnicity, gender, geography, or other factors. By targeting these disparities and addressing them, we help improve the well-being for all.

thrive: Health is not simply the absence of disease. Workforce readiness is not simply the ability to get a job. We want our children and youth to be well-prepared to cope with adversity, to exceed expectations, to have a sense of belonging and self-worth. We want them to thrive.

reach their full potential: Success can mean different things to different individuals. A lack of opportunities, supports, or access should not hold someone back from achieving that which they are capable of. Our community should be a place where youth can identify their potential and have the resources and support to achieve it.

OUR MISSION: **We, the Fairfax community, collectively 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**.

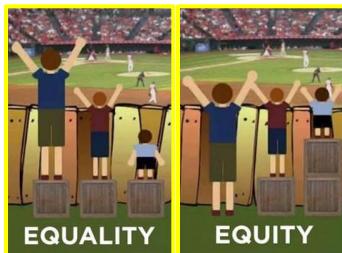
we, the Fairfax community, collectively: To achieve our stated vision will require the collaborative work of all of us. Successful children and youth are not the exclusive responsibility of the schools, or the government, or families, or houses of worship, or any other sector or organization. We – and yes, that includes you and me, and families, and children and youth themselves – all must work together.

“Community” is most simply defined as a group of people with a common interest. In that sense, Fairfax is made up of many communities. But what joins us all together is a common interest in wanting our children and youth to do well. To that end, we are *One Fairfax*, we are a single community. As we identify and implement the strategies that need to be in place to help us attain this vision, we will often do so at a smaller community level that may be defined by geography, ethnicity, issue, or another common element. Such strategies are necessary to adapt to the contexts of such smaller communities. But this does not diminish the shared vision of the larger community.

ensure: We all have different roles. Some of us may provide services, some may educate, some may advocate. But the combined effort of all of us is to make certain – to ensure – that our children and youth thrive.

all children, youth, and their families and communities: While the vision statement focuses on the outcome we want for children and youth, we know that to get there our work must focus not just on children and youth, but on the families and communities in which they live. All individuals, families, and communities must be supported in this work.

equitable access: Equal access means the opportunity is available for all. But some groups, due to any number of factors, face burdens and barriers that limit opportunity, even if it is technically available. Equitable access identifies and addresses those burdens and barriers to ensure all people have actual access. Awareness, physical accessibility, ability to navigate systems, cost, and many other factors all contribute to access.



quality: Services, supports, and opportunities must be effective and able to deliver upon their intended outcomes. They must be sustainable and implemented appropriately.

services, supports, and opportunities: Programs and services are important, but even they cannot achieve outcomes for all children and youth on their own. In addition to direct services, children and youth need supports, such as healthy relationships, resources and networks, and high expectations and clear standards. They also need opportunities, such as quality learning, challenging roles and responsibilities, and environments that support healthy choices.

further their success and well-being: The outcomes we seek to attain can be summed up by the phrase “success and well-being.” Children innately have a path toward success and well-being. It is the role of the community (to include families and children and youth themselves) to support children and youth as they progress toward that goal.

“One Fairfax” Governance Structure: Successful Children and Youth

Thriving People ❖ Thriving Economy ❖ Thriving Communities



Collective Action Networks and Goal Teams to plan and align strategically around key outcome areas

Data Team to collect and analyze data for planning, continuous improvement, and accountability

Cross-System Operations, Management and Support to align work and resources across systems

Place-Based Focus to ensure all neighborhoods become the kinds of places that enable children and families to succeed and thrive

- This graphic depicts the *governance structure* as it would look for Successful Children and Youth.
- All of our work is toward the ultimate over-arching ideal of “*One Fairfax*” – integration of human services (Successful Children and Youth, Connected Individuals, Economic Self-Sufficiency, Healthy People, Positive Living for Older Adults and Individuals with Disabilities, Sustainable Housing), education, economic development, etc.
- Intent is to frame “*One Fairfax*” as *aspirational and future-focused* – Thriving People, Thriving Economy, Thriving Communities.
- A “*One Fairfax*” *Leadership Focus* should be held by the BOS and School Board, their Chairs, the CEX, the Superintendent, and other key business and community leaders.
 - Emphasis here not on teams and meetings but on *integrated and policy-informed planning and decision making*
 - The *Executive Strategy Team* would be Pat, Kim, their counterparts, agency leadership, and other key sector executives. They would be tasked with strategic policy planning and resourcing.
 - *Policy Groups* review policy-level strategies and make decisions; validates goals and PMs
 - *Collective Action Networks* plan and implement strategies within each goal area, maintaining the core leadership focus of Successful Children and Youth. May be formed from existing teams or established as new if necessary. Level of activity varies based on system prioritization.
 - Work is supported by:
 - *Data Team* to collect and analyze data for planning, continuous improvement, and accountability
 - *Cross-System Operations, Management and Support* to align existing work and resources
 - *Place-Based Focus* to align efforts locally and ensure all neighborhoods become the kinds of places that enable children and families to succeed and thrive (like ON)
 - Issues and strategies considered through the Strategic Perspectives (lenses) of:
 - *Prevention as a first strategy* (this is not to say we don’t have other investments along the continuum but that we are committed to addressing issues at earliest stages possible)
 - *Community* (and other sector) engagement since the county and schools can’t do it alone
 - *Equity* with consideration given to root causes and the lasting impact of policies and practices

SCYPT Information Item I-1
May 13, 2015

TITLE:

Truancy Planning Update

ISSUE:

County and Public Schools staff have begun planning for a community summit on truancy and an ongoing structure to coordinate truancy prevention and response strategies.

BACKGROUND:

At the December 17, 2014, SCYPT meeting, a report on truancy was presented to the SCYPT. The SCYPT endorsed staff recommendations to host a multi-stakeholder truancy summit to build awareness and support for a comprehensive approach and to establish a truancy task force to develop and oversee implementation of a strategy. Staff have been meeting to plan the summit, which will be on Monday, September 14, 2015, at the Government Center. The Vera Institute will be participating and providing strategic support to this effort.

The SCYPT will continue to receive regular updates on these efforts.

ATTACHMENTS:

None.

STAFF:

Bob Bermingham, Director, Court Services Unit, Juvenile and Domestic Relations District Court

SCYPT Information Item I-2
May 13, 2015

TITLE:

Update on Advancing Opportunity to Achieve Equity

ISSUE:

The SCYPT Executive Committee, other leadership, and staff, working collaboratively with the Local and Regional Government Alliance on Race & Equity have advanced and refined the strategic components of the equity work.

BACKGROUND:

Today's update focuses on three strategic components including the leadership work, accountability and data and the equity lens tool in the context of workforce development and capacity building. On February 24, 2014, recommendations regarding intentional equity work came to SCYPT followed by a focus on collective leadership work and refinement of strategic action steps by a subgroup of SCYPT leaders. On October 21, 2014, the Board of Supervisors Human Services Committee discussed the racial equity work and strategic plan. On December 8, 2014, the School Board discussed the racial equity work and strategic plan. After receiving a presentation from staff, the Board of Supervisors and School Board agreed to pursue a joint work session to move an equity policy agenda forward. Scheduling for this session is not yet finalized.

The SCYPT will continue to receive regular updates on these efforts.

ATTACHMENTS:

None.

STAFF:

Karen Shaban, Department of Neighborhood and Community Services
Marlon Murphy, Juvenile and Domestic Relations District Court

The Fairfax Journey to Advance Opportunity & Achieve Equity Continues

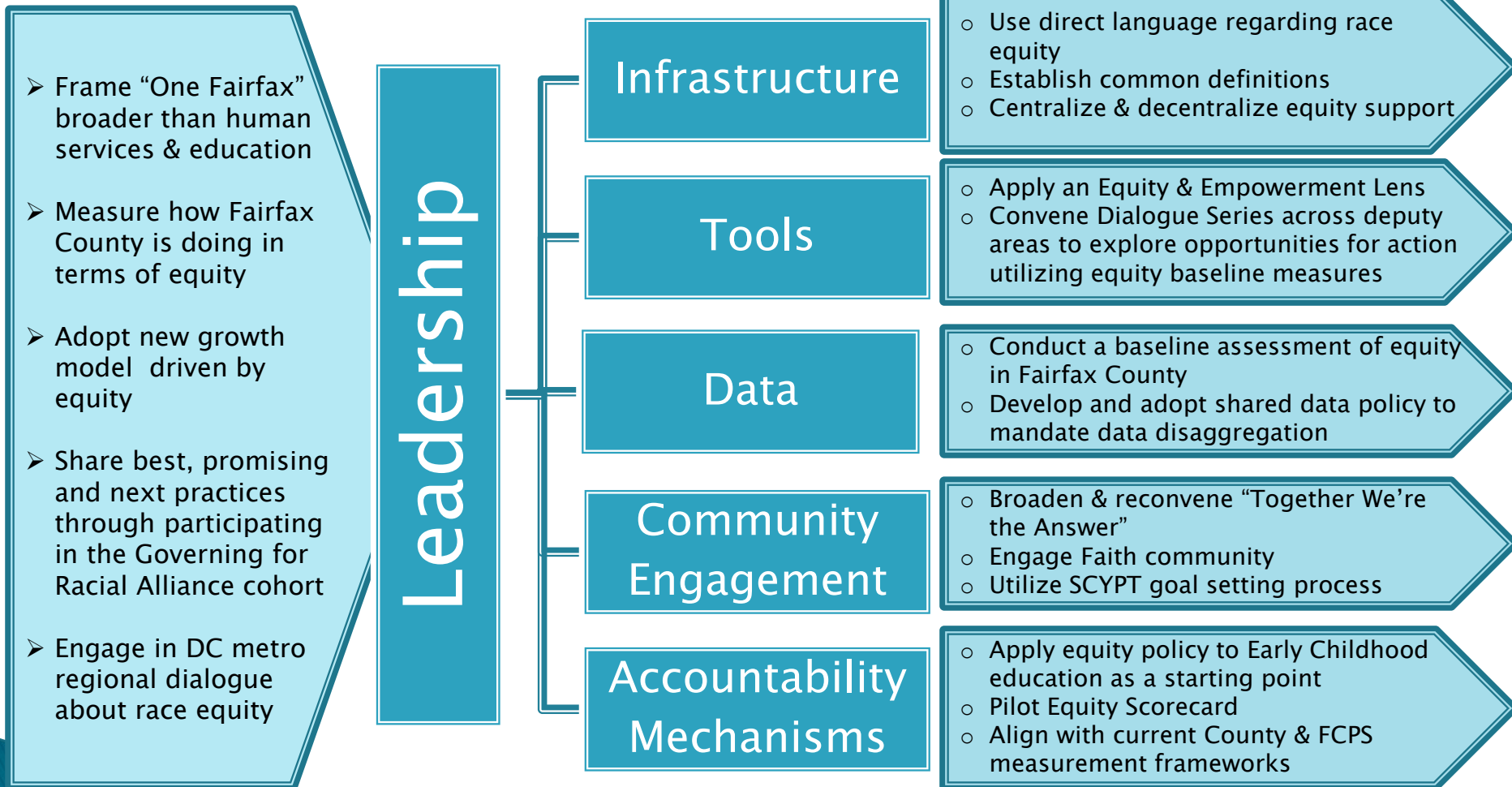
Dialogue with Successful Children and Youth Policy Team
May 12, 2015

Key Lessons Continued

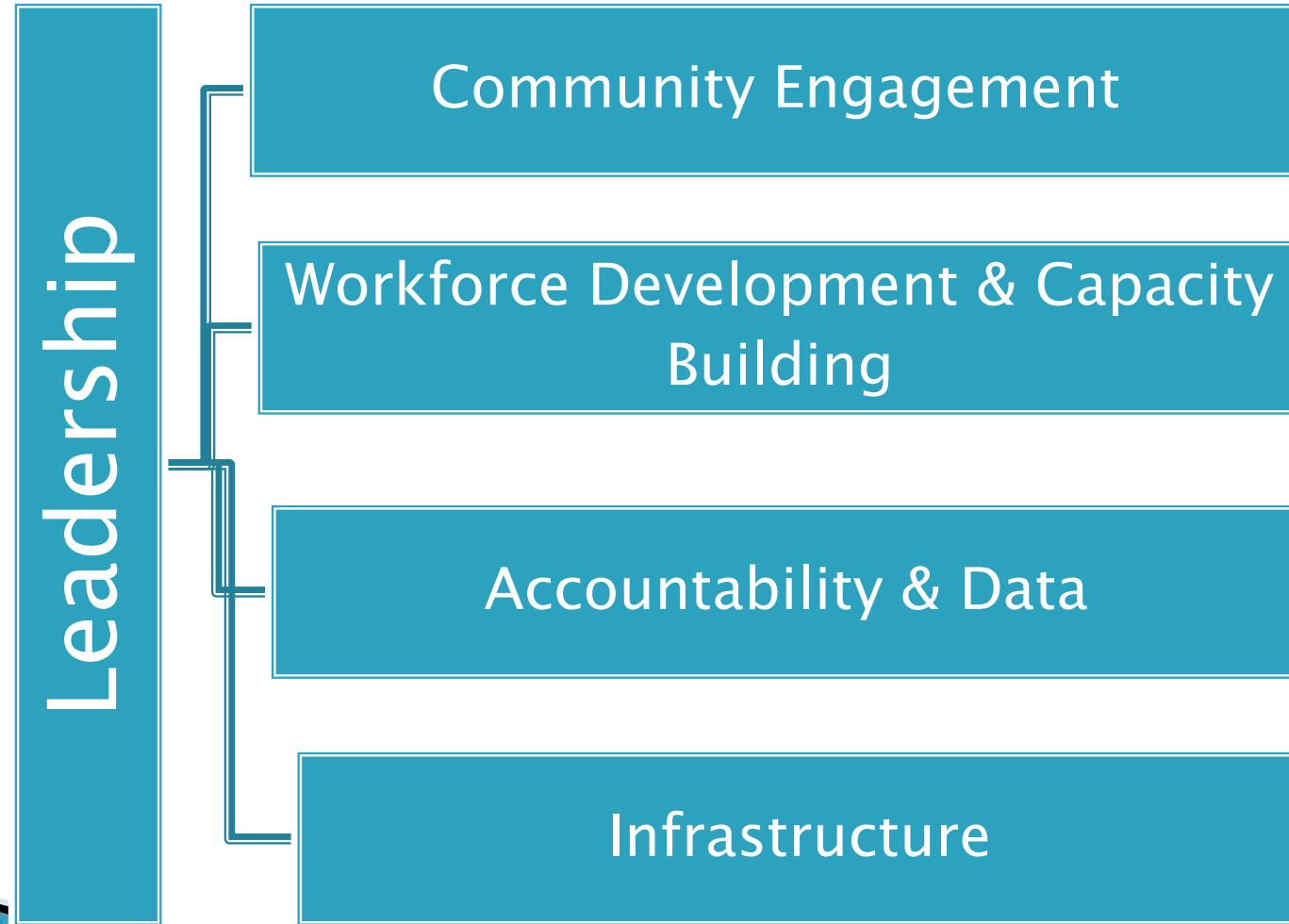
- ▶ Equity work is transformational – as the journey continues, it's critical to view transactional work in a transformative context
- ▶ Change management framework applies in equity work
- ▶ In essence, achieving equity is about effective, inclusive government
- ▶ Create space for equity conversations beyond just training
- ▶ Align intentional collective leadership (Inside) with community mobilization strategies (Outside) to frame and achieve racial equity

Strategic Plan to Advance Opportunity and Achieve Racial Equity

(draft actions updated September, 2014)



Strategic Plan to Advance Opportunity and Achieve Racial Equity



Leadership

- ▶ Equity conversation with Board of Supervisors and School Board in 2014 – working to schedule joint work session on equity
- ▶ 2015 Strategic Plan to Facilitate Economic Success adopted by Board of Supervisors includes goal, “Economic Success through Education and Social Equity”
- ▶ Local and Regional Alliance on Race & Equity building momentum of national network
- ▶ “One Fairfax” – shared framing and messaging

Accountability & Data

- ▶ PolicyLink and USC Program for Environmental & regional Equity (PERE) conducting a *Fairfax County Equitable Growth Profile* – anticipated release in June, 2015
- ▶ Multi-sector Profile Advisory Group convened in March
- ▶ Local and Regional Government Alliance on Race & Equity to pilot ‘Equity Scorecard’

Workforce Development & Capacity Building

- ▶ Equity Lens Tool – pilot testing underway
 - School Readiness efforts
 - Juvenile & Domestic Relations Court
 - Family Services
 - Mission Savings Review team examining consolidation of summer programs
- ▶ Create space for equity conversations beyond training

Next Steps

- ▶ Equitable Growth Profile Release
- ▶ Governing for Racial Equity Conference – June, 2015 in Seattle
- ▶ Leadership work continues:
 - Joint boards work session
 - Executive leadership work on social equity

SCYPT Information Item I-3
May 13, 2015

TITLE:

Community Health Dashboard Launch

ISSUE:

A new online community health dashboard provides access to a wide variety of health-related data for the Fairfax community.

BACKGROUND:

The Community Health Dashboard is a web-based data resource center for the Fairfax community. It provides local socioeconomic and health data, links to data resources, best practices, and other information to promote community health and well-being. The intent of the Community Health Dashboard is to give the community the tools needed to understand the public health indicators that affect the quality of life for all who live, work, and play in Fairfax.

The Dashboard has been developed in response to findings and recommendations identified through our Local Public Health System Assessment and Community Health Status Assessment, whereby the community identified a need for community accessible, disaggregated public health data. The Dashboard provides a foundation from which the Partnership for a Healthier Fairfax's data priority issue objectives can be further implemented.

The Dashboard will be launched publicly at the May 13 quarterly coalition meeting of the Partnership for a Healthier Fairfax. The Dashboard can be accessed at www.livehealthyfairfax.org.

ATTACHMENTS:

Description of Tools Included in the Dashboard

STAFF:

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Community Health Dashboard



The Fairfax Community includes Fairfax County, Virginia and the cities of Fairfax and Falls Church

The Live Healthy Fairfax **Community Health Dashboard** is a web-based data resource for the Fairfax community. The site enables anybody to explore existing population data. It provides online access to quantitative data on a broad range of topics, links to existing local data resources, and highlights promising practices to promote community health and well-being.

DESCRIPTION OF TOOLS INCLUDED IN THE WEBSITE:

EXPLORE DATA:

- **Community Dashboard:** A list of hundreds of available community indicators by geographical region, topic, and status.
- **Hospitalization Data:** Embedded within the **Community Dashboard**, includes key clinical and non-clinical data, such as diagnosis and procedure codes, admission source, and patient demographics for all records in the state for the Fairfax Health District (Fairfax County, Fairfax City, Falls Church City).
- **Demographic Data:** Provides brief demographic data of the Fairfax County, Falls Church City, and Fairfax City communities.
- **Disparities Dashboard:** Provides data disaggregated by age, gender, race/ethnicity, as available.
- **Healthy People 2020 Tracker:** Healthy People provides science-based, 10-year national objectives for improving the health of all Americans. The Healthy People 2020 Tracker compares Fairfax community's health to the national objectives and whether or not the community has met the target.
- **SocioNeeds Index:** The 2015 SocioNeeds Index, calculated by Healthy Communities Institute, is a measure of socioeconomic need that is correlated with poor health outcomes. It summarizes multiple socio-economic indicators into one composite score for easier identification of high need by zip code of residence. The SocioNeeds Index is calculated for a community from several social and economic factors, ranging from poverty to education.

BUILD REPORTS:

- **Indicator Comparison Report:** Help create reports to view and compare multiple indicators at once. This tool can also be used to view a single indicator across multiple locations such as county, census tract and zip code.
- **Report Assistant:** This tool can be used to run a customized report that contains indicators, promising practices, and other information based on keyword topics. The results can be saved as a PDF, emailed, or printed and incorporated into a report. The results can be saved as a PDF, emailed, or printed and incorporated into a report.

PRIORITY ISSUES:

- Provides status update and progress reports for all goals and objectives in the Live Healthy Fairfax **Community Health Improvement Plan** based on all seven priority issues: **1) Healthy and Safe Physical Environment; 2) Active Living; 3) Healthy Eating; 4) Tobacco-Free Living; 5) Health Workforce; 6) Access to Health Services; and 7) Data.**

RESOURCES:

- **Data Resource Center:** Helps search for data reports, plans, and links to other existing local resources with Fairfax data.
- **Promising Practices:** Helps search for documented approaches to improving community health and quality of life.
- **Funding Opportunities:** Helps search for national funding opportunities to promote community health and well-being.
- **Community Health Needs Assessment Guide:** A step-by-step guide to help conduct a community health needs assessment and develop an implementation strategy using the data dashboard.

Explore the Community Health Dashboard at:
www.livehealthyfairfax.org