

FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM

**June 7, 2017, 10:00 a.m. – 4:00 p.m.
FCPS Willow Oaks Center, Conference Room 1000-B**

Agenda

1. Welcome and Introductions
2. Administrative Items (Consent Agenda)
 - a. Approval of a Meeting Schedule for School Year 2017-18
 - b. Approval of New SCYPT Membership Positions
3. SCYPT Retreat
4. Adjourn

SCYPT Administrative Item Ad-1
June 7, 2017

ADMINISTRATIVE ITEM Ad-1

TITLE:

Approval of a Meeting Schedule for School Year 2017-18.

ISSUE:

SCYPT approval of a SCYPT meeting schedule for School Year 2017-18.

RECOMMENDATION:

Staff recommend that the SCYPT approve the proposed meeting schedule for School Year 2017-18.

BACKGROUND:

All meetings would occur on Wednesdays from 10 a.m. to 12:30 p.m.

The following dates are proposed for next year's SCYPT meetings, at a location to be determined:

October 4, 2017
December 6, 2017
February 7, 2018
April 25, 2018
June 6, 2018

The following dates are proposed for next year's SCYPT Executive Committee meetings, tentatively to be held at the Fairfax County Government Center:

September 6, 2017
November 1, 2017
January 10, 2018
March 7, 2018
May 2, 2018

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

SCYPT Administrative Item Ad-2
June 7, 2017

ADMINISTRATIVE ITEM Ad-2

TITLE:

Approval of New SCYPT Membership Positions.

ISSUE:

SCYPT approval of an amendment to the SCYPT charter to add positions for representatives from the Out of School Time Network and the Fairfax Chapter of the NAACP.

RECOMMENDATION:

The SCYPT Executive Committee recommends that the SCYPT amend its charter to add two community-based positions: one representing out of school time program providers, to be appointed by the Fairfax County Out of School Time Network; and one representing advocacy and civil rights sectors, to be appointed by the Fairfax Chapter of the National Association for the Advancement of Colored People.

BACKGROUND:

Having reviewed SCYPT membership, to improve representation from key sectors, the Executive Committee is recommending two new community-based member positions:

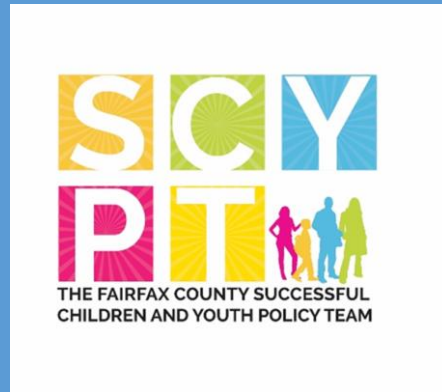
- One member from the out of school time (OST) provider sector. After-school, before-school, and summer program providers are a diverse set of stakeholders that provide services to the majority of school-aged children and youth, and their families, in Fairfax County. While current individual members of the SCYPT may provide such programs, there is no guarantee that the community-based OST provider sector is included; given the sheer reach of this sector, the Executive Committee determined that a membership seat would be valuable. The newly formed Out of School Time Network includes representatives from public and private OST providers and stakeholders; if approved, they will be asked to appoint a community-based (i.e., non-County government and non-FCPS) member to serve on the SCYPT.
- One member from the civil rights advocacy sector. With the SCYPT's emphasis on equity, the Executive Committee determined it would be valuable to have a seat on the SCYPT that is focused on advocacy and civil rights, from a broad perspective that extends beyond public systems and across racial and ethnic groups. The Fairfax Chapter of the National Association for the Advancement of Colored People (NAACP) best fits that description and, if approved, will be asked to appoint a member to serve on the SCYPT.

ATTACHMENTS:

None.

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services



SCYPT Retreat

June 7, 2017

SCYPT Business Items

- 2017 Meeting Schedule
- Amendment to SCYPT Charter



SCYPT Retreat

June 7, 2017

Overview

Overview of the Day

- Overview of the Retreat
- Data Walk
- Challenges in Data Management & Reporting
- Activity: Small Group Priorities
- SCYPT Discussion / Review of Small Group Priorities
- Next Steps for Collective Impact
- Voting
- Closing activity

Overview of the Retreat

Goal

By the end of the retreat, the SCYPT should identify 3-5 key issues to address moving forward.

Why a retreat?

- Commitment to data-driven decisions
- Value of having more current information
- Time to analyze and prioritize issues in context

Expectations:

- SCYPT Meeting Guidelines
- Participate!
- Staff will provide information and support

Collective Impact 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, 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.</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 physically healthy.</p>	<p>Children & youth are socially, emotionally, and behaviorally healthy and resilient.</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>

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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.									
Community Level Outcomes	Children get a healthy start in life.	Children enter kindergarten ready to succeed.	Children and youth succeed academically.	Children and youth are healthy.		Children and youth are safe and free from violence and injury.	Youth earn a post-secondary degree or career credential.	Youth enter the workforce ready to succeed.	Youth contribute to the betterment of their community.	
Core Indicators	<p>Mothers receiving early prenatal care</p> <p>Babies with low birth weight</p> <p>Preterm births</p>	<p>Number of slots for publicly funded, high quality, County/FCPS PreK programs</p> <p>Kindergarten students reaching literacy benchmark</p>	<p>1st grade students reading at or above grade level by the end of the school year</p> <p>SOL pass rates in Reading and Math (Grades 3 & 8)</p> <p>Graduating from high school on time</p>	<p>Body mass index (Kindergarten students)</p> <p>Childhood mortality</p> <p>Teen pregnancy</p> <p>Asthma morbidity</p> <p>Oral health *</p>	<p>3 or more resiliency assets</p> <p>Suspension from school</p> <p>Stress/anxiety level</p> <p>Depressive symptoms</p> <p>Considered suicide</p> <p>Alcohol, tobacco, or other drug use</p> <p>E-cigarettes</p>	<p>School safety (offenses)</p> <p>Carrying a weapon</p> <p>DUI arrests</p> <p>Childhood mortality * (Due to injury or motor-vehicle traffic)</p> <p>Crimes against children (Child abuse, violent crime, forced sex/rape)</p>	<p>Youth earn a career credential while still enrolled in high school</p> <p>Post-secondary enrollment</p> <p>Associate's, bachelor's, or master's degrees earned</p>	<p>Employment status</p> <p>Unemployment</p> <p>Youth not enrolled in school and not in the workforce*</p>	<p>Volunteering for community service</p> <p>Being in a leadership role</p> <p>Engaging in faith-based activities</p> <p>Registering to vote</p>	
Other Key Indicators	<p>Teen pregnancy</p> <p>Births to mothers with less than 12th grade education</p> <p>Children with health insurance</p> <p>SNAP enrollment</p> <p>WIC enrollment</p>	<p>Children registered for kindergarten on time</p> <p>Children up-to-date with immunizations</p> <p>Early childhood social emotional competency *</p>	<p>Attendance rate</p> <p>Truancy rate</p> <p>9th grade retention rate</p> <p>High school dropout</p>	<p>Hours of sleep</p> <p>Eating fruits and vegetables</p> <p>Being physically active</p>	<p>Having parents available to help</p> <p>Having at least one caring adult</p> <p>Early childhood social emotional competency *</p>	<p>Victims of bullying</p> <p>Dating violence</p> <p>Domestic violence</p> <p>Juvenile runaways</p>	<p>Concrete plans for the future</p> <p>High school dropout</p> <p>FCPS students' post-secondary enrollment</p> <p>Fairfax population enrolled in college or graduate school</p> <p>Educational attainment in Fairfax population</p>	<p>Educational attainment in Fairfax population</p> <p>Educational attainment by employment status in Fairfax population</p> <p>Soft skills *</p>	<p>Awarded a diploma seal for Excellence in Civic Education</p>	
Contextual Factors	<ul style="list-style-type: none"> • Children living in poverty • Students eligible for the free or reduced-price lunch program • Students with disabilities • Students with Limited English Proficiency (LEP) • Family primary language other than English • Median earning by educational attainment • Violent crime rate • Community infrastructure and safety* • Immigration* 									

What it takes for Collective Impact

- Common Agenda
- Backbone Function
- Continuous Communication
- Mutually Reinforcing Activities
- Shared Measurement System



Image Source: <http://www.roadmapproject.org/the-project/our-approach/>

Collective Approach: Three Types of Measures



Image Source: [Data Drives School-Community Collaboration](#)

Three types of measures



Individual Performance Measures:

- Outcomes for which a school, agency or organization is directly responsible
- Measured through individual records in more complex data systems
- Helps to answer: *“How many of the students I serve improve their school attendance, and at what cost?”*

Collaborative Measures:

- Measures aligned cross organizations to ensure all partners are collecting data consistently
- Identifies impactful practices that can be scaled across organizations
- Help to answer: *“What can we learn from each other to better serve our children, youth and families?”*

Shared Community Measures:

- Population-level outcomes
- Usually provided by government agencies in highly aggregate form
- Helps to answer: *“Are young people in our county thriving?”*

Data Selection & Preparation

Process

- Guidance from the Data Advisory Team (Page 61)
- Reviewed currently-monitored data and researched additional data, as necessary
- “Filtered” data based on observed outcomes with a focus on equity (disparities, negative or positive trends)
- Sought input from other subject matter experts for further information (Page 62-63)
- Organized the data to make it easier to evaluate

Data Walk Description

Data Walk

To help SCYPT members take a wide lens view and a closer look at data that demonstrate the status of key issues affecting children, youth, and families in Fairfax County.

Themes

1. Health & Safety
2. Opportunities to Learn
3. Economic & Community Success

Clusters of Data

- Example: Prenatal Health, School Readiness

Notebook, Page 9

How does this Retreat's data relate to our existing Outcome Areas?

Health & Safety	Opportunities to Learn	Economic & Community Success
<p>Clusters of Data</p> <ul style="list-style-type: none">Children get a healthy start in life.Children and youth are healthy.Children and youth are safe and free from violence and injury.	<p>Clusters of Data</p> <ul style="list-style-type: none">Children enter kindergarten ready to succeed.Children and youth succeed academically.Youth earn a post-secondary degree or career credential.Youth enter the workforce ready to succeed.Youth contribute to the betterment of their community.	<p>Contextual Factors</p>

Data Walk Process

Data Walk Instructions

- SCYPT members grouped according to their roles
- Find your small group
- In these small groups, SCYPT members must decide how to “divide & conquer”
- Use the Notetaking Guide (Page 19)
- Review data presented and take notes
- Ask questions to Subject Matter Experts in the room
- Lunch



SCYPT
Retreat

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Challenges in Data Management & Reporting

Data Advisory Team

Challenges in Collecting & Reporting Data

- Consistency in Data Collection
- Communication Across Organizations
- Cultures of Data Sharing and Reporting



- Proxy Measures
 - Timing
 - Resources



Areas for Improvement in Data Management & Reporting

Establish explicit data sharing agreements



Challenges

Consistency in Data Collection

Communication Across Organizations

Cultures of Data Sharing and Reporting

Proxy Measures

Timing

Resources

Areas for Improvement in Data Management & Reporting

Promote use of consistent measures, where possible



Challenges

Consistency in Data Collection

Communication Across Organizations

Cultures of Data Sharing and Reporting

Proxy Measures

Timing

Resources

Areas for Improvement in Data Management & Reporting

**Explore mechanisms and systems to collect and share
Collaborative Action Measures**



Challenges

Consistency in Data Collection

Communication Across Organizations

Cultures of Data Sharing and Reporting

Proxy Measures

Timing

Resources

Areas for Improvement in Data Management & Reporting

**Evaluate options to replace proxy measures with
direct measures, where possible**



Challenges

Consistency in Data Collection

Communication Across Organizations

Cultures of Data Sharing and Reporting

Proxy Measures

Timing

Resources

Final thoughts on Data Management & Reporting





SCYPT
Retreat

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Small Group Priorities

Small Group Priorities

Instructions

- Reconvene into small groups
- Facilitated dialogue about Data Walk observations
- Assign one group member to report out to larger group
- Evaluate Clusters of Data:
 1. What is the urgency of addressing issue?
 2. Does addressing the issue require collaboration across partners?
 3. Is there strong political will to address the issue?
 4. Will the issue have a positive impact on equity?
 5. Is it an issue that aligns with the intent and purpose of the SCYPT's scope of work?
- Prioritize up to **3 issues** as a small group
- Vote



SCYPT Retreat

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SCYPT Discussion & Prioritization

Review of Small Group Voting Results

SCYPT Discussion

Evaluate the clusters prioritized by the Small Groups.

Is there...

- Alignment with the SCYPT's level of influence and scope of work?
- Urgency to address issue?
- Collaboration across partners required?
- Strong political will around the issue?
- A potential for a positive impact on equity?

SCYPT Discussion

Evaluate SCYPT's scope of work

- What are our strengths and achievements to date?
- What are our current priorities?
- What do we need to plan for next?
- What can we stop doing now?
- What do we need to continue?
- What new things need to be added?



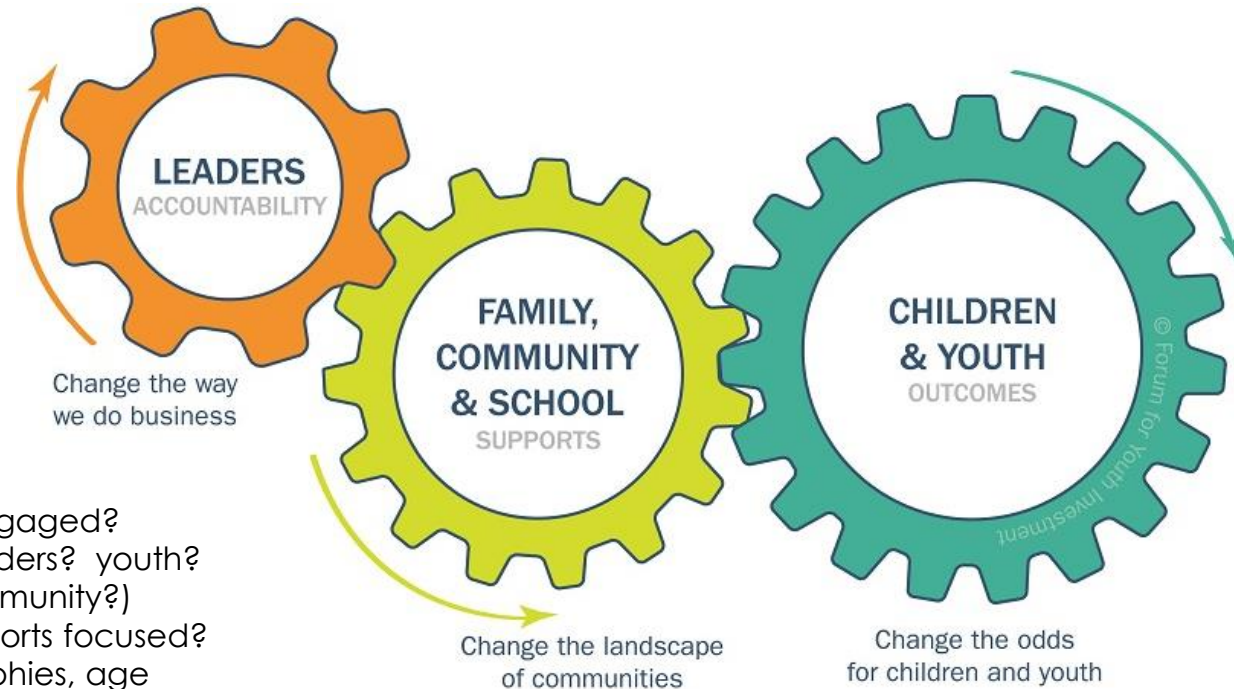
SCYPT Retreat

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Next Steps for Collective Impact



Theory of Change



Who have we engaged?
(coalitions? providers? youth?
the broader community?)

Where are our efforts focused?
(specific geographies, age
groups, issues?)

How well are we managing the
community change process?
Taking actions that:

- Align with our goals?
- Implement a powerful set of strategies?
- Address priority populations & communities?

Who supports our youth?
(schools? CBOs? Families? faith
community? Employers?)

Where are the supports
located?

How well are these supports
being provided?

- How accessible?
- How coordinated?
- How well-used?
- What is the quality of these supports?

Who are the youth in our
community? (what descriptors?
age? family status? special
needs?)

Where do these young people
and their families live, learn, work?

How well are the youth in our
community doing:

- Academically & Vocationally?
- Emotionally & Physically?
- Socially & Civically?

Format for Presentations to the SCYPT

Presentations brought to the SCYPT must include:

- Overview
- The Issue
- Target Population
- Outcomes and Indicators
- Services Landscape
- Connections
- Strategic planning
- Equity
- Policy and Resource Needs
- Next Steps

Policy Level Solutions

Thinking of short, medium, and long-term policy-level solutions relating to:

- Resource & policy alignment
- Political will-building
- Quality/access issues
- Youth & family engagement

Taking
Action for
Collective
Impact

Example:

School Attendance

Taking Action for Collective Impact

What it takes for Collective Impact

- Ensure that everyone is clear about the common agenda
- Establish an action plan
- Engage diverse perspectives to view the issues holistically
- Consider the community's unique context and engage the community in the work to address issues
- Process evaluation: Track work progress and use data/information to evaluate changes at system level
- Monitor and assess community outcomes and impact of the work to use for shared learning

Final Voting Activity

Final Voting Results:

Issues Prioritized