FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM
May 8, 2013, 9:30 a.m. – 12 noon
Fairfax County Government Center, Room 232

Agenda

1. **Welcome and Introductions**

2. **Presentations**
   - State of Fairfax County Youth

3. **Administrative Items**
   Item A-1:   Approval of Successful Children and Youth Policy Team Charter
   Item A-2:   Approval of a Meeting Schedule for School Year 2013 - 14
   Item A-3:   Chartering of Management and Implementation Teams

4. **Information Items**
   Item I-1:   Disproportionate Minority Contact Report
   Item I-2:   State of Children and Youth in National Capital Region Report
   Item I-3:   Successful Children and Youth Report to the Human Services Council
   Item I-4:   Proposed Virginia Child Care and Development Fund Plan (CCAR Sliding Fee Scale)

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

6. **Adjourn**

SCYPT Administrative Item A-1
May 8, 2013

ADMINISTRATIVE 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 outlines the SCYPT's vision, mandate, structure, membership, responsibilities, and decision making protocol. It includes details for both the Core Team (the SCYPT) and the Management and Implementation Teams that can be chartered by the SCYPT.

A two-thirds majority of members present is recommended to ratify the charter.

ATTACHMENTS:
Draft SCYPT Charter

STAFF:
Jesse Ellis, Office of the County Executive

Successful Children and Youth Policy Team

Charter

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

Mandate:
To ensure the needs and priorities of our community guide the planning and delivery of services for the children, youth, and families of Fairfax County.

In order to become confident individuals, effective contributors, successful learners and responsible citizens, all Fairfax County'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.

Structure:
The team is comprised of a Core Team and individual Management and Implementation Teams (MITs) based on priority areas identified. The number of MITs can be reduced or expanded based on need; existing teams, committees, or workgroups may serve as MITs (and should whenever appropriate). Sub-committees may be formed to work on specific tasks for the Core Team or MITs as necessary.

The MITs are accountable to the Core Team. The Core Team oversees and endorses the work of the MITs, all working collaboratively to identify and prioritize programs, strategies, and services for children, youth, and their families.

Core Team

Membership:
The Core Team is comprised of representatives from Fairfax County agencies, Fairfax County Public Schools, community-based providers and stakeholders, and youth and family representatives.

FCPS Members:
   2 Members of the FCPS School Board
   Deputy Superintendent
   Assistant Superintendents, Cluster
   Assistant Superintendent, Facilities and Transportation Services
   Assistant Superintendent, Instructional Services
   Assistant Superintendent, Special Services
   Director, Intervention and Prevention Services

Fairfax County Government Members:
   2 Members of the Board of Supervisors
   Deputy County Executive (Human Services)
   Executive Director, Fairfax-Falls Church Community Services Board
   Director, Department of Family Services
   Director, Department of Health
   Director, Court Services, Juvenile and Domestic Relations District Court
   Director, Department of Neighborhood and Community Services

Community Members:
   Member, Human Services Council
   Member, FCPS Minority Student Achievement Oversight Committee
   Representative, Early Childhood Sector
   Representative, Faith-Based Sector
   Representative, Families
   Representative, Health Care Sector
   Representative, Non-Profit Sector
   Representative, Philanthropy Sector

Community representation should span interest areas including, but not limited to, child welfare, mental health, prenatal through pre-kindergarten, juvenile justice, education, and special needs.

Members will work within the parameters of their organization mandates and to the level of resources available.

Members representing agencies or organizations must be an Executive Director (or equivalent) or a senior level staff that is empowered to make decisions.

No agency may have more than one member on the Core Team.

Community members must be willing to serve a three year term.

Potential community members may be identified by the co-chairs, a nominating committee, or by other means as agreed upon by the team. Individuals or organizations may be nominated, or representative associations or membership organizations may be asked to identify members (e.g., Nonprofit Nova may be asked to identify a non-profit sector representative).

Responsibilities:
Social, emotional, behavioral, physical, and academic development are all interrelated. To ensure successful children and youth, strong family-school-community-government partnerships are necessary. Areas for joint action can be readily identified by cross-referencing each sector's goals for children and youth. The following are Core Team responsibilities:
- Develop specific priorities and goals/targets for successful children and youth.
- Develop a common vision, values and set of goals for the design and delivery of services for children, youth and families.
- Charter Management and Implementation Teams to develop, implement, evaluate, and report on specific strategies in response to identified goals.
- Oversee and endorse the work of the MITs to ensure work plans are moving towards achieving the common vision, to avoid duplication of service and be a common link for all plans.
- Promote and enact policy and systems change to further progress towards identified goals.
- Identify where County, FCPS, and community-developed goals for successful children and youth intersect.
- Review available data to identify areas of need and to monitor progress toward goals.
- Ensure all goals and measures, while targeted to the broadest population, are cognizant of disparate outcomes for subpopulations, and that strategies look to improve outcomes for all while concurrently diminishing disparities.
- Share and disseminate information regarding service needs and priorities in our local communities.
- Consult, plan and work in collaboration with our funding and community partners.
- Make recommendations in a timely manner to the School Board, Board of Supervisors, and other appropriate funding and policy bodies regarding funding and policy based on information and priorities identified by the MITs.

Meetings:

Meetings will be held four times per year, based on the school year calendar. Members are expected to attend each meeting. Substitutions or delegates should be used conservatively and given decision-making authority when used.

Co-Chairs:
Three co-chairs, one from each of the three membership categories (schools, government, and community) will be identified, to serve one-year terms. The co-chairs' responsibilities include:
- Work with support staff to review agenda items and the agenda for each meeting;
- Facilitate team meetings;
- Identify specific decision points for the team and recommend SCYPT action;
- Work with support staff to develop policy recommendations, reports, and other SCYPT materials; and
- Recommend formation of committees and nominate or appoint members.

Management and Implementation Teams

Membership:
Members of MITs must include representatives from Fairfax County agencies, Fairfax County Public Schools, and community-based providers and stakeholders.

Members shall represent organizations that provide services or are otherwise engaged with services related to the team goal.

Members shall include senior managers and program managers who have a role in determining resource allocation (e.g., could direct some funding, staff time, or other resources to efforts if necessary) and can engage in systemic planning efforts (i.e., are in a position, and have the ability, to recognize how their program area connects and interacts with others).

Members should also include line staff and client/participant/advocate representatives.

New members are welcome and should contact the MIT Chair for specific information.

Responsibilities:
- Develop a work plan with a common mission and set goals that are focused on the priority area of their MIT and help achieve the vision of the SCYPT. Strategies within the work plan are expected to fall within three categories:
  - Major policy or systems change: The team is expected to propose such solutions to the Core Team for further action.
  - Systems or program initiative requiring significant resources to implement: The team is expected to propose such solutions to the Core Team for consideration of resource allocation.
  - Policy, procedure, systems, or program initiative not requiring significant resources to implement: The team is expected to develop an action plan and implement the initiative, reporting back to the Core Team on performance.
- Identify and address strengths, barriers and gaps related to the provision of services to children, youth, and families.
- Enhance service integration and coordination amongst its members.
- Be aware of and communicate work plans to other community committees.
- Communicate with the Core Team regarding their work plans to avoid duplication.
- Make recommendations and/or proposals for major policy, systems, funding changes, and/or resource allocations to the Core Team.
- Carry out the work related to their MIT's work plan.
- Develop and track measures of process and outcome performance.

Meetings:
To be determined by team leadership.

<u>Decision Making Protocol</u>

- All individual MITs report back to the Core Team.
- Sub-committees will report back to the MIT they are linked to.
- Decisions will 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.
- A member who does not agree with the decision may ask that this be noted in the Minutes and the member organization is not required to participate in related decisions, activities, or advocacy.
- Votes will be recorded in minutes of the meetings to ensure a written record or in case of a disagreement.
- Plans and initiatives developed by the MITs must be submitted to the Core Team for endorsement.
- Attendance by at least two-thirds of members of the Core Team plus one (1) constitutes a quorum. As MIT membership may fluctuate, each MIT is responsible for setting its quorum rules and reassessing them as membership changes.
- The Core Team is the final decision making body.

SCYPT Administrative Item A-2
May 8, 2013

ADMINISTRATIVE ITEM A-2

TITLE:
Approval of a Meeting Schedule for School Year 2013-14.

ISSUE:
SCYPT approval of a SCYPT meeting schedule for School Year 2013-14.

RECOMMENDATION:
Staff recommend that the SCYPT approve the proposed quarterly meeting schedule for School Year 2013-14.

BACKGROUND:
The SCYPT Charter, as proposed for approval on May 8, 2013, states that the SCYPT shall meet quarterly. The following dates are proposed for next year's meetings:

      September 25, 2013, 9:30 am to noon
      December 4, 2013, 9:30 am to noon
      February 26, 2014, 9:30 am to noon
      May 14, 2014, 9:30 am to noon

ATTACHMENTS:
None.

STAFF:
Jesse Ellis, Office of the County Executive

ADMINISTRATIVE ITEM A-3

TITLE:
Chartering of Management and Implementation Teams.

ISSUE:
SCYPT approval of the formation or ongoing engagement of five Management and Implementation Teams to address systemic issues affecting children and youth in Fairfax County.

RECOMMENDATION:
Staff recommend that the SCYPT charter five Management and Implementation Teams by directing County and FCPS staff to, working with relevant community-based organizations:
1. Develop a proposed structure and approach to a community-level system of prevention and early intervention services;
2. Develop a proposed five-year strategic plan for enhancing the quality of and access to services designed to promote early childhood development and school readiness;
3. Implement the Opportunity Neighborhood initiative in the Mount Vernon area;
4. Develop proposed improvements to the system of behavioral health services for youth; and
5. Develop recommendations to reduce disproportionate minority contact within the juvenile justice system.

BACKGROUND:
The SCYPT Charter, as proposed for approval on May 8, 2013, allows the SCYPT to charter Management and Implementation Teams (MITs). Primary among the MITs responsibilities is to:
Develop a work plan with a common mission and set goals that are focused on the priority area of their MIT and help achieve the vision of the SCYPT. Strategies within the work plan are expected to fall within three categories:
- Major policy or systems change: The team is expected to propose such solutions to the Core Team for further action.
- Systems or program initiative requiring significant resources to implement: The team is expected to propose such solutions to the Core Team for consideration of resource allocation.
- Policy, procedure, systems, or program initiative not requiring significant resources to implement: The team is expected to develop an action plan and implement the initiative, reporting back to the Core Team on performance.

To avoid duplication of work and the overextension of staff and other resources, existing work groups will be chartered as MITs whenever possible. In many of these cases, the charter will not change or impact the teams work to a great extent, but will rather ensure that its work is coordinated with other efforts and aligned with the priorities and goals set by the SCYPT. Furthermore, it will allow the ongoing work an opportunity to gain the broad support of the policy-makers on the SCYPT and provide SCYPT members the chance to champion the work in various settings.

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There are five initial MITs proposed for chartering:

1. S*ystem-wide Prevention Coordination*. This MIT will be responsible for developing a proposed approach to ensuring that prevention services and initiatives are coordinated county-wide across the human services system. Such a system should be focused on population-level strategies, with specific initiatives targeted to address known disparities. It should be outcome-, not service-, focused, with an emphasis on impact through policy, systems, and environmental change.

2. *Early Childhood and School Readiness.* An existing interdisciplinary group has been working to develop and implement approaches – including strategies to reduce Head Start waiting lists – to improve school readiness among young children. This group (which may need to expand membership) will be tasked with developing a five-year strategic plan, incorporating existing and proposed initiatives, to improve early childhood education and school readiness in Fairfax County.

3. *Opportunity Neighborhood.* For the past two years, the significant community effort coordinated by FCPS and Fairfax County has been underway to implement an Opportunity Neighborhood model in a specific section of the Mount Vernon area of the county. This model, based on the federal Promise Neighborhoods program and the Harlem Children's Zone, emphasizes a "cradle to college and career" emphasis on coordinating a system of public and private services and supports. The existing group will be tasked with providing regular updates to the SCYPT and identifying opportunities to coordinate with other efforts and to align with SCYPT goals and priorities when feasible.

4. *Behavioral Health for Youth.* In response to Board of Supervisors budget guidance, an interdisciplinary team has recently been formed to identify strategies to improve access to behavioral health services for youth. The team's key tasks are to increase the communication and effectiveness of interaction between youth and family serving agencies and services providers; identify gaps in services in behavioral health system (substance abuse and mental health) for youth; recommend possible solutions to address existing gaps in services; prioritize service needs; and improve the mental health delivery system for youth and families identified but not in intensive case management services already provided via the Comprehensive Services Act/Systems of Care.

5. *Disproportionate Minority Contact.* African American and Hispanic youth are overrepresented in Fairfax County's juvenile justice system, disproportionately referred to court and placed in detention. An Institutional Analysis was conducted to identify systemic problems that may be responsible for such disproportionality and to identify recommendations for systemic change. An existing group (which may need to expand membership) has been working to develop and implement strategies to address this issue. The existing group will be tasked with providing regular updates to the SCYPT and identifying opportunities to coordinate with other efforts and to align with SCYPT goals and priorities when feasible.

ATTACHMENTS:
None.

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May 8, 2013

STAFF:
Jesse Ellis, Office of the County Executive (Prevention Coordination)
Maura Burke, FCPS Instructional Services Department (Early Childhood)
Anne-Marie Twohie, Office for Children (Early Childhood)
Karla Bruce, Department of Neighborhood and Community Services (Opportunity Neighborhood)
Mary Ann Panarelli, FCPS Special Services Department (Opportunity Neighborhood)
Brenda Gardiner, Department of Administration for Human Services (Behavioral Health)
Karen Shaban, Department of Neighborhood and Community Services (Disproportionate Minority Contact)

INFORMATION ITEM I-1

TITLE:
Disproportionate Minority Contact Report

ISSUE:
The "Disproportionate Minority Contact for African American and Hispanic Youth: The Story Behind the Numbers and the Path to Action" report details themes and recommendations regarding disproportionate minority contact within Fairfax County's juvenile justice system.

BACKGROUND:
In Fairfax County, according to fiscal year 2011 data from the Virginia Department of Criminal Justice Services, African American youth comprise 10 percent of the youth population between ages 10 and 17, yet they represent 27 percent of referrals to juvenile court and 37 percent of detention center placements. Similarly, Hispanic youth comprise 17 percent of this youth population but make up 27 percent of referrals to juvenile court and 36 percent of secure detention placements.

To better understand the causes of this disproportionate minority contact, and to identify the opportunities for structural and policy changes to address it, Fairfax County partnered with the Center for the Study of Social Policy (CSSP) to conduct an Institutional Analysis (IA) of the county's juvenile justice system. According to CSSP, "the IA is a diagnostic process used to understand how systems contribute to, or exacerbate, poor outcomes for particular populations. The focus is on the policies and practices implemented by institutions and their unintended consequences on families, *not* on the behaviors of individuals such as judges, police and probation officers or social workers. By examining *how* something comes about, rather than looking at individuals involved in the work, the IA process aims to reveal systemic problems and produce recommendations for systemic change."

The IA identified eight themes that repeatedly showed up through interviews, observations, and document reviews. Of these, five were applicable to both African American and Hispanic populations:
- Publicly available preventive services do not consistently meet the broad range of needs of African American and Hispanic youth and families.
- Youth who become involved with the courts frequently have mental health, substance abuse and special education needs, and earlier interventions to address these needs have either not occurred or not been sufficient.
- A common, cross-system vision promoting the well-being of youth and families and emphasizing collaborative work with families has not been fully developed and implemented. As a result, families experience team, assessment and case planning processes that are not coordinated.
- Approaches to working with families are often based on operational requirements of the system—that is, the system privileges its need for efficiency over the individual needs of families.
- Most youth involved with juvenile court are also struggling in school. System interventions do not consistently support youth in remaining connected to and completing school.

The other three themes were unique to Hispanic youth and families:
- County-supported prevention services are not always known, accessible and/or relevant for Hispanic families. The mixed documentation status of many Hispanic households compromises access to those services that are available.
- School truancy is often a warning sign of significant needs of Hispanic youth and their families. Interventions focused on school truancy issues of Hispanic youth are not always adequate and do not necessarily meet the underlying needs of youth.
- Interventions do not take into account the language barriers and cultural dynamics experienced by Hispanic families newer to the United States.

The report and the slides from a presentation on the report to a joint meeting of the School Board and the Board of Supervisors can be found at
http://www.fairfaxcounty.gov/living/healthhuman/disproportionality/disproportionality-in-juvenile-justice-system.htm.

ATTACHMENTS:
"Disproportionate Minority Contact for African American and Hispanic Youth: The Story Behind the Numbers and the Path to Action"

STAFF:
Karen Shaban, Department of Neighborhood and Community Services

SCYPT Information Item I-2
May 8, 2013

INFORMATION ITEM I-2

<u>TITLE</u>:
State of Children and Youth in National Capital Region Report

<u>ISSUE</u>: The "Capital Kids: Shared Responsibility, Shared Future" report details the state of children and youth in the National Capital Region.

<u>BACKGROUND</u>:
In 2012, Venture Philanthropy Partners teamed with Child Trends to produce "Capital Kids: Shared Responsibility, Shared Future," a report on the state of children and youth in the National Capital Region. The report examined data and trends within four broad areas: The Poverty Factor, Opportunity Divide, Achievement Gap, and Immigration Impact. The report's topline findings included:

- Poverty remains a significant problem within the District and a growing concern even in generally affluent suburbs. In sections of the District, the poverty rate among children exceeds those in some developing countries. While child poverty rates in the suburbs are much lower, they have nevertheless doubled or tripled in several jurisdictions. A significant factor—one that is both a cause and an effect of poverty—is the increasing number of children growing up in single-mother households.
- The presence of many new immigrant children in our communities, some with limited English skills, require additional resources and services sensitive to their needs so they can achieve educational and economic success.
- An alarming number of children have simply dropped out of the system altogether. Throughout the Region, more than 43,000 youth between the ages of 5 and 19, were not enrolled in school in 2010.
- Opportunity youth—the 14,000 youth ages 16 to 19 across the National Capital Region who currently do not attend school and are not employed—could cost our Region an estimated $13 billion1 over their lifetime in lost tax and economic contributions, as well as their use of social services.
- Males in many jurisdictions, particularly African-Americans, are on the wrong side of an achievement gap in key areas such as fourth grade reading, often an indicator of future success. They are also less likely to enroll in college, compared to their female counterparts.

The full report (including all data) and interactive ways to explore the data are available at http://capitalkidsreport.org/.

<u>ATTACHMENTS</u>:
"Capital Kids: Shared Responsibility, Shared Future"

<u>STAFF</u>:
Jesse Ellis, Office of the County Executive

INFORMATION ITEM I-3

TITLE:
Successful Children and Youth Report to the Human Services Council

ISSUE: The Successful Children and Youth presentation to the Human Services Council details issues and trends affecting County services for children and youth.

BACKGROUND:
In December 2012, County staff reported to the Human Services Council on issues and trends affecting services and outcomes aligned with each of the Human Services system's six results areas. This presentation was on the Successful Children and Youth results area.

The report highlights demographic trends, service levels, and discusses what is working and what needs improvement within the following areas:
- Effective service delivery and approaches;
- Leveraging partnerships;
- Business process improvements;
- Communication with stakeholders;
- Workforce development; and
- Legislation and regulations.

The presentation is available at http://www.fairfaxcounty.gov/hscouncil/successful_youth_2012.pdf.

ATTACHMENTS:
"Successful Children and Youth"

STAFF:
Jesse Ellis, Office of the County Executive

INFORMATION ITEM I-4

TITLE:
Proposed Virginia Child Care and Development Fund Plan (CCAR Sliding Fee Scale)

ISSUE: The Virginia Department of Social Services has denied Fairfax County a waiver to use a local sliding fee scale for child care tuition assistance, a change that will result in higher copayments for most families participating in the program.

BACKGROUND:
The Child Care Assistance and Referral (CCAR) program provides tuition assistance for child care on a sliding fee scale to working families with low to moderate incomes in Fairfax County. The program currently administers child care subsidies for approximately 4,700 children each month. For many families this is the only assistance they receive. The median income of families in the program is $26,196. Families participating in CCAR pay for child care based on a sliding fee scale.

For over 15 years Fairfax County has had a waiver from the Virginia Department of Social Services (VDSS) to use a local sliding fee scale, rather than the state fee scale, to determine parent copayments for child care. The Fairfax County fee scale has worked well for families as it takes into consideration economic challenges specific to living in this area.

VDSS recently notified the county that, effective September 1, 2013, Fairfax County will no longer be permitted to use the local fee scale to determine parent copayments for state-funded child care. The county will be required to use the state fee scale, with families paying from 6% to 12% of their gross income for care. In contrast, under the current Fairfax County fee scale, parents pay from 2.5% to 10% of gross income for care. VDSS has indicated that it would like to have a uniform, state-wide fee scale.

With the new scale, most Fairfax County families' copayment will increase. Families with the lowest incomes will change from paying 2.5% to 6% of their gross income, a 140% increase. For a family of four with an income just above the federal poverty level ($23,052) this is an additional $804 per year for one child in care. Families at the higher end of the scale will change from paying 10% to 12% of gross income.

An analysis of data in the County's local child care system (which includes approximately half of CCAR child care cases) indicates that 77% of current families will pay a higher percentage of gross income under the new state fee scale. The remaining 33% of families will either pay the same percentage, have a decrease of 1%, or an increase of 0.5% in the amount they pay.

Every two years VDSS is required to submit a Child Care and Development Fund Plan (CCDF) to the federal government. In the plan VDSS outlines the administrative policies and income guidelines for the state's child care subsidy program. Although the current plan provides for the use of an alternate fee scale for Fairfax County families participating in the county's subsidized child care program, the

proposed plan for 2014-2015 (which is for the period 10/1/2013 – 09/30/2015) eliminates the use of the alternate scale for Fairfax.

VDSS is accepting public comments on the proposed CCDF Plan through May 15, 2013. VDSS is required to submit the final CCDF Plan to the federal government by July 2013.

ATTACHMENTS:
None

STAFF:
Anne-Marie Twohie, Office for Children

The State of Fairfax County's Children and Youth: A Brief Overview
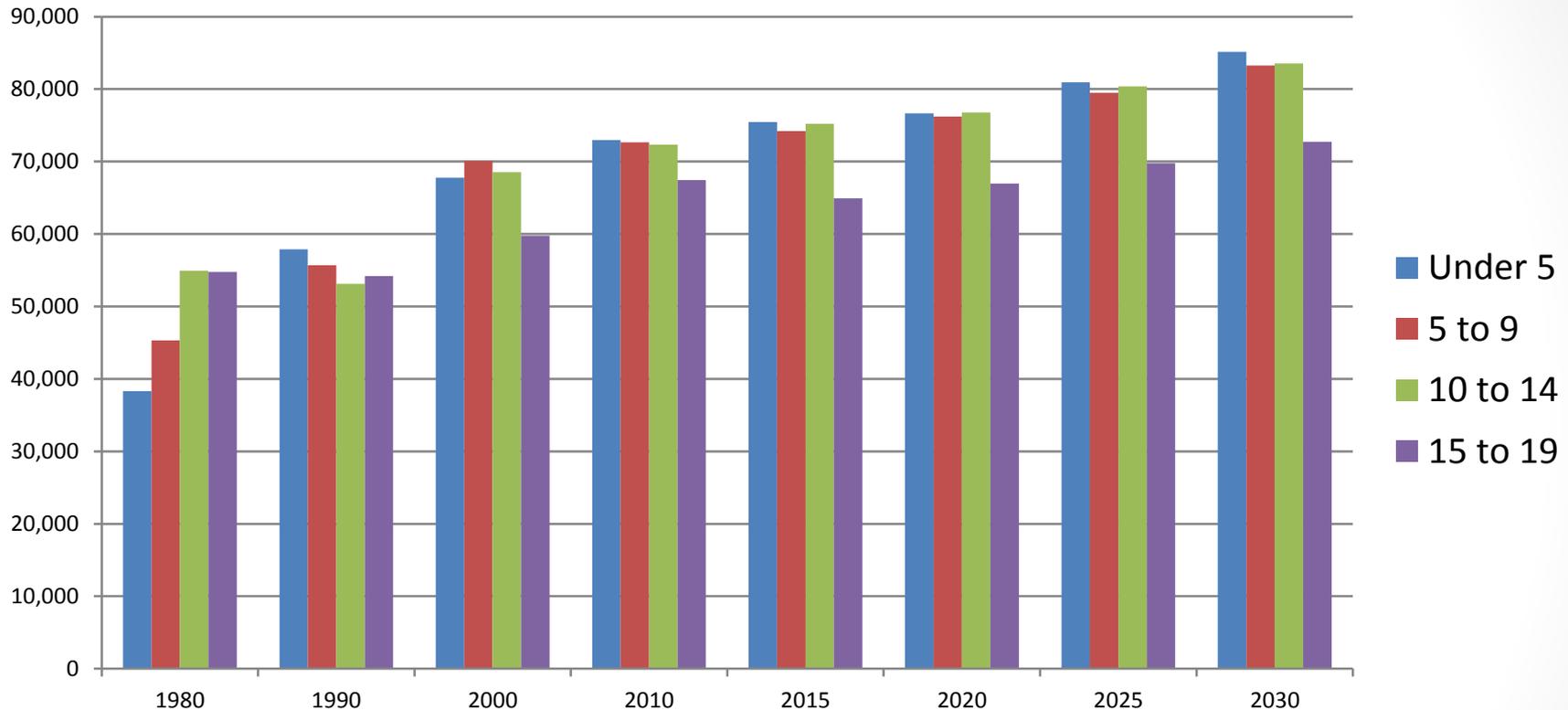
Mary Ann Panarelli, FCPS

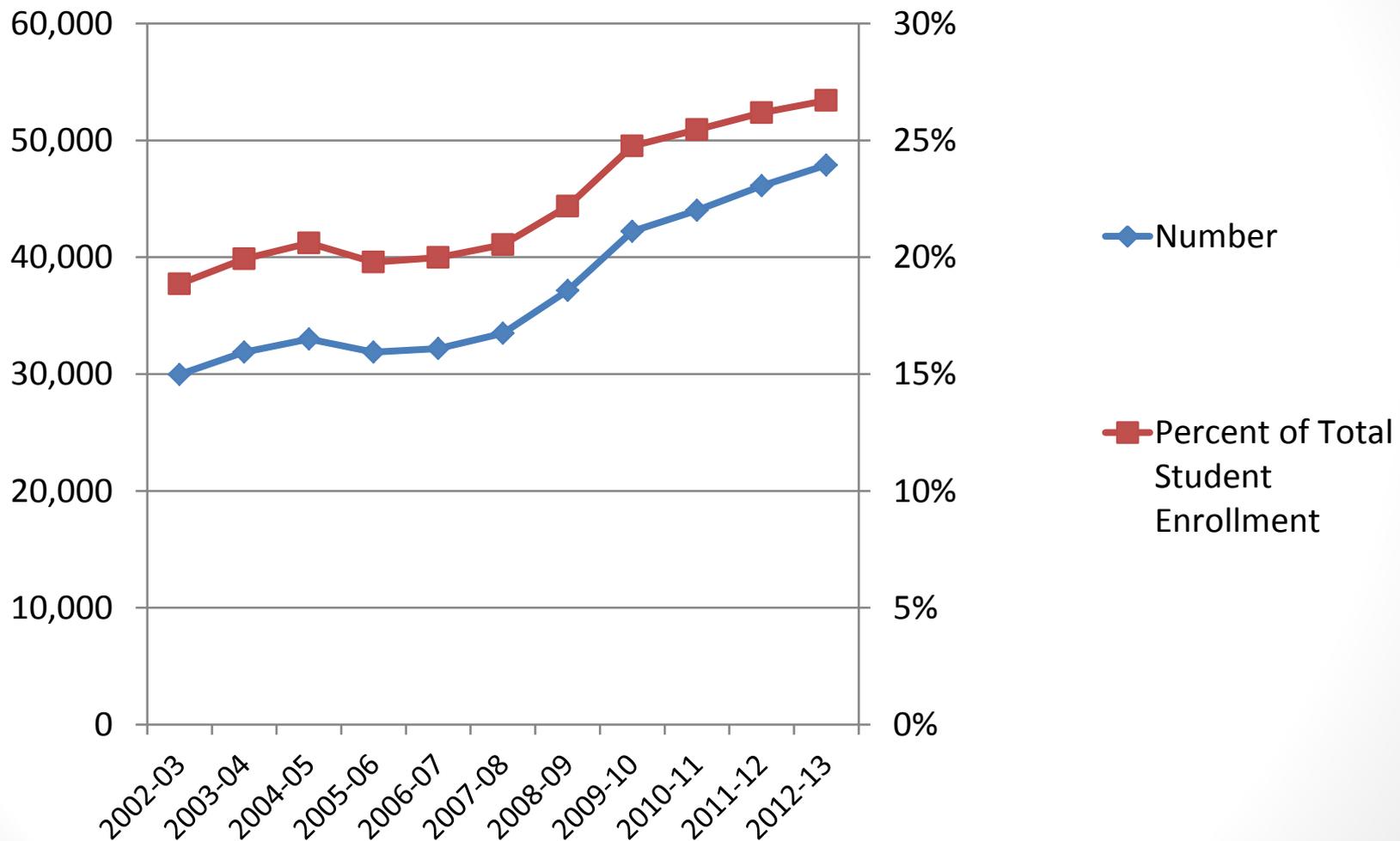Jesse Ellis, Fairfax County

SCYPT Meeting

May 8, 2013

The County's Youth Population

The number of children and youth, as a percentage of the total county population, is expected to remain fairly steady through 2030, at slightly more than 25%.

FCPS Free and Reduced Price Meal Eligibility

Source: Virginia Department of Education

3

Income Necessary for Basic Economic Security in Fairfax Co.

Table 4: Basic Economic Security Tables, 2010
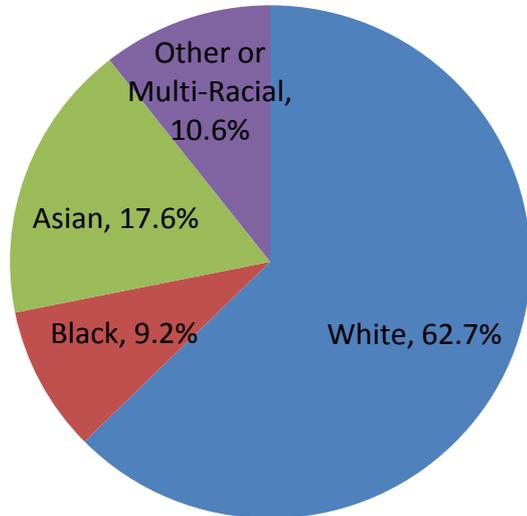### (Workers with Employment-based Benefits)

Fairfax County, VA, Selected Family Types

Monthly Expenses	1 Worker	1 Worker, 1 Infant	1 Worker, 1 Preschooler, 1 Schoolchild	2 Workers	2 Workers, 1 Preschooler, 1 Schoolchild
Housing	$1,356	$1,546	$1,546	$1,356	$1,546
Utilities	$164	$188	$188	$164	$188
Food	$301	$434	$648	$552	$868
Transportation	$438	$479	$479	$611	$652
Child Care	$0	$922	$2,210	$0	$2,210
Personal & Household Items	$491	$585	$643	$559	$702
Health Care	$147	$291	$447	$326	$508
Emergency Savings	$143	$213	$324	$173	$345
Retirement Savings	$156	$156	$156	$320	$320
Taxes	$878	$1,344	$2,185	$871	$2,007
Tax Credits	-$34	-$168	-$267	-$67	-$334
Monthly Total (per Worker)	**$4,040**	**$5,990**	**$8,559**	**$2,432**	**$4,506**
Annual Total	**$48,480**	**$71,880**	**$102,708**	**$58,368**	**$108,144**
Hourly Wage (per Worker)	**$22.95**	**$34.03**	**$48.63**	**$13.82**	**$25.60**
Additional Asset Building Savings					
Children's Higher Education	$0	$56	$113	$0	$113
Homeownership	$428	$538	$538	$428	$538

Note: "Benefits" include unemployment insurance and employment-based health insurance and retirement plans.
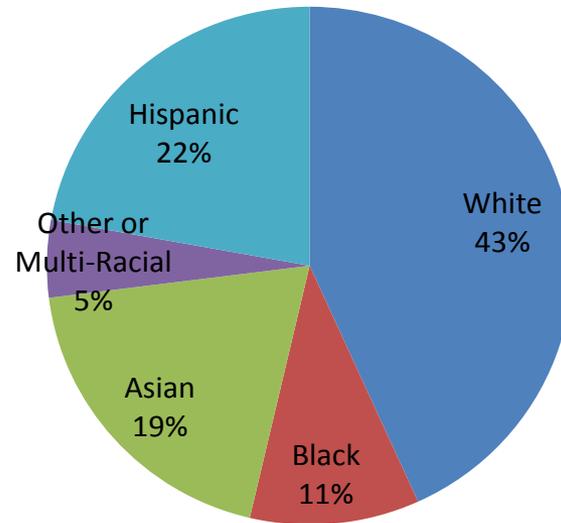
Source: Wider Opportunities for Women

4

Race, Ethnicity, and Language

Fairfax County, 2011

- Other or Multi-Racial, 10.6%
- Asian, 17.6%
- Black, 9.2%
- White, 62.7%

15.6% Hispanic (any race)
37.0% Speak a language other than English at home

FCPS, 2012-13

- Hispanic 22%
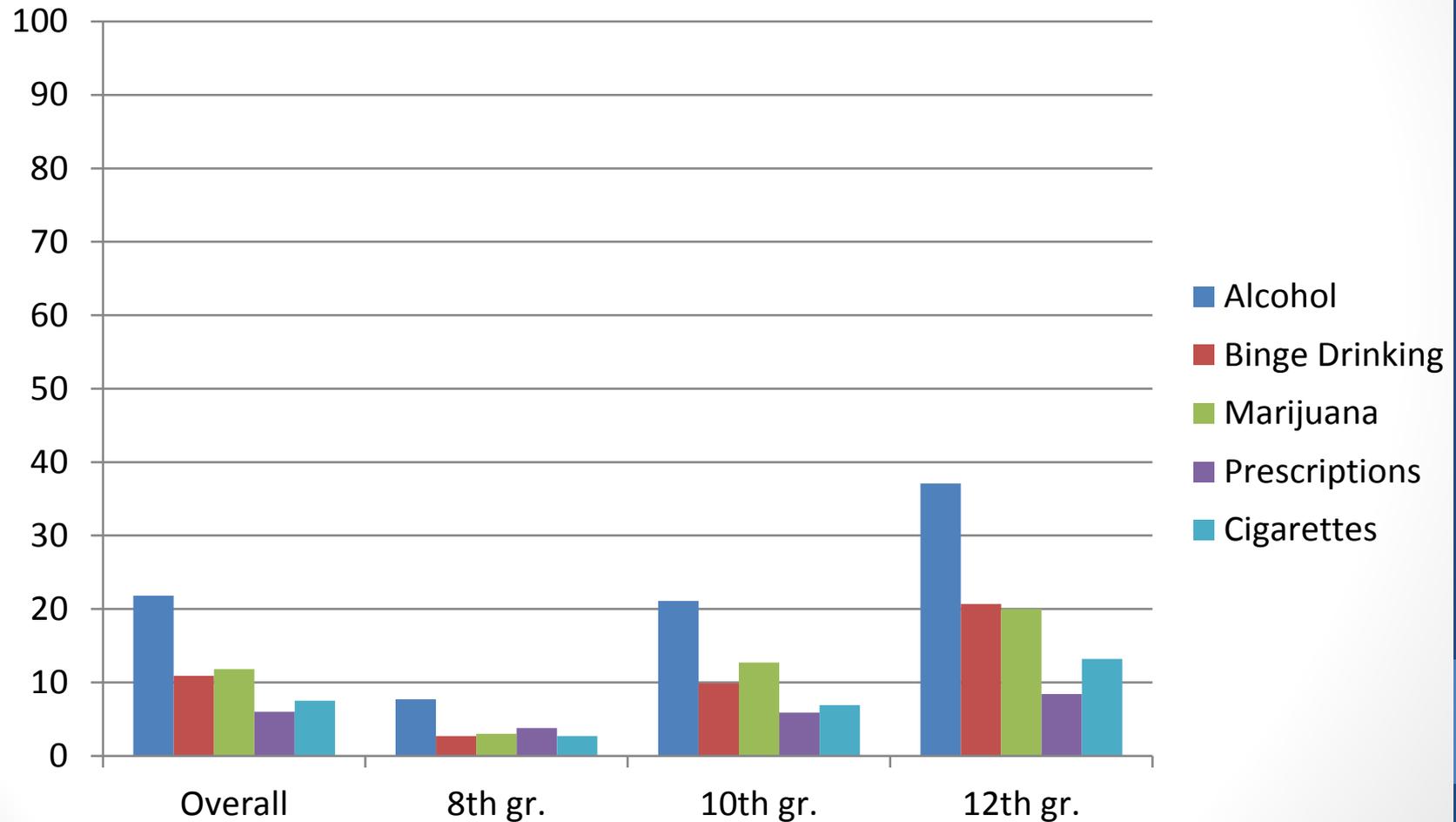- Other or Multi-Racial 5%
- Asian 19%
- Black 11%
- White 43%

17.3% are English for Speakers of Other Languages (ESOL) students
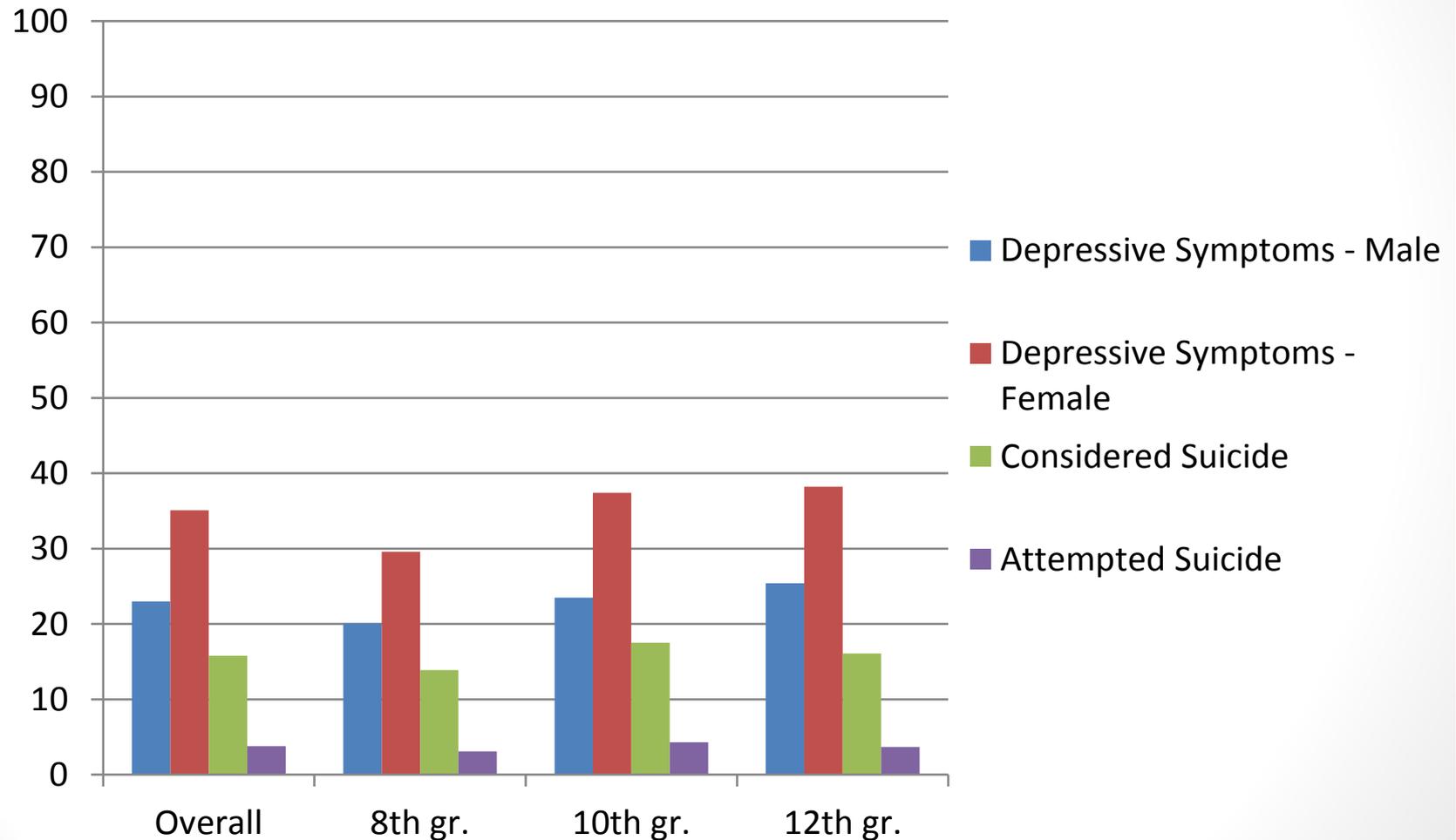
Sources: US Census Bureau, FCPS

5

Fairfax County Youth Survey

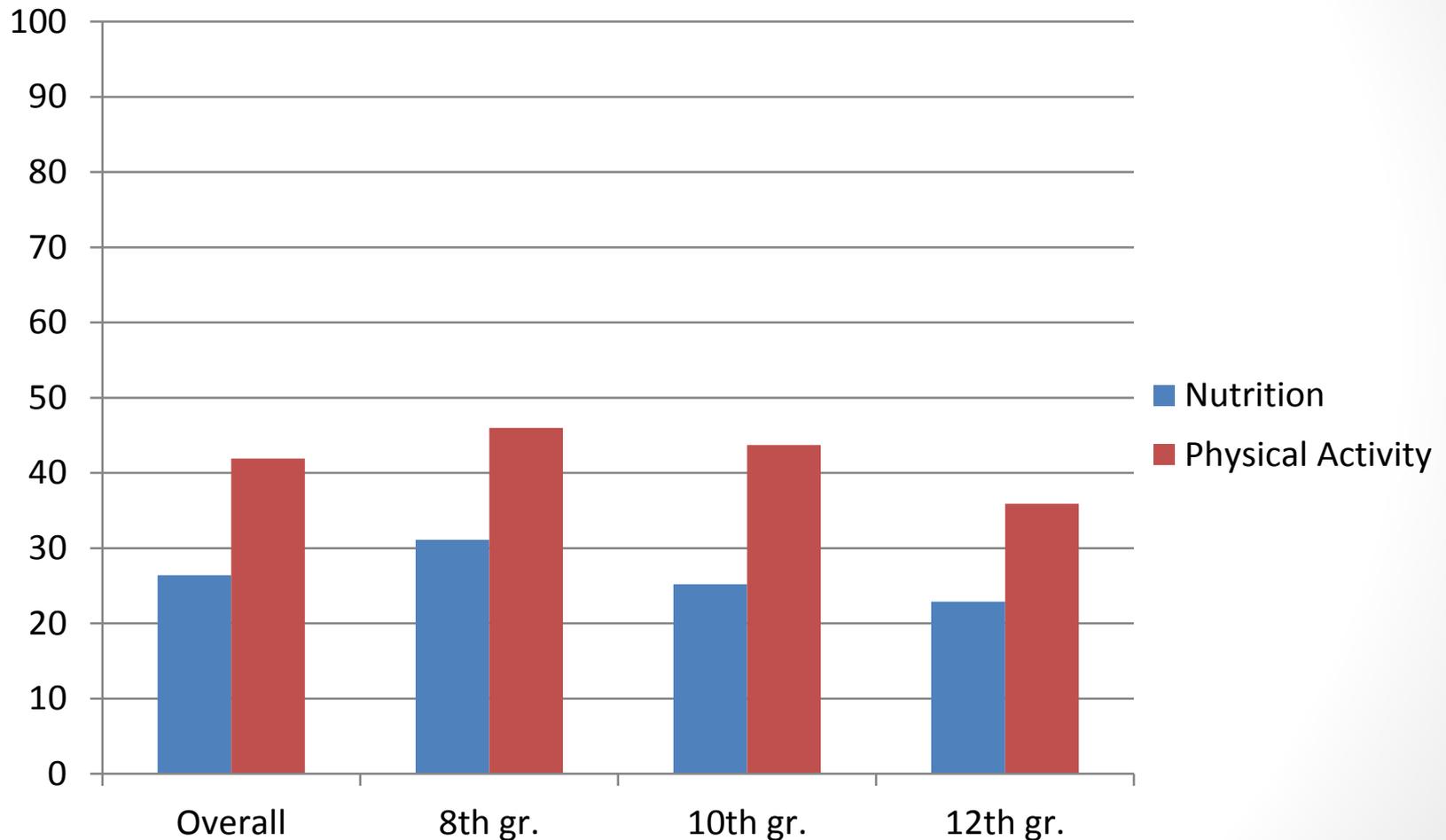Percent Reporting Using Substances (2011)

Fairfax County Youth Survey

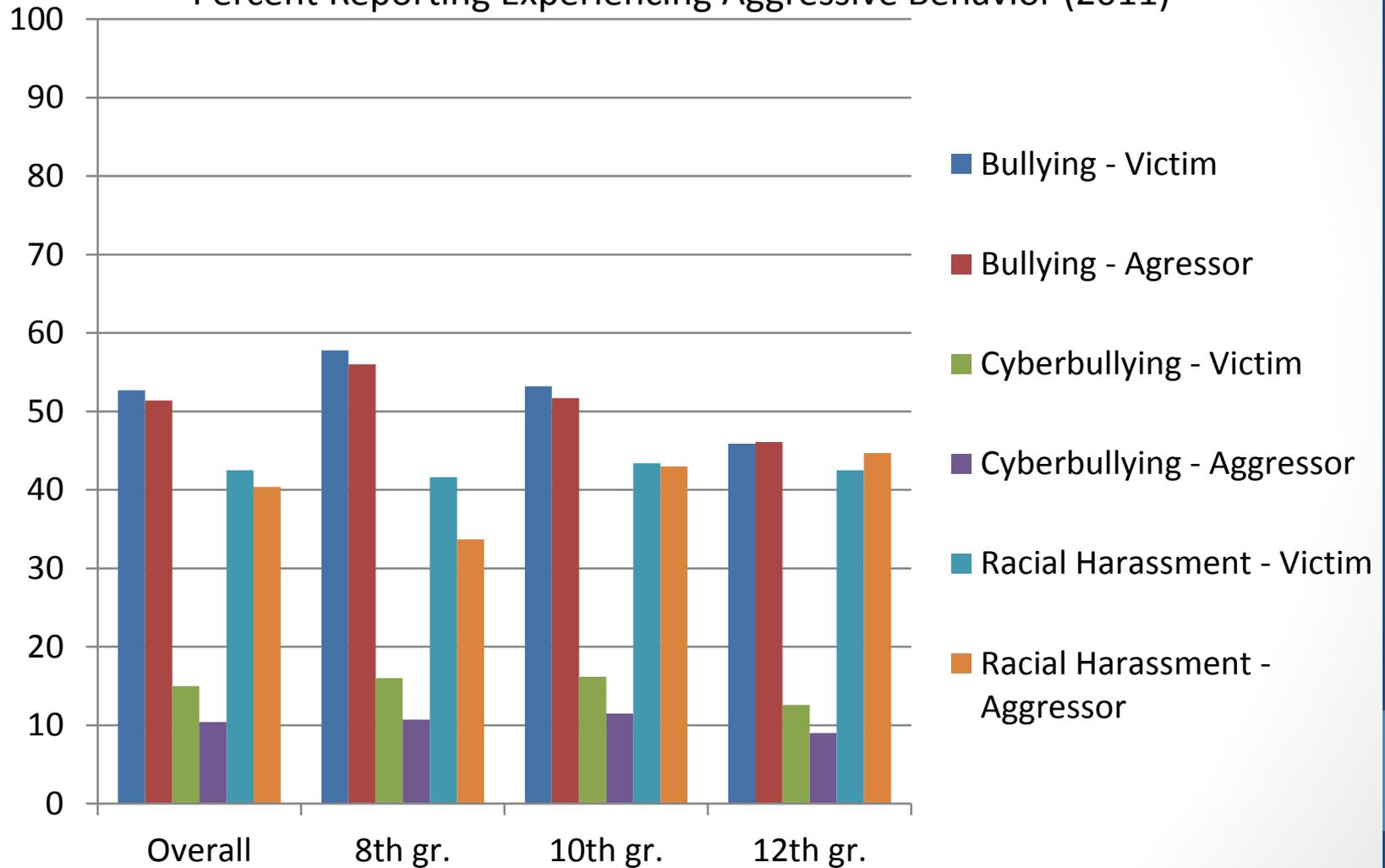Percent Reporting Depressive Symptoms and Suicidal Behaviors (2011)

Fairfax County Youth Survey

Percent Reporting Meeting Nutrition and Physical Activity Recommendations (2011)

Fairfax County Youth Survey

Percent Reporting Experiencing Aggressive Behavior (2011)

Legend:
- Bullying - Victim
- Bullying - Agressor
- Cyberbullying - Victim
- Cyberbullying - Aggressor
- Racial Harassment - Victim
- Racial Harassment - Aggressor

Categories: Overall, 8th gr., 10th gr., 12th gr.

Fairfax County Youth Survey

Percent Reporting Sexual and Sexual Health Behaviors (2011)

- Ever Had Sex
- Ever Had Oral Sex
- Condom Use

10
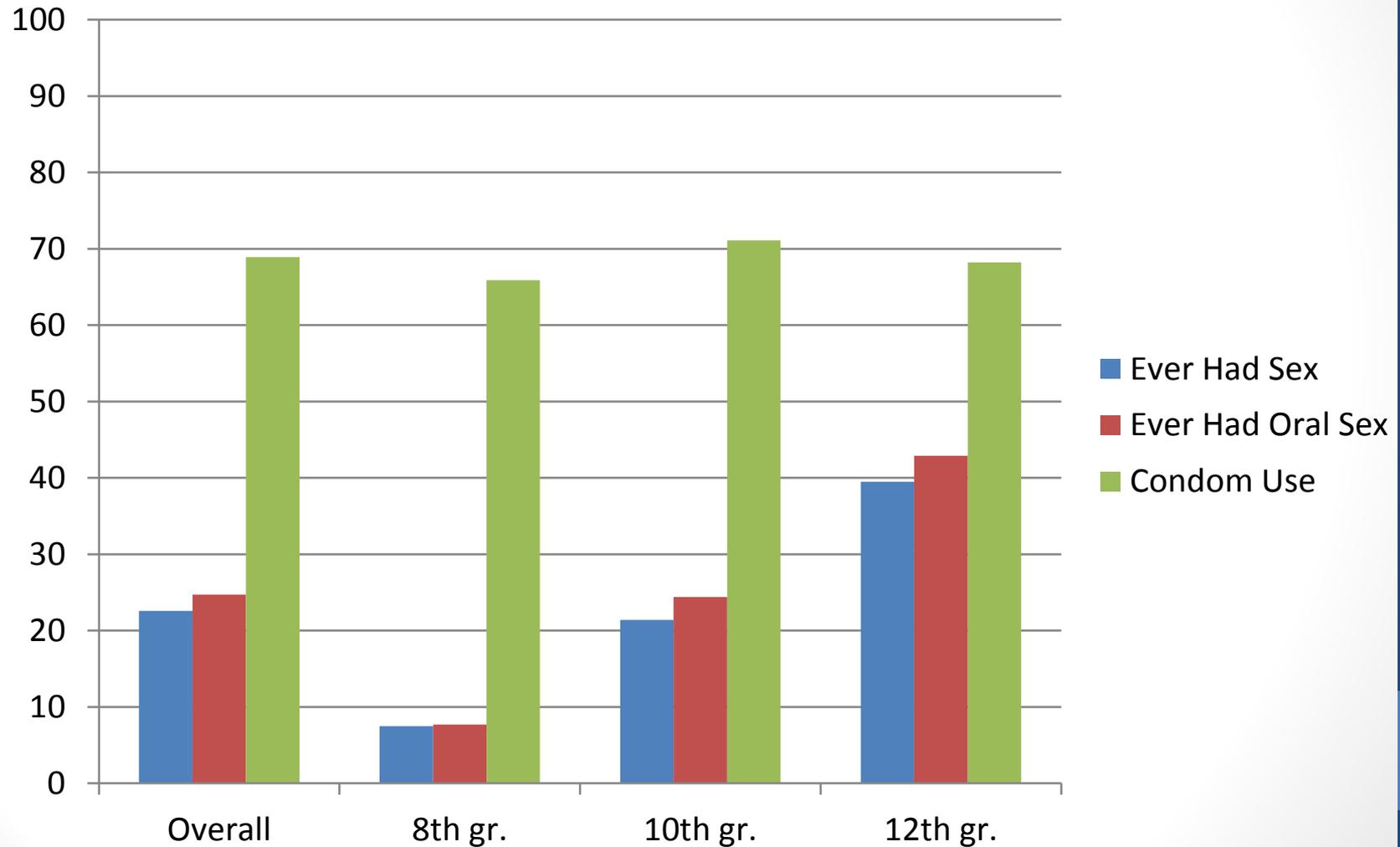
Fairfax County Youth Survey

Three to Succeed
Asset Graph for Fairfax County (Grades 8, 10, 12)

Legend:
- Bullied Someone (Year)
- Sex (Ever)
- Alcohol Use (30 Days)
- Marijuana Use (30 Days)
- Carried a Weapon (Year)
- Binge Drinking (2 Weeks)
- Cigarette Use (30 Days)
- Gang Member (Ever)

Three Assets

Y-axis: Percent with Risky Behavior
X-axis: Number of Assets
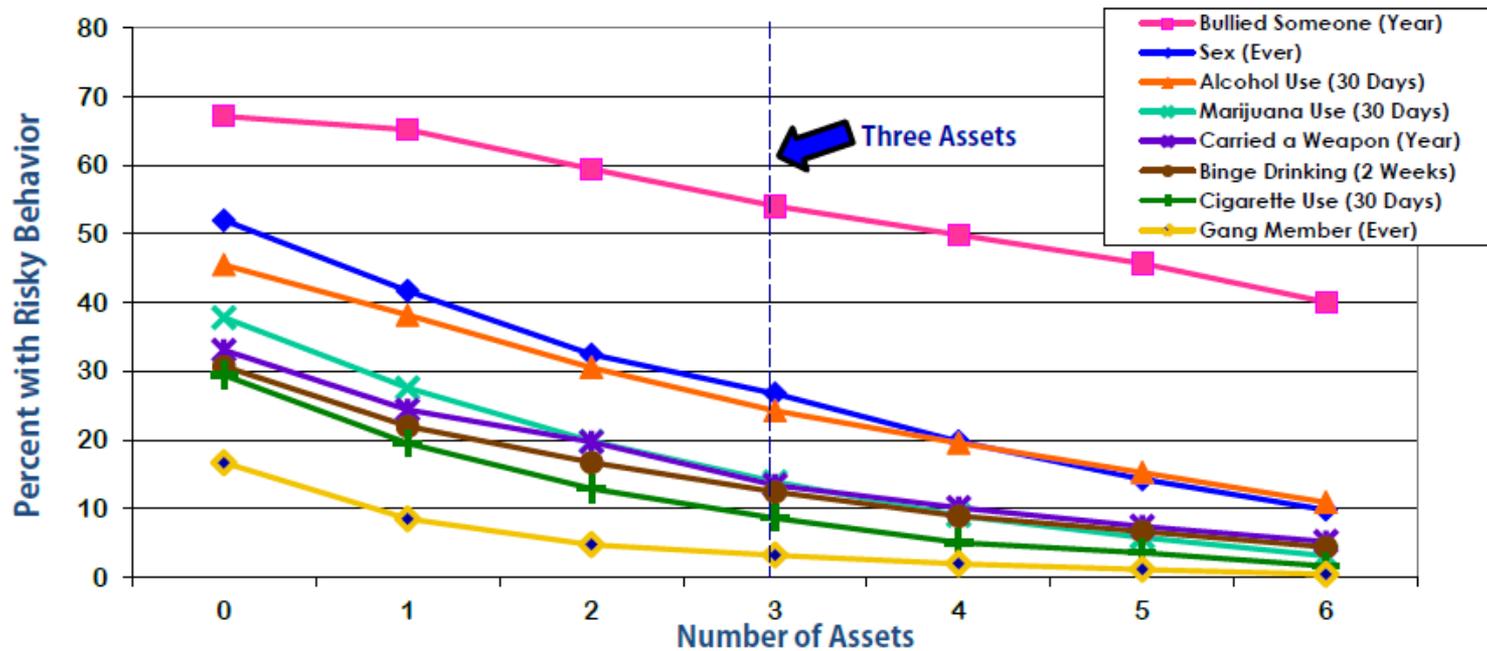
Having High Personal Integrity — **Having Community Adults to Talk to**
Performing Community Service — **Participating in Extracurricular Activities**
Having Teachers Recognize Good Work — **Having Parents Available for Help**

Fairfax County 2011 Youth Survey

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FCPS Student Achievement Goals

- Goal 1 – Pursue Academic Excellence

- Goal 2 – Develop Essential Life Skills

- Goal 3 –Demonstrate Responsibility to Community and the World

Student Achievement Goals

Academics **1**	All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and in life.
Essential Life Skills **2**	All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.
Responsibility to the Community **3**	All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

13

On or Above Grade Level in Reading in 2nd Grade
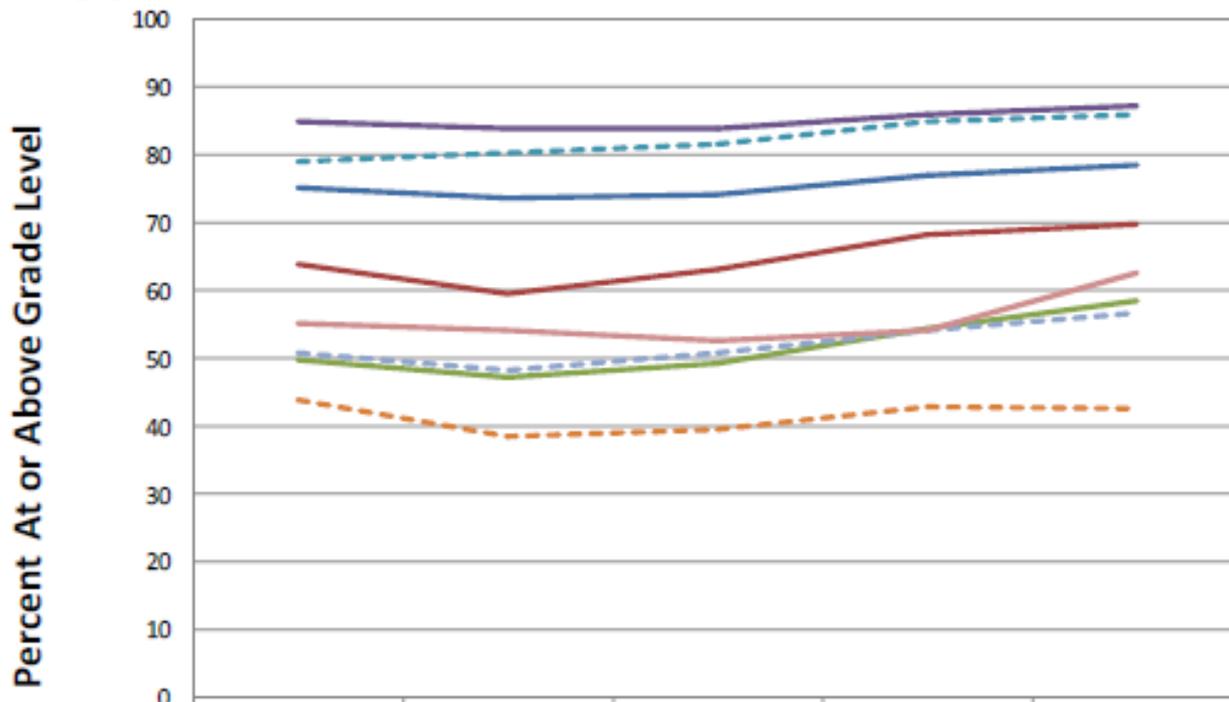
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	75	74	74	77	78
Black	64	60	63	68	70
Hispanic	50	47	49	54	58
White	85	84	84	86	87
Asian	79	80	82	85	86
Students with Disabilities	44	38	40	43	43
Economically Disadvantaged	51	48	51	54	57
Limited English Proficient	55	54	53	54	63

14

Pass 12th Grade End of Course Reading
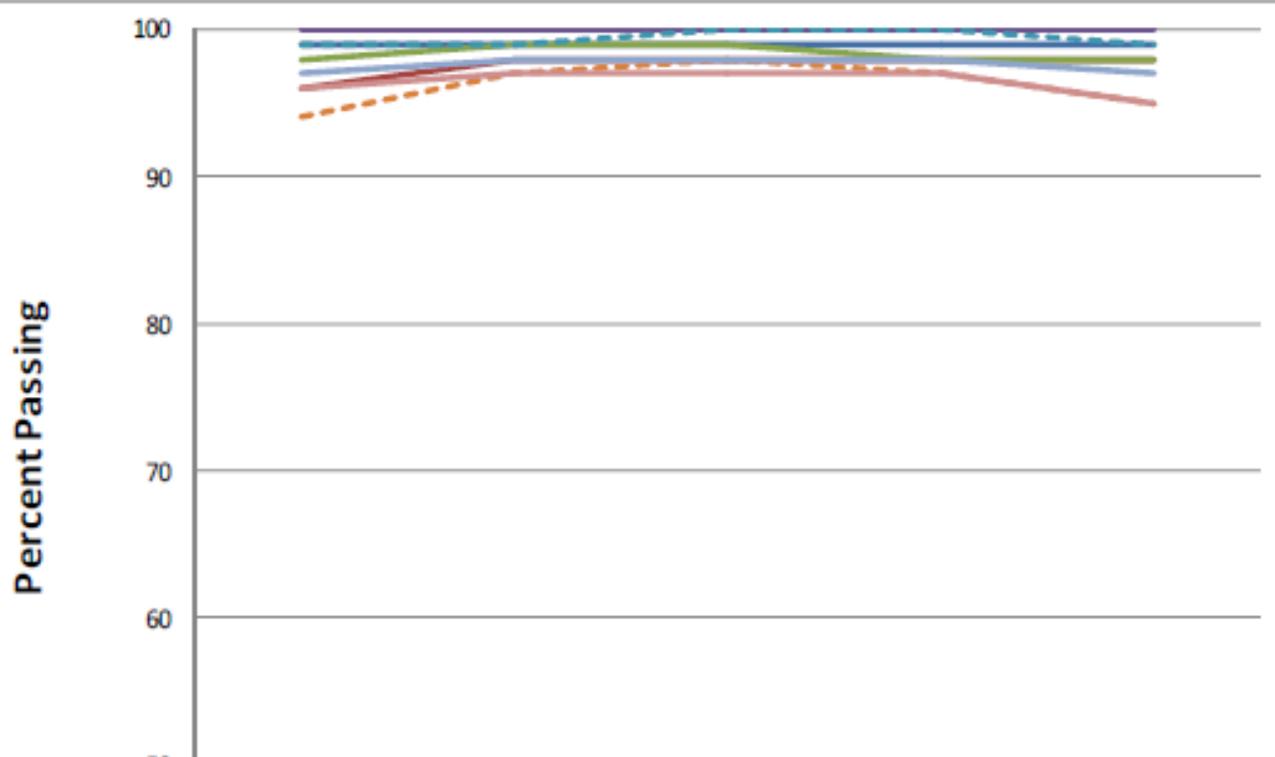
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	99	99	99	99	99
Black	96	98	98	98	98
Hispanic	98	99	99	98	98
White	100	100	100	100	100
Asian	99	99	100	100	99
Students with Disabilities	94	97	98	97	95
Economically Disadvantaged	97	98	98	98	97
Limited English Proficient	96	97	97	97	95

15

On or Above Grade Level in Math in Grade 2
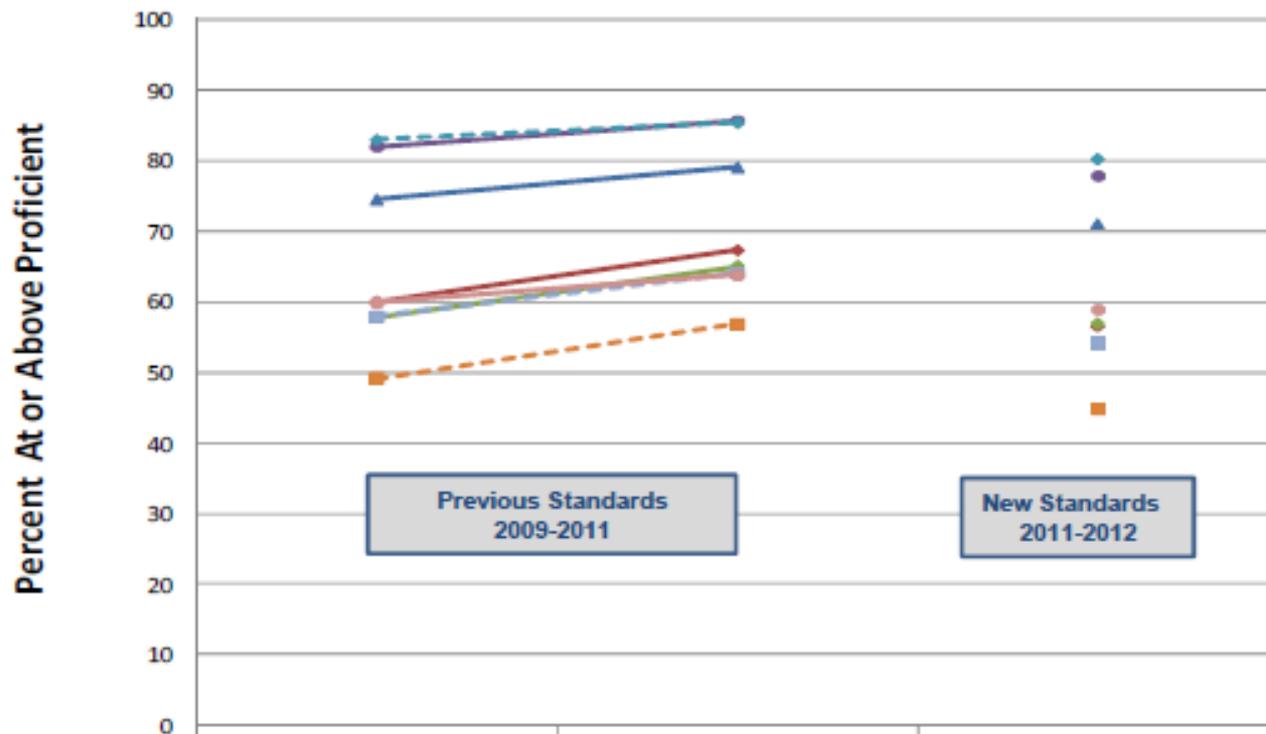
	2009-2010	2010-2011	2011-2012 (New Standards)
All Students	74	79	71
Black	60	67	57
Hispanic	58	65	57
White	82	86	78
Asian	83	85	80
Students with Disabilities	49	57	45
Economically Disadvantaged	58	64	54
Limited English Proficient	60	64	59

16

12 Graders Passing a Course Above Algebra 2
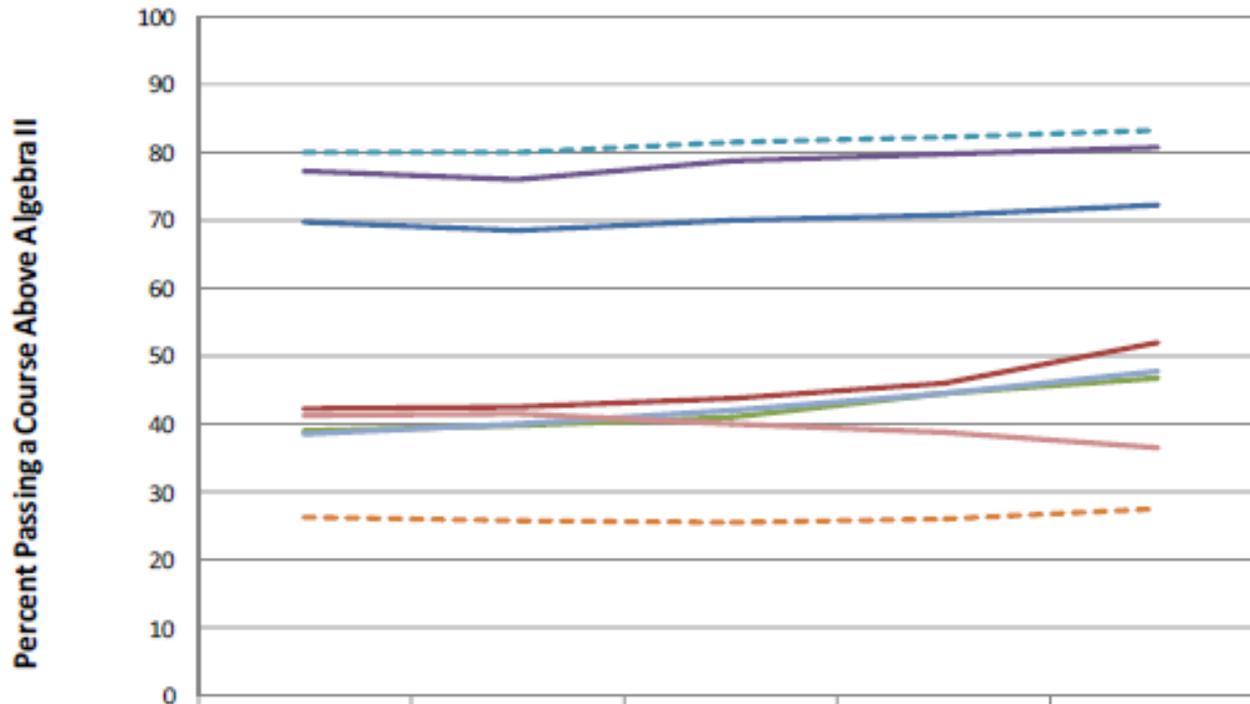
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	70	69	70	71	72
Black	42	42	44	46	52
Hispanic	39	40	41	44	47
White	77	76	79	80	81
Asian	80	80	82	82	83
Students with Disabilities	26	26	25	26	27
Economically Disadvantaged	38	40	42	44	48
Limited English Proficient	41	41	40	39	36

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Responsibility

Percent of Students Meeting Criteria on Responsibility

Baseline (2009-10 & 2010-11)   2011-12

2.1 Demonstrate Honesty, Responsibility, and Leadership

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Resilience and Self Confidence

Percent of Students Meeting Criteria on Resilience and Self Confidence

Grade 6: Baseline 68, 2011-12 68
Grade 8: Baseline 71, 2011-12 70
Grade 12: Baseline 77, 2011-12 76

Baseline (2009-10 & 2010-11)   2011-12
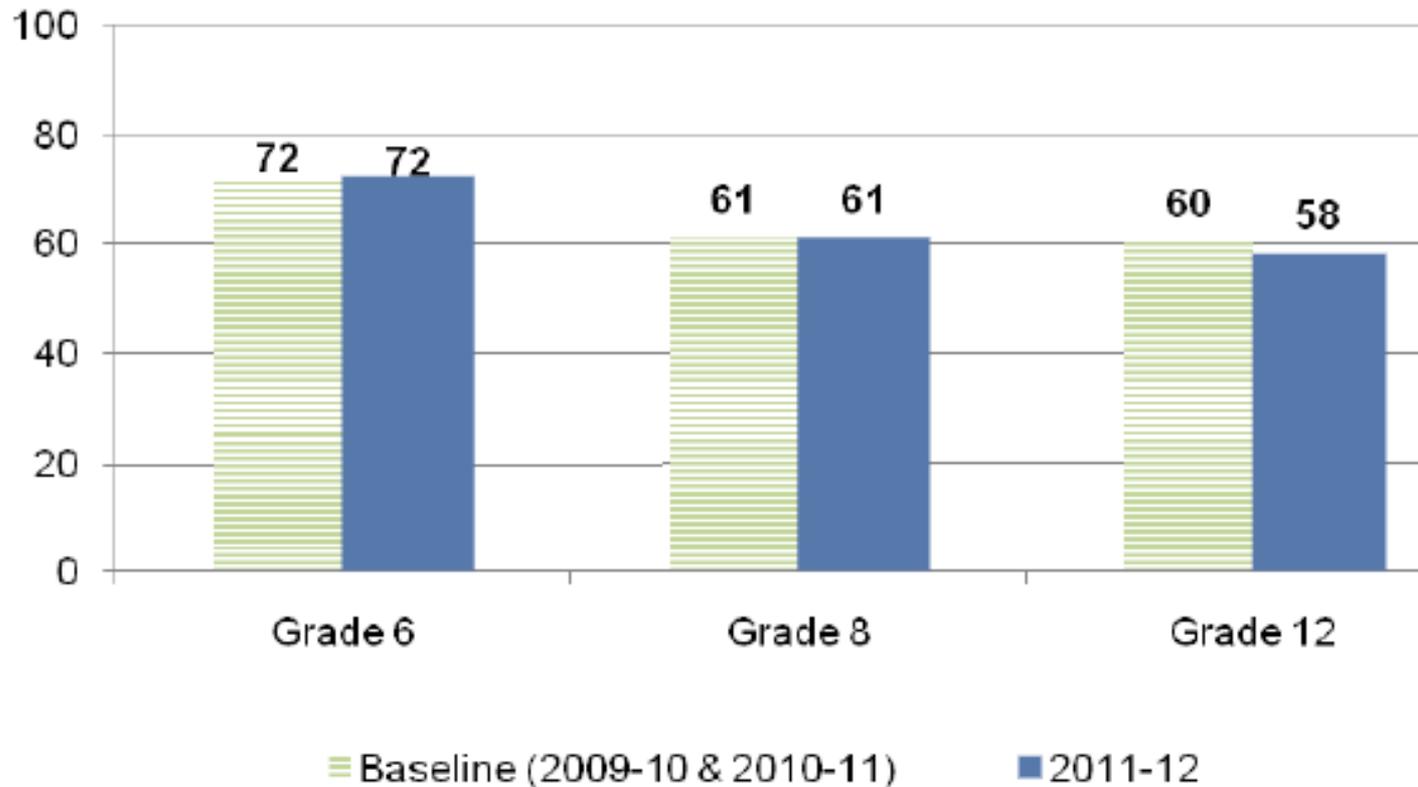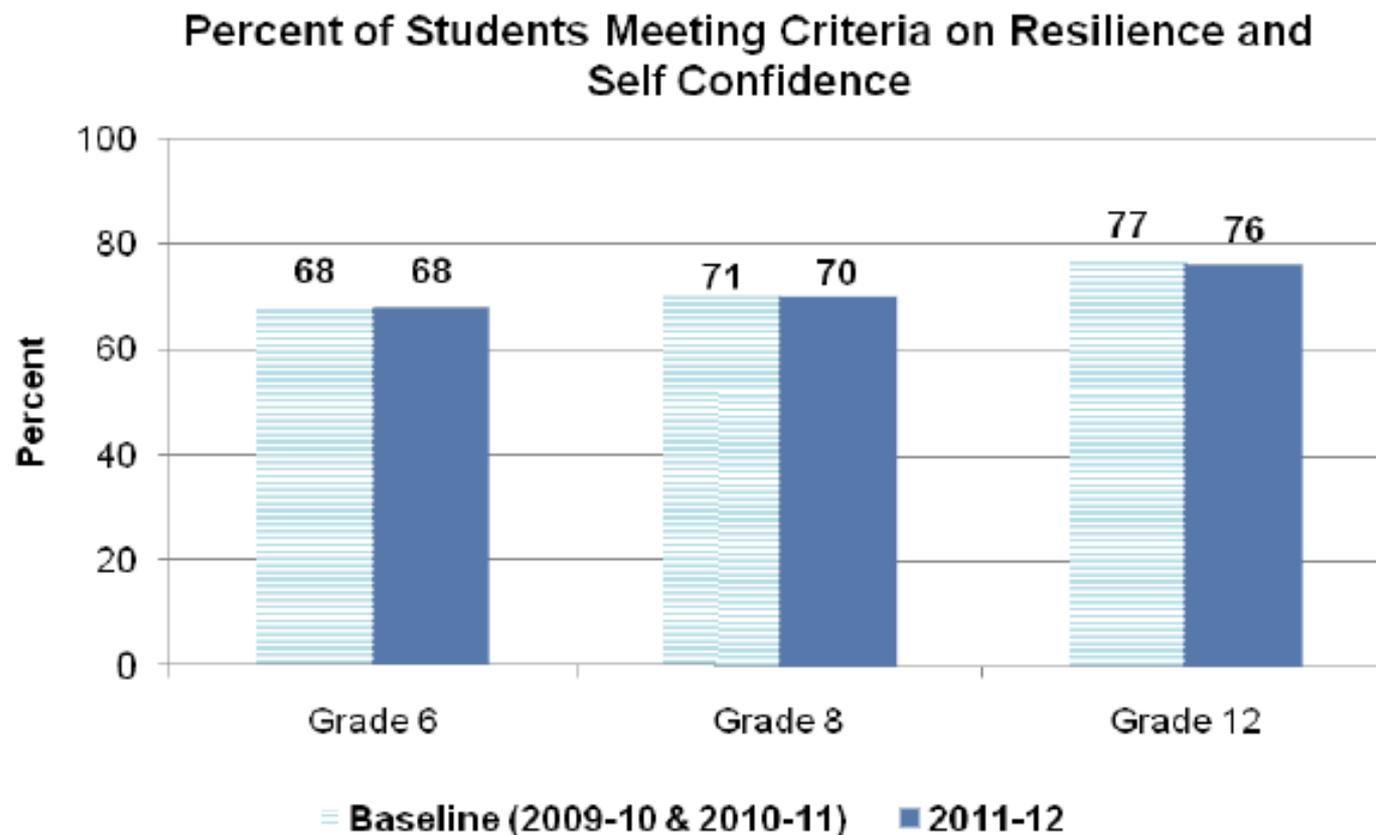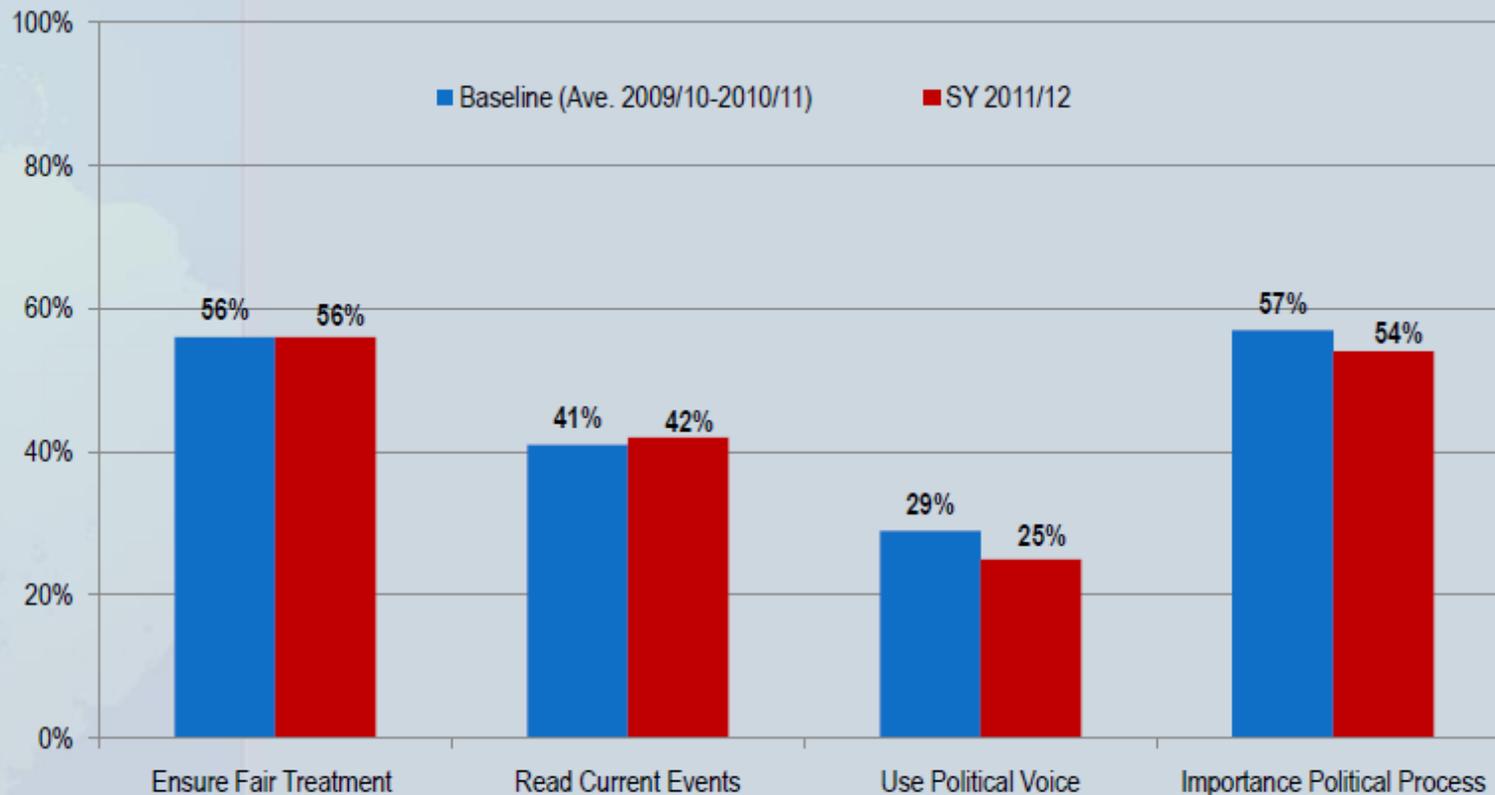
2.3 Develop the Resilience and Self-Confidence Required to Deal Effectively with Life's Challenges

Fairfax Youth Survey- Civic Involvement

Percent of Grade 12 Students Selecting Desired Response

Legend: ■ Baseline (Ave. 2009/10-2010/11) ■ SY 2011/12

Category	Baseline	SY 2011/12
Ensure Fair Treatment	56%	56%
Read Current Events	41%	42%
Use Political Voice	29%	25%
Importance Political Process	57%	54%

Graduation Task Force and Institutional Analysis Findings

TWO SYSTEM-WIDE ANALYSES OF YOUTH OUTCOMES

FCPS Graduation Task Force Findings

- The FCPS graduation rate is about 85%, higher than both state and national averages.

- However, significant disparities exist. Nearly 90% of white students graduate within 4 years of starting 9th grade. But less than 70% of these groups do: Black, Hispanic, Low Income, Limited English Proficiency, Students with Disabilities

- Three broad reasons: Academics, Socio-Economic Factors, Disinterest in School

FCPS Graduation Task Force Findings

Key Recommendations:

1. Utilize data systems to identify students at risk of dropping out and to monitor progress.

2. Provide targeted academic intervention to students at risk of dropping out.

3. Provide targeted social/emotional intervention for students and families.

4. Improve student connectedness to school.

DMC in the Juvenile Justice System: Institutional Analysis Findings

Decision Stages by Race/Ethnicity FY2011

	Total #	White	African American	Hispanic	Asian	Other
Youth Population (age 10 – 17)	119,287	51%	10%	17%	17%	5%
Refer to Juvenile Court	4,106	37%	27%	27%	5%	4%
Cases diverted	1,154	46%	22%	21%	5%	6%
Cases involving secure Detention	468	20%	37%	36%	4%	2%
Cases petitioned to court	2,512	30%	31%	30%	5%	4%
Cases with delinquent findings	902	24%	33%	36%	4%	3%
Cases put on probation	578	31%	25%	34%	6%	4%

Source: Virginia Department of Criminal Justice Services FY2011 RRI report.

DMC in the Juvenile Justice System: Institutional Analysis Findings

Institutional Analysis Themes:

1. Preventive services do not consistently meet African Americans' and Hispanics' needs.

2. Court-involved youth frequently have mental health, substance abuse and special education needs, and earlier interventions have either not occurred or not been sufficient.

3. There is no cross-system vision promoting well-being and emphasizing collaborative work with families. As a result, families experience teams, assessments and case planning that are not coordinated.

DMC in the Juvenile Justice System: Institutional Analysis Findings

Institutional Analysis Themes:

4. Approaches to working with families are often based on operational requirements system, prioritizing efficiency over families' needs.

5. Most court-involved youth are struggling in school, but interventions do not consistently support youth in remaining connected to and completing school.

DMC in the Juvenile Justice System: Institutional Analysis Findings

IA Themes (unique to Hispanics):

6. Many households' mixed documentation status creates unique needs and often compromises a family's ability to access prevention services.

7. Truancy is a warning sign, but interventions do not necessarily account for and meet underlying needs of youth needs.

8. Interventions do not take into account the language and cultural barriers experienced by some Hispanic families who were newer to the United States.

Questions?

Youth Survey - http://www.fairfaxcounty.gov/youthsurvey
Student Achievement Goals - http://fcps.edu/schlbd/goals/sags.shtml