

**FAIRFAX COUNTY SUCCESSFUL CHILDREN AND YOUTH POLICY TEAM**  
**September 30, 2015, 9:30 a.m. – 12 noon**  
**Government Center Conference Room 232**

**Agenda**

**1. Welcome and Introductions**

**2. Action Item**

Item A-1: Adoption of Vision and Mission for Collective Impact Work

Item A-2: Adoption of Outcomes and Indicators for Collective Impact Work

**3. Information Items**

Item I-1: Update on Development of a Governance and Accountability Structure

Item I-2: Recap of Community Dialogue on School Attendance

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

**5. Adjourn**

SCYPT Action Item A-1  
September 30, 2015

TITLE:

Adoption of Vision and Mission for Collective Impact Work.

ISSUE:

SCYPT adoption of recommended vision and mission statements as the foundation of a shared agenda for collective approaches regarding children and youth.

RECOMMENDATION:

Staff recommends that the SCYPT adopt the proposed vision and mission statements.

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 (with minor changes to the mission statement endorsed at the May 13, 2015, SCYPT meeting). Since that time, staff has met with community members from multiple sectors and in multiple settings, including a Community Dialogue 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.

Since staff last presented the vision and mission statements to the SCYPT, stakeholder feedback has been overwhelmingly supportive. No further changes are being proposed.

A “shared agenda” is the first condition of success for collective impact. Common vision, mission, and outcomes have been defined as the components of such an agenda in Fairfax. The proposed vision and mission statements are:

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

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.

ATTACHMENTS:

Community Feedback, Responses, and Proposed Revisions  
The Rationale Behind the Words

STAFF:

Jesse Ellis, Department of Neighborhood and Community Services

**Community Feedback  
September 24, 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.

<b>Feedback</b>	<b>Response</b>	<b>Changes Made?</b>
Words and phrases need definition: <ul style="list-style-type: none"> <li>• We</li> <li>• Equitable</li> <li>• Potential</li> <li>• Success</li> <li>• Well-being</li> <li>• Thrive</li> </ul>	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.

<b>Feedback</b>	<b>Response</b>	<b>Changes Made?</b>
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?
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?	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.	No changes necessary.
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?	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.	No changes necessary.
Realign the order of the outcomes. For example, "free from violence and injury" could come earlier. The outcomes could be presented as a pyramid.	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.	We will review the presentation of the outcomes to ensure clarity.
Emphasize mental health throughout the outcomes.	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.	No changes necessary.

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"> <li>• family stability stability (health care, basic needs, sustainable housing, etc.)</li> <li>• healthy relationships with adults in the community</li> <li>• immigration status and national origin</li> <li>• caregiver/household status</li> <li>• family engagement</li> <li>• physical environment, including pollution, opportunities for physical opportunity, etc.</li> <li>• computer/broadband access</li> </ul>	<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 <i>every</i> 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. Disability will also be included in the statement on equity and disparities. We will also examine opportunities to include data specific to individuals with disabilities.</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"> <li>• preventive care</li> <li>• access to health care</li> <li>• stress (on families and individuals)</li> <li>• access to special education services</li> <li>• school connectedness</li> <li>• spiritual health</li> <li>• youth registered to vote</li> <li>• infant mental health</li> <li>• disconnectedness (earlier than in young adulthood)</li> <li>• health literacy</li> <li>• educational system literacy</li> </ul>	<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"> <li>• population based, not program based</li> <li>• valid measure of outcomes</li> <li>• easily understandable</li> <li>• reasonably similar across providers</li> <li>• produced by a trusted source</li> <li>• able to be compared</li> <li>• affordable to gather and report</li> <li>• available consistently over time</li> <li>• able to be disaggregated</li> <li>• changeable to a significant degree by local action</li> <li>• useful in the day to day work of organizations and networks</li> </ul>	<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**.

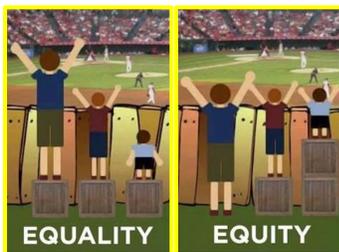
**we, the Fairfax community, collectively:** To achieve our stated vision will require the collaborative work of all of us. Successful children and youth are not the exclusive responsibility of the schools, or the government, or families, or houses of worship, or any other sector or organization. We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

SCYPT Action Item A-2  
September 30, 2015

TITLE:

Adoption of Outcomes and Indicators for Collective Impact Work.

ISSUE:

SCYPT adoption of recommended outcomes and indicators as the foundation of a shared agenda for collective approaches regarding children and youth.

RECOMMENDATION:

Staff recommends that the SCYPT adopt the proposed outcomes and indicators.

BACKGROUND:

In May 2013, the SCYPT approved the formation of a data team to identify a recommended set of indicators for the collective impact approach for successful children and youth. As a result, the Data Advisory Team was formed to identify feasible and efficient options to collect and monitor population-level success across all established outcome areas for successful children and youth. Subject-matter experts across agencies in Fairfax County Government and Fairfax County Public Schools who manage or have access to data related to children, youth, and/or families in the Fairfax community were identified and invited to be part of the Team. Considering each outcome area, the Data Advisory Team met on a monthly basis (May through September 2015) to identify, discuss, and carefully evaluate an array of indicators available through local, state, and national data sources. The Team has finalized the selection and prioritization of indicators for continuous monitoring using a set of established selection criteria.

The SCYPT is being asked to endorse:

1. The recommended list of indicators to measure outcomes for the collective impact approach for successful children and youth at the population level.
2. The continued engagement of the Data Advisory Team to develop a baseline report based on selected indicators.
3. The continued engagement of the Data Advisory Team to identify strategies to improve the management and sharing of data for continuous learning in the collective impact approach.
4. The engagement of the Data Advisory Team with the SCYPT and key staff to develop strategies for presenting data in a meaningful way to different audiences to facilitate decision-making.

ATTACHMENTS:

Collective Impact for Successful Children and Youth in Fairfax  
Recommended Indicators  
Data Advisory Team Members

STAFF:

Victoria Cardoza Kairys, Department of Neighborhood and Community Services

# Collective Impact Approach: Data

Data Advisory Team

September 30, 2015

# Indicator Selection Process

- Data Advisory Team formed to make data selection and management recommendations to the SCYPT
- Identified, discussed, and evaluated numerous indicators available through local, state, and national sources
- Document summarizes the indicators identified and recommended by the Data Advisory Team

# Indicator Selection Criteria

- Valid/accurate measure of outcomes at the population level
- Easily understandable to local stakeholders
- Reasonably similar across providers
- Produced by a trusted source
- Affordable to gather and report
- Available consistently over time
- Available in disaggregated levels
- Aligned with ongoing data collection efforts
- Useful in the day to day work of organizations and networks

# Collective Impact for Successful Children and Youth in Fairfax

Vision

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

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 physically healthy.

Children and youth are socially, emotionally, and behaviorally healthy and resilient.

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

Mothers receiving early prenatal care  
Babies with low birth weight  
Preterm births

Children enrolled in high-quality pre-kindergarten programs  
Kindergarten students reaching literacy benchmark

1<sup>st</sup> grade students reading at or above grade level by the end of the school year  
SOL pass rates in Reading and Math (Grades 3 & 8)  
Graduating from high school on time

Body mass index (Kindergarten students)  
Childhood mortality (Due to illness)  
Teen pregnancy  
*Asthma morbidity \**  
*Oral health \**

Having at least three resiliency assets for social and emotional wellness  
Alcohol, tobacco, or other drug use  
Students suspended from school  
Seriously considered suicide

Crimes against children  
Victims of bullying  
Dating violence  
Domestic violence  
Childhood mortality (Due to injury or motor-vehicle traffic)

Youth earn a career credential while still enrolled in high school  
Associate's, bachelor's, or master's degrees earned  
*Students in Fairfax County who earn a post-secondary degree \**

Employment status  
Unemployment  
Youth not enrolled in school and not in the workforce<sup>†</sup>

Volunteering for community service  
Leadership role  
Engaging in faith communities  
Registering to vote

Contributing Indicators

Teen pregnancy  
Births to mothers with less than 12th grade education  
Children with health insurance  
SNAP enrollment  
WIC enrollment

Children registered for kindergarten on time  
Children up-to-date with immunizations  
*Early childhood social emotional competency \**

Attendance rate  
Truancy rate  
9th grade retention rate  
High school dropout

Hours of sleep  
Eating fruits and vegetables  
Being physically active

Having parents available to help  
Having at least one caring adult  
Stress/anxiety level  
Sadness or hopelessness  
*Early childhood social emotional competency \**

Juvenile runaways  
DUI arrests  
School safety (offenses)  
Carrying a weapon

Concrete plans for the future  
High school dropout  
FCPS students' post-secondary enrollment  
Fairfax population enrolled in college or graduate school  
Educational attainment in Fairfax population

Educational attainment in Fairfax population  
Educational attainment by employment status in Fairfax population  
Soft skills \*

Awarded a diploma seal for Excellence in Civic Education

Contextual Factors

- 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\*

# Classification of Recommended Indicators

Community Level Outcomes	Population-level outcomes desired for the success and well-being of children in our community, starting from early childhood to young adulthood.
Core Indicators	Specific measures that are being used to track progress on moving the community level outcomes and have been agreed upon to be the main metrics, or ones that directly measure outcomes.
Contributing Indicators	Critical factors that contribute to the improvement in outcomes. Data that may lead to examination of practices and the identification of effective strategies.
Contextual Factors	Identified as indicators that may help provide context or explanation of the outcomes to better understand social determinants of success for children and youth.

\* Indicators identified as critical, but no data source has been identified.

† Indicators identified as critical, but exist as a one-time measures only. No ongoing data source has been identified.

# OUTCOME 1: Children get a healthy start in life.

## CORE Indicators

- Mothers receiving early prenatal care
- Babies with low birth weight
- Preterm births

## CONTRIBUTING Indicators

- Teen pregnancy (Listed as Core Indicator in Outcome 4a)
- Births to mothers with less than 12th grade education
- Children with health insurance
- SNAP enrollment
- WIC enrollment

## OUTCOME 2: Children enter kindergarten ready to succeed.

### CORE Indicators

- Children enrolled in high-quality pre-kindergarten programs
- Kindergarten students reaching literacy benchmark

### CONTRIBUTING Indicators

- Children registered for kindergarten on time
- Children up-to-date with immunizations
- *PLACEHOLDER: Early childhood social emotional competency (Listed as Contributing Indicator in Outcome 4b)*

# OUTCOME 3: Children succeed academically.

## Elementary School

### CORE Indicators

- 1<sup>st</sup> grade students reading at or above grade level by EOY
- 3<sup>rd</sup> grade SOL pass rates in Reading
- 3<sup>rd</sup> grade SOL pass rates in Mathematics

## Middle School

### CORE Indicators

- 8<sup>th</sup> grade SOL pass rates in Reading
- 8<sup>th</sup> grade SOL pass rates in Mathematics

## High School

### CORE Indicators

- Graduating from high school on time

## OUTCOME 3: Children succeed academically.

### CONTRIBUTING Indicators

- Attendance rate – All grade levels
- Truancy rate – All grade levels
- 9<sup>th</sup> grade retention rate
- High school dropout

# OUTCOME 4: Children and youth are healthy.

## 4a. Children and youth are physically healthy.

### CORE Indicators

- Body mass index (Kindergarten students)
- Childhood mortality (Due to illness)
- Teen pregnancy (Listed as Contributing Indicator in Outcome 1)
- *PLACEHOLDER: Asthma Morbidity*
- *PLACEHOLDER: Oral Health*

### CONTRIBUTING Indicators

- Hours of sleep
- Eating fruits and vegetables
- Being physically active

## OUTCOME 4: Children and youth are healthy.

### 4b. Children and youth are socially, emotionally, and behaviorally healthy and resilient.

#### CORE Indicators

- Having at least three resiliency assets for social and emotional wellness
- Alcohol, tobacco, or other drug use
- Students suspended from school
- Seriously considered suicide

#### CONTRIBUTING Indicators

- Having parents available to help
- Having at least one caring adult
- Stress/anxiety level
- Sadness or hopelessness
- *PLACEHOLDER: Early childhood social emotional competency (Listed as Contributing Indicator in Outcome 2)*

## **OUTCOME 5:** Children and youth are safe and free from violence and injury.

### CORE Indicators

- Crimes against children (Child abuse / Child homicide / Forced sex)
- Victims of bullying
- Dating violence
- Domestic violence
- Childhood mortality (Due to injury or motor vehicle traffic)

### CONTRIBUTING Indicators

- Juvenile runaways
- DUI arrests
- School safety (offenses)
- Carrying a weapon

# OUTCOME 6: Youth earn a post-secondary degree or career credential.

## CORE Indicators

- Youth earn a career credential while still enrolled in high school
- Associate's, bachelor's, or master's degrees earned by Fairfax County students\*
- *PLACEHOLDER: Students in Fairfax County who earn a post-secondary degree\**

## CONTRIBUTING Indicators

- Concrete plans for the future
- High school dropout (Listed in as Contributing Indicator in Outcome 3)
- FCPS students' post-secondary enrollment
- Fairfax population enrolled in college or graduate school
- Educational attainment in Fairfax population (Listed as Contributing Indicator in Outcome 7)

# OUTCOME 7: Youth enter the workforce ready to succeed.

## CORE Indicators

- Employment status
- Unemployment
- Youth not enrolled in school and not in the workforce

## CONTRIBUTING Indicators

- Educational attainment in Fairfax population (Listed as Contributing Indicator in Outcome 6)
- Educational attainment by employment status in Fairfax population
- *PLACEHOLDER: Soft skills*

## **OUTCOME 8:** Youth contribute to the betterment of their community.

### CORE Indicators

- Volunteering for community service
- Leadership role
- Engaging in faith communities
- Registering to vote

### CONTRIBUTING Indicators

- Awarded a diploma seal for Excellence in Civic Education

# CONTEXTUAL FACTORS

## Indicators

- Children living in poverty
- Students eligible for the free or reduced-price lunch program
- Students with Disabilities
- Students with Limited English Proficiency
- Family primary language other than English
- Median earnings by educational attainment
- Violent crime rate
- *PLACEHOLDER: Community infrastructure and safety*
- *PLACEHOLDER: Immigration*

# Next Steps

- Develop a baseline report based on selected indicators
- Identify strategies to improve the management and sharing of data for continuous learning in the collective impact approach
- Develop strategies for presenting data in a meaningful way to different audiences to facilitate decision-making

Collective Impact Approach for Successful Children and Youth

## RECOMMENDED INDICATORS

September 30, 2015

### OUTCOME 1: Children get a healthy start in life.

CORE Indicators		Data Sources
<b>Mothers receiving early prenatal care</b>	Percentage of births to mothers who began prenatal care in the first trimester of their pregnancy	Virginia Department of Health, Division of Health Statistics
<b>Babies with low birth weight</b>	Percentage of births in which the newborn weighed less than 2,500 grams (5 lbs., 8 oz.)	Virginia Department of Health, Division of Health Statistics
<b>Preterm births</b>	Percentage of live births that are preterm (< 37 weeks of gestation)	Centers for Disease Control and Prevention, National Vital Statistics System-Nativity (NVSS-N)
CONTRIBUTING Indicators		Data Sources
<b>Teen pregnancy</b> (Listed as Core Indicator in Outcome 4a)	Number of teenage pregnancies (females ages 10-19); percentage of teenage pregnancies of total pregnancies	Virginia Department of Health, Division of Health Statistics
<b>Births to mothers with less than 12th grade education</b>	Percentage of babies born to mothers with less than a 12 <sup>th</sup> grade education at the time of birth	Virginia Department of Health, Division of Health Statistics
<b>Children with health insurance</b>	Percentage of children under 19 that have any type of health insurance coverage	Small Area Health Insurance Estimates; Fairfax County Department of Family Services, Self-Sufficiency
<b>SNAP enrollment</b>	Number of children enrolled in Virginia's Supplemental Nutrition Assistance Program (SNAP)	Fairfax County Department of Family Services, Self-Sufficiency
<b>WIC enrollment</b>	<i>Number of pregnant women enrolled in WIC program; number of mothers and infants enrolled in WIC program</i>	Fairfax County Health Department, Maternal and Child Health; Women, Infants and Children (WIC), Virginia Department of Health

## OUTCOME 2: Children enter kindergarten ready to succeed.

CORE Indicators		Data Sources
<b>Children enrolled in high-quality pre-kindergarten programs</b>	<p>Number of family child care providers and center-based early care and education programs that participate in school readiness initiatives</p> <p>Number of children enrolled in high-quality pre-school programs:</p> <ul style="list-style-type: none"> <li>▪ Early Head Start</li> <li>▪ Head Start</li> <li>▪ Virginia Preschool Initiative</li> <li>▪ Virginia Quality Rating and Improvement System</li> </ul>	Fairfax County Department of Family Services, Office for Children
<b>Kindergarten students reaching literacy benchmark</b>	Number and percentage of kindergarten students not requiring reading intervention	Fairfax County Public Schools, Developmental Reading Assessment, 2nd Edition Word Analysis (DRA2 WA)
CONTRIBUTING Indicators		Data Sources
<b>Children registered for kindergarten on time</b>	Number and percentage of children who are registered for kindergarten by (the first day of school) compared to (October 1st)	Fairfax County Public Schools, Monthly Membership Report
<b>Children up-to-date with immunizations</b>	Percentage of children up-to-date with immunizations (24 month rate)	Fairfax County Health Department, Maternal and Child Health, Immunizations Record Survey
<b>PLACEHOLDER:</b> <b>Early childhood social emotional competency</b> (Listed as Contributing Indicator in Outcome 4b)	Not available at population-level	<a href="#">Ages &amp; Stages Questionnaires: Social-Emotional (ASQ:SE-2)</a>

## OUTCOME 3: Children succeed academically.

### Elementary School

CORE Indicators		Data Sources
<b>1<sup>st</sup> grade students reading at or above grade level by the end of the school year</b>	Number and percentage of 1 <sup>st</sup> grade students reading at or above grade level by the end of the school year	Fairfax County Public Schools, Developmental Reading Assessment, 2nd Edition, (DRA2), Spring Test
<b>3<sup>rd</sup> grade SOL pass rates in Reading</b>	Percentage of students passing Standards of Learning (Reading—3 <sup>rd</sup> grade)	Virginia Department of Education, Fairfax County Public Schools, School Report Card
<b>3<sup>rd</sup> grade SOL pass rates in Mathematics</b>	Percentage of students passing Standards of Learning (Mathematics— 3 <sup>rd</sup> grade)	Virginia Department of Education, Fairfax County Public Schools, School Report Card

### Middle School

CORE Indicators		Data Sources
<b>8<sup>th</sup> grade SOL pass rates in Reading</b>	Percentage of students passing Standards of Learning (Reading – 8 <sup>th</sup> grade)	Virginia Department of Education, Fairfax County Public Schools, School Report Card
<b>8<sup>th</sup> grade SOL pass rates in Mathematics</b>	Percentage of students passing Standards of Learning (Math – 8 <sup>th</sup> grade)	Virginia Department of Education, Fairfax County Public Schools, School Report Card

### High School

CORE Indicators		Data Sources
<b>Graduating from high school on time</b>	Number and percentage of students in a cohort who graduate high school within four years of their first enrollment in 9 <sup>th</sup> grade	Virginia Department of Education, Division-Level Cohort Report, Four Year Rate for Fairfax County Public Schools, (On-Time Graduation Rate)

CONTRIBUTING Indicators		Data Sources
<b>Attendance rate – All grade levels</b>	Percentage of students who were absent (all day) 10% of the school year (excused and unexcused)	Fairfax County Public Schools, Student Information System
<b>Truancy rate – All grade levels</b>	Percentage of students with 6 or more unexcused absences during the school year.	Fairfax County Public Schools, Student Information System
<b>9<sup>th</sup> grade retention rate</b>	Number and percentage of students retained in 9 <sup>th</sup> grade	Virginia Department of Education, Fairfax County Public Schools, Report of Student Retentions
<b>High school dropout</b>	Number and percentage of students in a cohort who drop out of high school within four years of their first enrollment in 9 <sup>th</sup> grade	Virginia Department of Education, Division-Level Cohort Report, Four Year Rate for FCPS

## OUTCOME 4: Children and youth are healthy.

### 4a. Children and youth are physically healthy.

CORE Indicators		Data Sources
<b>Body mass index (Kindergarten students)</b>	Percentage of kindergarten students that are: <ul style="list-style-type: none"> <li>▪ underweight (&lt;5<sup>th</sup> percentile)</li> <li>▪ normal weight (5-85<sup>th</sup> percentile)</li> <li>▪ overweight (85-95<sup>th</sup> percentile)</li> <li>▪ obese (&gt;95<sup>th</sup> percentile)</li> <li>▪ overweight or obese (&gt;85<sup>th</sup> percentile)</li> </ul>	Fairfax County Health Department/Fairfax County Public Schools
<b>Childhood mortality (Due to illness)</b>	Childhood death rate by age and cause (TBD)	Fairfax County Health Department
<b>Teen pregnancy</b> (Listed as Contributing Indicator in Outcome 1)	Number of teenage pregnancies (females ages 10-19); percentage of teenage pregnancies of total pregnancies	Virginia Department of Health, Division of Health Statistics
<b>PLACEHOLDER:</b> <i>Asthma morbidity</i>	TBD	TBD
<b>PLACEHOLDER:</b> <i>Oral health</i>	TBD	TBD
CONTRIBUTING Indicators		Data Sources
<b>Hours of sleep</b>	Percentage of students reporting 8 or more hours of sleep on an average school night	Fairfax County Youth Survey
<b>Eating fruits and vegetables</b>	Percentage of students reporting eating fruits and vegetables five or more times per day in the past week	Fairfax County Youth Survey
<b>Being physically active</b>	Percentage of students reporting being physically active for at least one hour per day in the past week	Fairfax County Youth Survey

**4b. Children and youth are socially, emotionally, and behaviorally healthy and resilient.**

CORE Indicators		Data Sources
Core Indicators:		
<b>Having at least three resiliency assets for social and emotional wellness</b>	Percentage of students who report having at least three assets to succeed from the Youth Survey’s Three-to-Succeed Model	Fairfax County Youth Survey
<b>Alcohol, tobacco, or other drug use</b>	Percentage of students reporting use of alcohol, tobacco, or other drug	Fairfax County Youth Survey
<b>Students suspended from school</b>	Number and percentage of students suspended from school. Can be reported by specific offense category: <ul style="list-style-type: none"> <li>▪ Weapons offenses</li> <li>▪ Offenses against students</li> <li>▪ Offenses against staff</li> <li>▪ Other offenses against persons</li> <li>▪ Alcohol, Tobacco or Other Drug offenses</li> <li>▪ Property offenses</li> <li>▪ Disorderly or disruptive behavior offenses</li> <li>▪ Technology offenses</li> <li>▪ All other offenses</li> </ul>	Fairfax County Public Schools, Report on Suspensions by School Level and Demographics
<b>Seriously considered suicide</b>	Percentage of students who report having seriously considered attempting suicide in the past 12 months	Fairfax County Youth Survey
CONTRIBUTING Indicators		Data Sources
<b>Having parents available to help</b>	Percentage of students who report having parents available for help	Fairfax County Youth Survey
<b>Having at least one caring adult</b>	Percentage of students who report having at least one caring adult	Fairfax County Youth Survey
<b>Stress/anxiety level</b>	Percentage of students who report high level of stress in the past month	Fairfax County Youth Survey
<b>Sadness or hopelessness</b>	Percentage of students who report feeling sad or hopeless	Fairfax County Youth Survey
<b>PLACEHOLDER:</b> <b>Early childhood social emotional competency</b> (Listed as Contributing Indicator in Outcome 2)	Not available at population-level	<a href="#">Ages &amp; Stages Questionnaires: Social-Emotional (ASQ:SE-2)</a>

## OUTCOME 5: Children and youth are safe and free from violence and injury.

CORE Indicators		Data Sources
<b>Crimes against children</b>	<b>Child abuse:</b> Number of child abuse cases involving any type of child caretaker, requiring police intervention	Fairfax County Police Department
	<b>Child homicide rate</b>	Fairfax County Police Department
	<b>Forced sex:</b> Percentage of students who reported having been physically forced to have sex	Fairfax County Youth Survey
<b>Victims of bullying</b>	Percentage of students who report: <ul style="list-style-type: none"> <li>▪ having been bullied on school property in the past 12 months</li> <li>▪ having been bullied away from school property in the past 12 months</li> <li>▪ having been cyberbullied by a student who attends their school in the past year</li> <li>▪ that a parent or adult in their household bullied, taunted, ridiculed, or teased them</li> </ul>	Fairfax County Youth Survey
<b>Dating violence</b>	Percentage of students reporting being pressured to have sex	Fairfax County Youth Survey
<b>Domestic violence</b>	Percentage of students who report that their parent had his/her body hurt from actions by a spouse/ partner	Fairfax County Youth Survey
<b>Childhood mortality (Due to injury or motor vehicle traffic)</b>	<b>Death by unintentional injury:</b> Number of deaths by unintentional injury per 100,000 (excluding motor vehicle injuries)	Centers for Disease Control and Prevention, National Vital Statistics System-Mortality (NVSS-M)
	<b>Motor vehicle deaths:</b> Number of deaths by motor vehicle per 100,000	Centers for Disease Control and Prevention, National Vital Statistics System-Mortality (NVSS-M)
CONTRIBUTING Indicators		Data Sources
<b>Juvenile runaways</b>	Number of juvenile runaways involving Police intervention	Fairfax County Police Department
<b>DUI arrests</b>	Number of DUI arrests, ages 17 and under	Fairfax County Police Department
<b>School safety (offenses)</b>	Total number of offenses by category: <ul style="list-style-type: none"> <li>▪ Weapons offenses</li> <li>▪ Offenses against students</li> <li>▪ Offenses against staff</li> <li>▪ Other offenses against persons</li> <li>▪ Alcohol, Tobacco or Other Drug offenses</li> <li>▪ Property offenses</li> <li>▪ Disorderly or disruptive behavior offenses</li> <li>▪ Technology offenses</li> <li>▪ All other offenses</li> </ul>	Virginia Department of Education, Fairfax County Public Schools, School Report Card
<b>Carrying a weapon</b>	Percentage of students reporting carrying a weapon such as a gun, knife, or club	Fairfax County Youth Survey

## OUTCOME 6: Youth earn a post-secondary degree or career credential.

CORE Indicators		Data Sources
<b>Youth earn a career credential while still enrolled in high school</b>	<p>Number of FCPS students who earn a career credential (total and by category):</p> <ul style="list-style-type: none"> <li>▪ National Occupational Competency Testing Institute (NOCTI) assessments</li> <li>▪ State Licensures</li> <li>▪ Industry Certification</li> <li>▪ Workplace Readiness</li> <li>▪ Students earning one or more credentials</li> </ul>	Virginia Department of Education, Fairfax County Public Schools, School Report Card, Career and Technical Education
<b>Associate's, bachelor's, or master's degrees earned by Fairfax County students*</b>	<p>In Fairfax County (all institutions):</p> <ul style="list-style-type: none"> <li>▪ Total number of degrees awarded</li> <li>▪ Number of associate's degrees awarded (Bachelor credit)</li> <li>▪ Number of associate's degrees awarded (Occupational/Technical credit)</li> <li>▪ Number of bachelor's degrees awarded (4-year)</li> <li>▪ Number of bachelor's degrees awarded (5-year)</li> <li>▪ Number of master's degrees awarded</li> </ul>	<p>State Council of Higher Education for Virginia (SCHEV)</p> <p><i>*Limited to Institutions of Higher Education in Virginia, and based on students who report Fairfax County as county/city of origin- typically at time of admission.</i></p>
<b><i>PLACEHOLDER:</i></b> <b><i>Students in Fairfax County who earn a post-secondary degree</i></b>	(In development) Graduation rate for students in Institutions of Higher Education in Fairfax County. SCHEV will be producing graduation rates, workforce and student debt outcomes.	State Council of Higher Education for Virginia (SCHEV)
CONTRIBUTING Indicators		Data Sources
<b>Concrete plans for the future</b>	Number and percentage of high school graduates who report having plans for college, work, military, or undecided	Virginia Department of Education, Superintendent's Annual Report, Fairfax County Public Schools
<b>High school dropout</b> (Listed in as Contributing Indicator in Outcome 3)	Number and percentage of students in a cohort who drop out of high school within four years of their first enrollment in 9th grade	Virginia Department of Education, Division-Level Cohort Report, Four Year Rate for Fairfax County Public Schools
<b>FCPS students' post-secondary enrollment</b>	Number and percentage students who enrolled in any Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma	State Council of Higher Education for Virginia <i>*Limited to Institutions of Higher Education in Virginia</i>
<b>Fairfax population enrolled in college or graduate school</b>	Percent of the population 18-24 years enrolled in college or graduate school	American Community Survey
<b>Educational attainment in Fairfax population</b> (Listed as Contributing Indicator in Outcome 7)	Percent of the population 18-24 years by educational attainment	American Community Survey

## OUTCOME 7: Youth enter the workforce ready to succeed.

CORE Indicators		Data Sources
<b>Employment status</b>	Employment status for population 16 years and over	American Community Survey
<b>Unemployment</b>	Percentage of civilian labor force unemployed	American Community Survey
<b>Youth not enrolled in school and not in the workforce</b>	Number/percentage of youth 16-24 years of age not in school or work	<a href="#">Equitable Growth Profile of Fairfax County</a> (One-time measure. Ongoing source of data is TBD)
CONTRIBUTING Indicators		Data Sources
<b>Educational attainment in Fairfax population</b> (Listed as Contributing Indicator in Outcome 6)	<ul style="list-style-type: none"> <li>▪ Percent of the population 18-24 years by educational attainment</li> <li>▪ Percent of the population 25 years and over by educational attainment</li> </ul>	American Community Survey
<b>Educational attainment by employment status in Fairfax population</b>	Educational attainment by employment status for the population 25-64 years	American Community Survey
<b>PLACEHOLDER: Soft skills</b>	TBD	Fairfax County Public Schools

**OUTCOME 8:** Youth contribute to the betterment of their community.

CORE Indicators		Data Sources
<b>Volunteering for community service</b>	Percentage of students who report volunteering to participate in community service activities	Fairfax County Youth Survey
<b>Leadership role</b>	Percentage of students reporting having been a leader in a group or organization	Fairfax County Youth Survey
<b>Engaging in faith communities</b>	Percentage of students who report attending religious services or activities	Fairfax County Youth Survey
<b>Registering to vote</b>	Percentage of registered voters less than 25 years of age	Fairfax County Office of Elections
CONTRIBUTING Indicators		Data Sources
<b>Awarded a diploma seal for Excellence in Civic Education</b>	Number and percentage of graduates who obtain an Excellence in Civic Education seal	Fairfax County Public Schools, Student Information System

## CONTEXTUAL FACTORS

Indicators		Data Sources
<b>Children living in poverty</b>	Children ages 0-17 living at or below 100% of the Federal Poverty Level	U.S. Census Bureau, Small Area Income and Poverty Estimates
<b>Students eligible for the free or reduced-price lunch program</b>	Number and percentage of public school students in grades K-12 who were approved for free or reduced-price school lunches according to federal guidelines	Virginia Department of Education
<b>Students with Disabilities (SWD)</b>	Number and percentage of students eligible for special education services	Fairfax County Public Schools, Student Information System
<b>Students with Limited English Proficiency (LEP)</b>	Number and percentage of LEP students eligible for English as a Second Language (ESOL) services	Fairfax County Public Schools, Student Information System
<b>Family primary language other than English</b>	Number and percentage of students from homes where English is not the primary language	Fairfax County Public Schools, Student Information System
<b>Median earnings by educational attainment</b>	Median earnings in the past 12 months (Population 25 years and over with earnings) by educational attainment	American Community Survey
<b>Violent crime rate</b>	Total violent crime rate per 100,000 population, including homicide, forcible rape, robbery, and aggravated assault	County Health Rankings, Uniform Crime Reporting – FBI; Fairfax County Police Department
<b><i>PLACEHOLDER: Community infrastructure &amp; safety</i></b>	TBD	TBD
<b><i>PLACEHOLDER: Immigration</i></b>	TBD	TBD

# Collective Impact for Successful Children and Youth in Fairfax

Vision	A community where all children and youth thrive and reach their full potential.								
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	<ul style="list-style-type: none"> <li>Mothers receiving early prenatal care</li> <li>Babies with low birth weight</li> <li>Preterm births</li> </ul>	<ul style="list-style-type: none"> <li>Children enrolled in high-quality pre-kindergarten programs</li> <li>Kindergarten students reaching literacy benchmark</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> grade students reading at or above grade level by the end of the school year</li> <li>SOL pass rates in Reading and Math (Grades 3 &amp; 8)</li> <li>Graduating from high school on time</li> </ul>	<ul style="list-style-type: none"> <li>Body mass index (Kindergarten students)</li> <li>Childhood mortality (Due to illness)</li> <li>Teen pregnancy</li> <li>Asthma morbidity *</li> <li>Oral health *</li> </ul>	<ul style="list-style-type: none"> <li>Having at least three resiliency assets for social and emotional wellness</li> <li>Alcohol, tobacco, or other drug use</li> <li>Students suspended from school</li> <li>Seriously considered suicide</li> </ul>	<ul style="list-style-type: none"> <li>Crimes against children</li> <li>Victims of bullying</li> <li>Dating violence</li> <li>Domestic violence</li> <li>Childhood mortality (Due to injury or motor-vehicle traffic)</li> </ul>	<ul style="list-style-type: none"> <li>Youth earn a career credential while still enrolled in high school</li> <li>Associate's, bachelor's, or master's degrees earned</li> <li>Students in Fairfax County who earn a post-secondary degree *</li> </ul>	<ul style="list-style-type: none"> <li>Employment status</li> <li>Unemployment</li> <li>Youth not enrolled in school and not in the workforce<sup>+</sup></li> </ul>	<ul style="list-style-type: none"> <li>Volunteering for community service</li> <li>Leadership role</li> <li>Engaging in faith communities</li> <li>Registering to vote</li> </ul>
Contributing Indicators	<ul style="list-style-type: none"> <li>Teen pregnancy</li> <li>Births to mothers with less than 12th grade education</li> <li>Children with health insurance</li> <li>SNAP enrollment</li> <li>WIC enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Children registered for kindergarten on time</li> <li>Children up-to-date with immunizations</li> <li>Early childhood social emotional competency *</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rate</li> <li>Truancy rate</li> <li>9th grade retention rate</li> <li>High school dropout</li> </ul>	<ul style="list-style-type: none"> <li>Hours of sleep</li> <li>Eating fruits and vegetables</li> <li>Being physically active</li> </ul>	<ul style="list-style-type: none"> <li>Having parents available to help</li> <li>Having at least one caring adult</li> <li>Stress/anxiety level</li> <li>Sadness or hopelessness</li> <li>Early childhood social emotional competency *</li> </ul>	<ul style="list-style-type: none"> <li>Juvenile runaways</li> <li>DUI arrests</li> <li>School safety (offenses)</li> <li>Carrying a weapon</li> </ul>	<ul style="list-style-type: none"> <li>Concrete plans for the future</li> <li>High school dropout</li> <li>FCPS students' post-secondary enrollment</li> <li>Fairfax population enrolled in college or graduate school</li> <li>Educational attainment in Fairfax population</li> </ul>	<ul style="list-style-type: none"> <li>Educational attainment in Fairfax population</li> <li>Educational attainment by employment status in Fairfax population</li> <li>Soft skills *</li> </ul>	<ul style="list-style-type: none"> <li>Awarded a diploma seal for Excellence in Civic Education</li> </ul>
Contextual Factors	<ul style="list-style-type: none"> <li>Children living in poverty</li> <li>Students eligible for the free or reduced-price lunch program</li> <li>Students with disabilities (SWD)</li> <li>Students with Limited English Proficiency (LEP)</li> <li>Family primary language other than English</li> <li>Median earnings by educational attainment</li> <li>Violent crime rate</li> <li>Community infrastructure and safety*</li> <li>Immigration*</li> </ul>								

# Definitions

## Community Level Outcomes

Population-level outcomes desired for the success and well-being of children in our community, starting from early childhood to young adulthood.

## Core Indicators

Specific measures that are being used to track progress on moving the community level outcomes and have been agreed upon to be the main metrics, or ones that directly measure outcomes.

## Contributing Indicators

Critical factors that contribute to the improvement in outcomes.  
Data that may lead to examination of practices and the identification of effective strategies.

## Contextual Factors

Identified as indicators that may help provide context or explanation of the outcomes to better understand social determinants of success for children and youth.

\* Indicators identified as critical, but no data source has been identified.

+ Indicators identified as critical, but exist as a one-time measures only. No ongoing data source has been identified.

# Collective Impact Approach for Successful Children and Youth Data Advisory Team

<p>Department of Family Services</p>	<p>Office for Children:</p> <ul style="list-style-type: none"> <li>• <b>Linda Bentlin</b>, <i>Management Analyst III, Director's Office</i></li> <li>• <b>Betsi Closter</b>, <i>School Readiness Coordinator</i></li> <li>• <b>Anne Marie-Twohie</b>, <i>Director</i></li> </ul> <p>Office for Women &amp; Domestic and Sexual Violence Services</p> <ul style="list-style-type: none"> <li>• <b>Sandy Bromley</b>, <i>Fairfax County-Wide Domestic Violence Coordinator</i></li> </ul>
<p>Health Department</p>	<p>Maternal and Child Health</p> <ul style="list-style-type: none"> <li>• <b>Joanna Hemmat</b>, <i>Assistant Director, Patient Care Services</i></li> </ul>
<p>Juvenile &amp; Domestic Relations District Court</p>	<p>Court Services Unit</p> <ul style="list-style-type: none"> <li>• <b>Courtney Porter</b>, <i>Director, Research and Development</i></li> </ul>
<p>Department of Neighborhood and Community Services</p>	<p>Countywide Service Integration and Planning Management</p> <ul style="list-style-type: none"> <li>• <b>Anne Cahill</b>, <i>Manager, Economic, Demographic and Statistical Research</i></li> <li>• <b>Sophia Dutton</b>, <i>Management Analyst</i></li> <li>• <b>Debbie Gutierrez</b>, <i>System Planner</i></li> <li>• <b>Linda Hoffman</b>, <i>System Planner</i></li> <li>• <b>Javier Jaramillo</b>, <i>System Planner</i></li> <li>• <b>Kathaleen Karnes</b>, <i>System Planner</i></li> <li>• <b>Karen Shaban</b>, <i>Strategic Project Manager</i></li> </ul> <p>Prevention Unit</p> <ul style="list-style-type: none"> <li>• <b>Victoria Cardoza Kairys</b>, <i>Data and Evaluation Manager</i></li> </ul>
<p>Police Department</p>	<p>Office of the Chief – Police Headquarters</p> <ul style="list-style-type: none"> <li>• <b>Angelique Abbott</b>, <i>Director of Crime, Traffic, &amp; Intelligence Analysis</i></li> <li>• <b>Annie Thompson</b>, <i>Crime Analysis Manager</i></li> </ul>
<p>Fairfax County Public Schools</p>	<p>Family Life Education and Physical Education</p> <ul style="list-style-type: none"> <li>• <b>Elizabeth Payne</b>, <i>K-12 Coordinator for Health</i></li> </ul> <p>Department of Special Services</p> <ul style="list-style-type: none"> <li>• <b>Janet Sorlin Davis</b>, <i>Office of Intervention &amp; Prevention Services</i></li> </ul>
<p>Fairfax-Falls Church Community Services Board</p>	<ul style="list-style-type: none"> <li>• <b>Lyn Tomlinson</b>, <i>Assistant Deputy Director Strategy and Performance Management</i></li> <li>• <b>Linda Mount</b>, <i>Data and Performance Manager</i></li> <li>• <b>Lisa Potter</b>, <i>Director, Strategy &amp; Performance Management</i></li> </ul>

SCYPT Information Item I-1  
September 30, 2015

TITLE:

Governance and Accountability Structure Update

ISSUE:

The Governance and Accountability Structure Committee has begun work to refine the SCYPT's structure and relationship to other teams, leaders, and stakeholders to address issues through a collective impact approach.

BACKGROUND:

Organization and structure are critical components to ensuring the success of our collective impact efforts to help children and youth thrive. The work of developing this structure, led by the Governance and Accountability Structure Committee, is ongoing, and input from SCYPT members is welcomed.

The initial priority of the committee is to operationalize the following structural components:

- Leadership Focus: Solidify the process for communicating with elected and system leaders, to gain endorsement of SCYPT priorities from elected officials and align systems and community work with those priorities. Define the role of leadership relative to the SCYPT and its work.
- Collaborative Action Networks: Identify methods of aligning and coordinating with existing collaborative efforts to address SCYPT priorities, and of creating new teams or networks to address identified gaps. Define the role of such networks relative to the SCYPT and its work.
- Complementary and Supportive Efforts: Identify methods of ongoing communication and coordination with the Data Advisory Team, place-based initiatives, and service providers to align work with SCYPT priorities and ensure SCYPT efforts are well-informed. Define the role of these teams relative to the SCYPT and its work.
- SCYPT Membership: Identify the key sectors/voices missing from the current SCYPT composition, recommend members to fill the gaps, and define the roles and responsibilities of SCYPT members. Explicitly define the role of the SCYPT.

The committee will also develop recommendations regarding the following: SCYPT meetings, including how they are facilitated and how the agendas are developed; the roles and responsibilities of the co-chairs and how they are selected; and criteria for developing priorities or focus areas for the SCYPT.

ATTACHMENTS:

"One Fairfax" Governance Structure

STAFF:

Karla Bruce, Department of Neighborhood and Community Services  
Mary Ann Panarelli, FCPS Department of Special Services

SCYPT Information Item I-2  
September 30, 2015

TITLE:

Recap of Community Dialogue on School Attendance

ISSUE:

The Community Dialogue on School Attendance was held on September 21, 2015, and generated discussions that will inform future SCYPT action on attendance and absenteeism.

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 summit to build awareness and support for a comprehensive approach and to establish a task force to develop and oversee implementation of a strategy.

On September 21, 2015, over 200 stakeholders attended the Community Dialogue on School Attendance to identify strategies to address chronic absenteeism and truancy. The event was kicked off by Board of Supervisors Chairman Sharon Bulova, School Board Chairman Pat Hynes, County Executive Ed Long, and FCPS Chief of Staff Marty Smith. These elected and appointed officials discussed the community-wide implications of absenteeism and demonstrated their united commitment address the attendance issue.

Mary Ann Panarelli, the Director of Intervention and Prevention Services for FCPS, gave an overview of attendance data and efforts in Fairfax. She was followed by Vidhya Ananthakrishnan of the Vera Institute, who presented best practices, and Jodi Martin of the Clark County (WA) Juvenile Court, who shared how their county has effectively addressed truancy. Participants then attended breakout sessions to discuss strategies to implement in Fairfax. A report of recommendations will be presented to the SCYPT at an upcoming meeting. The SCYPT will be asked to establish a task force and to endorse next steps for the development and implementation of strategies.

ATTACHMENTS:

Community Dialogue on School Attendance Agenda

STAFF:

Bob Birmingham, Director, Court Services Unit, Juvenile and Domestic Relations District Court  
Mary Ann Panarelli, FCPS Department of Special Services



# Community Dialogue on School Attendance • Agenda •



8 - 8:30 a.m.

## Registration

8:30 - 8:40 a.m.

## Welcome/Agenda Review

*Board Auditorium*

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

8:40 - 9:10 a.m.

## Opening Remarks

*Board Auditorium*

**Sharon Bulova**, Chairman, Fairfax County Board of Supervisor  
**Pat Hynes**, Chairman, Fairfax County School Board  
**Edward Long**, County Executive, Fairfax County Government  
**Dr. Karen Garza**, Superintendent, Fairfax County Public Schools

9:10 - 10:25 a.m.

## Presentations

*Board Auditorium*

**Dr. Mary Ann Panarelli**, Director, Intervention and Prevention Services  
Fairfax County Public Schools  
**Vidhya Ananthakrishnan**, Project Director  
Center on Youth Justice, Vera Institute of Justice  
**Jodi Martin**, Program Coordinator  
Clark County Juvenile Court, Vancouver, Washington

10:40 - 11:45 a.m.

## Breakout Sessions

**Ensuring Compliance**  
*Conference Rooms 4/5*

**Fostering Organizational Change and Development**  
*Conference Room 7*

**Mobilizing the Community**  
*Conference Rooms 9/10*

**Providing Opportunities**  
*Room 232*

**Reaching Out/Social Intervention**  
*Board of Supervisors Auditorium*

11:55 a.m. - 12:30 p.m.

## Report Out and Next Steps

*Board Auditorium*