Fairfax County

Fairfax County Public Schools

Mission-serves as a catalyst and resource for empowering families, schools, and the community in their collaborative efforts to promote student achievement

- 186,785 students in 196 schools/centers
- 13,412 Kindergarteners
- 1,585 kindergarteners did not have a PreK experience

Fairfax County Office for Children

Mission-advances the care, education and healthy development of Fairfax County children from birth through elementary school and supports the Fairfax County child care community in providing safe, educational, care that helps prepare children for lifelong success

Partnering with:

- Approximately 2,000 family child care providers
- 542 early childhood and school age programs
Challenges

• Difficult state match for Pre School funding (VPI)
• Large number of children on waitlist
• Incoming kindergarten class of 12,000+ each year
• Students from community, school, county pre-school programs, and home child care
Partnership

School Readiness is a joint priority of the Fairfax County Board of Supervisors and the Fairfax County School Board

• Together we support children and families throughout Fairfax County in a model of mixed-service delivery
Shared Philosophy

Common Beliefs

Schools

Community
Wherever Students Can Be Impacted

- Parents
- Libraries
- Schools
- Community

MITM modules
First Books
Community Engagement Around Mind in the Making

- Business and Philanthropic (Fairfax Futures)
  - *Engaging Children To Become Tomorrow’s Leaders*
- School Age Child Care
  - *Amazing Kids! Discovering the WOW in Every Child*
- Early Childhood Professionals
  - *Creating Foundations for Success; Promoting Children’s Executive Function Skills*
- County Partnerships
  - *Mind in the Making*
<table>
<thead>
<tr>
<th>Communicator</th>
<th>Collaborator</th>
<th>Global Citizen</th>
<th>Creative and Critical Thinker</th>
<th>Goal-Directed, Balanced and Resilient Individual</th>
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</thead>
<tbody>
<tr>
<td>Applies effective reading skills to acquire knowledge and broaden perspectives</td>
<td>Respects divergent thinking to engage others in thoughtful discussion</td>
<td>Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues</td>
<td>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes</td>
<td>Engages in healthy and positive practices and relationships to promote overall physical and mental well-being</td>
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<td>Employs active listening strategies to advance understanding</td>
<td>Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals</td>
<td>Contributes to solutions that benefit the broader community</td>
<td>Uses information in novel and creative ways to strengthen comprehension and deepen awareness</td>
<td>Demonstrates empathy, compassion and respect for others</td>
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<tr>
<td>Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners</td>
<td>Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints</td>
<td>Communicates effectively in multiple languages to make meaningful connections</td>
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<td>Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</td>
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<td>Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts</td>
<td>Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks</td>
<td>Promotes environmental stewardship</td>
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<td>Uses time and financial resources wisely to set goals, complete tasks, and manage projects</td>
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<td>Uses technological skills and contemporary digital tools to explore and exchange ideas</td>
<td></td>
<td>Understands the foundations of our country and values our rights, privileges and responsibilities</td>
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<td>Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy</td>
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The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:
Mind in the Making Initiatives

Three innovative initiatives linked Fairfax County’s “Portrait of a Graduate” and Ellen Galinsky’s Essential Life Skills

• Neighborhood School Readiness Project
• Bridge to Kindergarten
• Social Emotional Competence Workshop Series
Social Emotional Competence Workshop Series

The workshop series provides interactive and didactic ways on how to improve the social emotional functioning of children through multidisciplinary focus. Mental health and early childhood specialist share their perspectives working with young children and their families on using a case study and materials from the Center on Social Emotional Functions (CSEFEL) and Ellen Galinsky’s Mind in the Making.
Bridge to Kindergarten:

- 2013
  - 20 schools
  - 700 students
  - Pre and Post test for self regulation, reading and math

Partnered with OSU to support teachers with implementing circle games which focused on children’s self regulation.

Gain of 5 points in self regulation in treatment schools
Loss of 4 points in control school
Bridge to Kindergarten

Bridge to Kindergarten:
• 2014;
   54 schools
   1200 students

Children in a random sample demonstrated gains in self regulation roughly equivalent to 6 months of development and significant gains in math and literacy.
Next Steps

- Expanding Bridge to K intervention to more students
- Expanding self regulation skills curriculum in FCPS
- Combining MITM parent modules in Neighborhood Readiness teams in schools were we have Bridge to K
- Combining MITM modules, First Books and student treatment to support communities in adopting an over arching focus on Essential Life Skills