



Dutchess County, New York

Path to Promise: Implementation Roadmap

January 2019

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I. ACKNOWLEDGEMENTS

This report was made possible through the collaboration with the Dutchess County Department of Community and Family Services (DCFS), and the support of the office of the Dutchess County Executive. Throughout the project, we met regularly with the Commissioner, County Executive staff and government stakeholders across multiple agencies and departments; and everyone we spoke with shared a sincere and earnest desire to improve service delivery to youth. We are grateful for the thought leadership and guidance our partners offered throughout the research, and more importantly, the commitment they demonstrated to the goal of making sure all youth in the County are on the right path for college, career, and life.

We also deeply appreciate the time and input provided by the many stakeholders across the community. These individuals, many of whom work directly with or are invested in youth every day, collectively spent hundreds of hours in visioning sessions, community engagement meetings, and ongoing support. These representatives included members from the service provider community, parents, caregivers, and those invested supporting youth. The findings and recommendations are rooted in their many cogent observations and suggestions for systemically improving youth services across all layers of delivery including government, nonprofits, faith-based organizations, and the private sector.

Finally, we are most grateful to the youth we met during this project. Hearing their stories and perspectives brought to life the issues and experiences facing young people today. Their insight and ongoing involvement provided guidance on where best to focus community efforts, and they constantly rose to the challenge of thinking critically about challenging and complex community issues.

II. EXECUTIVE SUMMARY

Announced by County Executive Molinaro in his 2017 State of the County address, the "Path to Promise" is a multi-year effort to ensure all young people in Dutchess County – from birth through age 19 – have the assets they need to achieve their full potential as they grow into young adults.

Since September 2017, Public Consulting Group (PCG) has worked with the County and community to create a "Path to Promise" framework that defines and categorizes youth assets in the community that citizens value-comparing their needs to the current services being offered.

Vision

Dutchess County will work to create an innovative framework, called the Path to Promise, that defines and categorizes the youth assets the community values. The County will use this framework to compare the needs of the County's youth to current activities in the community. This will help the County and community better understand the domains and/or age groups with the most resources and which areas are ripe for additional investment.

Goal 1

Provide opportunities for positive youth development to all children across the County in the effort to reverse the life trajectory that makes it more likely for children to end up in prison due to the lack of access to opportunity.

Goal 2

Enhance the assets across Dutchess County and align efforts to provide the best mix of services to youth of all abilities.

Figure 1: Vision and Goals of the Path to Promise. The "Path to Promise" is a multi-year effort to ensure all young people in Dutchess County – from birth through age 19 – have the assets they need to achieve their full potential as they grow into young adults.

The goal of the Implementation Roadmap is to provide information on the work streams and initiatives to be used to guide the County in implementing the Path to Promise Framework. The Implementation Roadmap has been developed through consideration of a wide range of data collected and analyzed during five project phases and in conjunction with the knowledge and expertise of a working committee of committed Dutchess. This roadmap is designed to ensure that service providers in each region of Dutchess County have the same level of resources necessary to support children in the area and that children across the County have access to these services. The goal is to ensure that services and resources for youth are:

- **Available** in Dutchess County;
- **Accessible** and inclusive to youth of all ages and in all regions of the County; and
- **High-quality**, as is evidenced through outcome measurement.

The inventory of initiatives and work streams contained in the Implementation Roadmap is not meant to be a prescriptive – rather, it is meant to serve as a “menu of services” which municipalities can reference to select programs and services that best meet the localized needs of youth in their community.

Our recommendations for transitioning and supporting this work through the implementation phase is divided into five key phases:

1. Establish a governance and implementation structure
2. Implement a first set of County-wide initiatives
3. Enhance provider and community engagement and capacity
4. Monitor and build on progress
5. Move from implementation to continuous improvement

These are organized into a roadmap as follows:

Phase	Strategy	Timeframe	Responsible Party
1	• Establish Governance Structure	Months 0-2	DFCS, County Executive; Youth Board and Coordinating Council
	• Formal Adoption of the Framework	Month 3	Youth Board and Coordinating Council
	• Hire Path to Promise Director	Month 1-6	DCFS, County Executive Office
2	• Acknowledge Key Concepts identified by the Implementation Team	All of Phase 2	Path to Promise Committee; Youth Service Providers
	• Confirm Data Measurements and Develop Collection Mechanism	Months 4-6	Path to Promise Director
	• Align Contract Templates and Requirements with the Path to Promise	Months 7-9	Path to Promise Director; DCFS; Other government departments, including the Planning Dept., who contract with youth service providers
	• Implement a Coordinated Funding Strategy	Months 10-12	Path to Promise Director, Funder’s Advisory Committee
3	• Encourage and Support a First Set of Community-Specific Action Initiatives	Months 13-18	Path to Promise Committee
	• Set Benchmarks	Months 19-24	Path to Promise Committee; Path to Promise Director
	• Encourage Opportunities for Centralizing Shared Cost-Mitigating Strategies	All of Phase 3	Path to Promise Director
4	• Begin to Conduct Regular Monitoring	Ongoing	Path to Promise Director
	• Conduct Coordinated Program Evaluations	Ongoing	Path to Promise Director
	• Conduct Community-Level Data Evaluation	Ongoing	Path to Promise Director; Path to Promise Committee
5	• Embed Continuous Improvement Practices	Month 4 and Forward	Path to Promise Committee; Path to Promise Director

TABLE 1: PATH TO PROMISE ROADMAP

Described detail throughout this document, these broad recommendations reflect the specific steps necessary to engage the community in providing a diverse yet specific continuum of services -- meeting the self-expressed needs of youth where they are in their communities. Throughout all this process is the nonnegotiable aspect of the plan in that service providers across all modalities of delivery, including across the government and within the community engage youth specifically and directly.

III. PATH TO PROMISE APPROACH

To develop a framework for the Path to Promise, PCG utilized its Sustainable Change™ methodology, which is our approach to making meaningful and lasting change in government organizations and communities. This approach strives to be community driven fostering lasting, meaningful change across the County. Sustainable Change™ is comprised of knowledge and tools that support the growth, change, and revitalization of organizations. It is built upon experience, curiosity, imagination, and leading practices. The approach focuses communities to:

- **Focus on the right things**
- **Set and execute strategy**
- **Pivot amid change**
- **Make great decisions**
- **Build capacity**



The development of the Path to Promise framework has truly been a community effort, led by a diverse, public-private Path to Promise Change Team. The Change Team consisted of diverse stakeholders differing in affiliation, experience, and influence to broadly represent an array of individuals, organizations, and communities. As a mix of caregivers, providers, and community members, this “team” provided insight and convene additional groups at key points in the process to enhance input available to the team and sponsors. In addition, several “Advisory Teams” were established to enable funders, other invested community members, and youth to communicate directly with the Change Team about additional needs and challenges in the community. **Figure 2** below provides an overview of the Path to Promise governance structure. A full list of members of the various teams is included in **Appendix A: Implementation Subcommittee Members**.

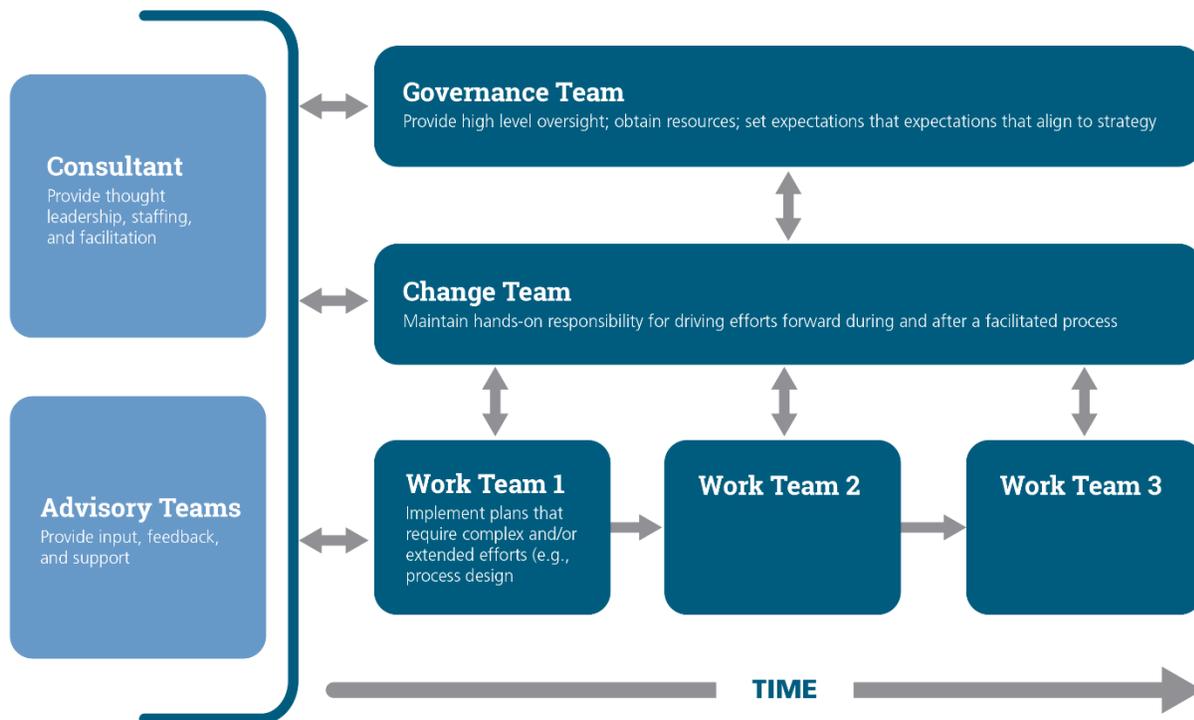


Figure 2: Path to Promise Governance Structure. The Path to Promise effort has truly been a community level effort and is comprised of a broad array of diverse stakeholders differing in affiliation, experience, and influence to broadly represent an array of individuals, organizations, and communities

The Implementation Roadmap is the final element of PCG's work to help develop the Path to Promise action plan. It was developed with leadership from the entire community, including: youth, funders, parents, providers, community members, and all the "Work Teams" from **Figure 2** above chartered to help spearhead this effort:

- **Youth Outreach:** This aim of this group was to capture the youth voice throughout the data collection and implementation of the framework. This group will also be responsible for facilitating the design contest, which is a youth design contest to engage youth in the Path to Promise Framework process through the arts. In the contest, youth will be charged with developing an artistic depiction of what the Path to Promise looks like for them.
- **Youth Summit:** This group was responsible for the planning and facilitation of the Dutchess County Youth Summit. The goals of the summit were to 1) Get youth excited by what the County can provide and 2) Get youth buy-in and feedback on the services they receive and how they would like to see the development of future opportunities.
- **Implementation:** This group was responsible for the development of the Path to Promise Implementation Roadmap, included in this report. The Implementation Plan details the steps necessary to ensure that each region of Dutchess County has the same level of services necessary to support children in the area and that all children across the County have access to these services regardless of their abilities.

IMPLEMENTATION ROADMAP DEVELOPMENT PROCESS

Development of the Implementation Roadmap was led by the Implementation Subcommittee, which was chaired by members of the Change Team. They formed the core Implementation Subcommittee leaders and were the core decision makers within the subcommittee. The Implementation Subcommittee also had a group of Advisory members who provided valuable information and feedback to the implementation goals and roadmaps at all visioning sessions with support from PCG. The Implementation Subcommittee Advisory members consisted of approximately 50 individuals with varying backgrounds and areas of expertise that relate to youth services. All were chosen because of their expertise in their field and their ability to think critically about programs and services that will move the needle for youth development in Dutchess County and meaningful ways to measure youth outcomes. PCG was responsible for preparing documents and project deliverables, facilitating discussion during both in-person visioning sessions and phone meetings, and helping draft the implementation plan.

The Implementation Subcommittee and Advisory Members convened several times from September through November for a set of Vision Sessions. A specific Vision Session was held to discuss each component of the Path to Promise Framework, including development of global vision statements; age specific vision statements; impact outcomes; key performance indicators; data measurement tools; and programs, services, and initiatives to include within the framework. These sessions were mostly held in-person, supplemented by webinars.

YOUTH SUMMIT

The youth summit was a youth outreach and leadership development effort about the Path to Promise, specifically designed to give students throughout Dutchess County the opportunity to review the proposed framework for the "Path to Promise," and become ambassadors in the ongoing community conversation about youth engagement and needs. Chaired by a member of the Change Team this group was responsible for both the planning and execution of the culminating summit and all activities preceding.

The summit itself was divided in to two major initiatives; the first being presented directly to students in their individual classrooms across the County, the second being a County-wide convening at the Dutchess Community College. To ensure variations around regional experiences were captured, volunteers reached out to each middle

school and high school in the County, seeking to engage with Social Studies and Participation in Government classes to explore perceived service needs and gaps in their community.

The convening at Dutchess Community College expanded on that initial outreach with activities structured to understand what youth reaction may be to the proposed implementation framework, and specifically which efforts did the youth believe would address gaps in services or programs that may exist. Approximately 100 youth were divided regionally and separated into smaller breakout groups and given activities that captured: youth perception of the most valuable assets in the community; how the youth would distribute funds to support those assets; and what specific activities would resonate with youth, given their thoughts on areas of greatest need. **Appendix D: Youth Summit Lesson Plan** shows the activity in full.

IV. PATH TO PROMISE FRAMEWORK

The Path to Promise framework identifies and defines the domains most valued by Dutchess County for youth success across all ages and abilities. Working with the Change Team and other community leaders, PCG facilitated dozens of community conversations narrowing and specifying key criteria which all young people need to transition into a successful adulthood.

The creation of this Path to Promise framework was informed by the Search Institute's 40 Developmental Assets®. The Search Institute describes its framework as consisting of preventative measures, positive experiences, and qualities that young people need to grow up healthy, caring and responsible. These assets are protective factors that research has consistently shown to buffer youth from risk.¹ The more assets a child has, the higher the probability that the child will not be involved in such behaviors as teen pregnancy, school dropout, substance abuse, delinquency or violence.

The Search Institute continues:

“There are two categories of assets: external assets and internal assets. External assets are the assets that center around positive experiences from the people and experiences in a young person's life. Internal assets are those that focus on individual qualities that guide positive choices and develop a sense of confidence, passion, and purpose. Under both external and internal categories are sub categories: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity.”²

Due to the expansive size of The Search Institute's 40 Developmental Assets, community groups noted that focusing on a smaller number of tightly defined outcomes would help the County target its resources more effectively. With that guidance, the community proposed the following six domains as a foundation for the new framework:

Path to Promise Identified Domains	
Learning	Acquiring knowledge leading to the success of students in future college or career aspirations.
Material Basics	Providing for the basic needs of youth and families, including housing support and food.
Safety	The feeling of being protected from danger, risk, or injury.
Family/Relationships	Having pro-social bonds with family, peers, and other adults providing opportunities for emotional and spiritual growth and support.
Mental Health	Opportunities to develop or support positive psychological and emotional well-being, including enrichment and leadership, and pro-social growth opportunities.
Physical Health	Ensuring access to quality health care, opportunities for positive body growth and development, and access to appropriate and quality responses to cases where children get sick or hurt.

Table 2: Path to Promise Domains

¹ <https://www.youtherie.com/the-assets>

² <https://www.youtherie.com/the-assets>

The Change Team with input from the community further noted that spotlights on vulnerable populations, faith and belief-based development, and gender and racial identity needed to be considered important components of each domain.

In addition to the domains identified above, the Path to Promise also considers age-specific vision statements to track youth’s developmental milestones in each of the domains. The age-specific vision statements zero in on the specific needs of youth at a stage of development, enabling the County to target efforts to helping youth successfully achieve critical developmental milestones. For instance, learning goals and outcomes look much different for a 4-5-year-old than they do for an 18-19-year-old, and the age-specific vision statements help the County to distinguish different expectations throughout the age spectrum. The framework below identifies the vision for each age group in each domain along the Path to Promise. In addition, the framework also considers performance indicators for each domain to help guide the county set priorities for action.



	0-3	4-5	6-12	13-17	18-19	Performance Indicators
Learning	All youth can access early learning resources that helps prepare them for school and with early development.	All youth have access to a quality pre-school program that helps prepare them for school.	All youth have access to a quality primary education institution in Dutchess County where they can learn in a positive environment.	All youth in Dutchess County have access to a quality middle school and high school education where they have access to resources that will help them graduate high school.	All youth in Dutchess County have access to resources that will help them prepare for their careers, including but not limited to: college, vocational programs, internships, apprenticeships, jobs, etc.	<ul style="list-style-type: none"> Kindergarten readiness High school graduation rates; High school equivalency completion rates Post-Secondary enrollment, including Internship enrollment; technical program enrollment; college enrollment
Material Basics	Age appropriate basic needs met.	Age appropriate basic needs met.	Age appropriate basic needs met.	Age appropriate basic needs met.	Age appropriate basic needs met.	<ul style="list-style-type: none"> Poverty level Access to food and shelter/housing Economic well-being
Mental Health	Families will understand needs of their infant and toddler and have the skills to enhance their social and emotional development.	All youth of all abilities will have foundational elements to develop empathy, sensitivity, and friendship skills.	All youth of all abilities develop self-esteem and place a high value on helping others.	All youth of all abilities develop positive peer relationships, skills to resist negative peer pressures and dangerous situations, and employ peaceful conflict resolution.	All youth of all abilities will embrace diversity, have sense of purpose, and will be optimistic about their personal future.	<ul style="list-style-type: none"> Resiliency rate Percent of youths enrolled for clinical services; percent of youths with mental health diagnosis
Physical Health	Maternal and youth quality health services will be accessible to all families.	Age appropriate quality health services will be accessible to all families and youth of all abilities will develop good health habits.	Age appropriate quality health services will be accessible to all families and youth of all abilities will develop good health habits.	Access age appropriate quality health services and practice healthy habits and skills to avoid risky behaviors.	Access age appropriate quality health services and practice healthy habits and skills to avoid risky behaviors while transitioning into adulthood.	<ul style="list-style-type: none"> Birth outcomes, including infant mortality and prenatal care; percent of youth who have health insurance; immunization rates Percent of youth who report participating in recreation programs and/or sports Childhood obesity rates, usage of parks, enrollment in sport programs
Family/Relationships	Encourage and support secure attachment relationships between youth and their primary caregivers.	Encourage and support a nurturing environment to develop positive relationships.	All youth of all abilities are surrounded by people who love, care for, appreciate, and accept them.	All youth of all abilities continue to be surrounded by people who love, care for, appreciate and accept them, and experience positive connections in their community.	All youth of all abilities have the confidence to explore their place in the world with strong positive adult relationships.	<ul style="list-style-type: none"> Percent of population involved in faith based programs Percent of youth with at least one caring peer Percent of youth with at least one caring adult caregiver
Safety	Parent, caregivers, teachers, neighbors and the community act to ensure youth safety.	Parent, caregivers, teachers, neighbors and the community act to ensure youth safety.	Parents and community adults ensure the child safety while keeping in mind the youth’s independence.	All youth of all abilities feel safe at home, school or in their neighborhood.	All youth of all abilities feel safe at home, school or in their neighborhood.	<ul style="list-style-type: none"> Number of justice-involved youth Percent of youth who feel safe in school and who feel safe in their neighborhood Rate of youth that experience abuse, neglect and maltreatment

Figure 3: Path to Promise Framework with Age Groups. This framework identifies age-specific vision statements as to track youth’s developmental milestones in each of the domains.

Information on additional framework components, including vision statements for each domain, desired impact outcomes, performance indicators, and information regarding data measurement, are detailed in the remainder of this section of the report.

VISION STATEMENTS

Vision statements are descriptions of how the future will look when goals are met, and desired outcomes are achieved. Vision statements answer the question: “What is our end game?” The purpose of developing vision statements for each domain is to paint an inspiring picture of a desired future for youth in Dutchess County that can energize and provide a focus for people involved in the hard work of roadmap implementation. These statements also help establish targets against which the County can measure progress. The following are vision statements for each domain:

Path to Promise Vision Statements by Domain	
Learning	All youth of all abilities in Dutchess County will have an opportunity to receive a quality education that allows for him or her to graduate high school and pursue a career.
Material Basics	All youth of all abilities and families in Dutchess County will have their basic needs met, including food, shelter and clothing.
Safety	All youth of all abilities in Dutchess County will feel safe and protected in their home, school, and community.
Family/Relationships	All youth of all abilities in Dutchess County will experience positive relationships with a caring adult within their family and/or community.
Mental Health	Dutchess County will support all youth of all abilities to realize their psychological and emotional well-being.
Physical Health	All youth of all abilities in Dutchess County will experience positive relationships with a caring adult within their family and/or community.

Table 3: Path to Promise Vision Statements by Domain

Like Dutchess County’s *Think Differently* initiative -- a call to embrace all Dutchess County residents of all abilities and change the way individuals, businesses, organizations and communities relate to those with special needs -- the Path to Promise initiative focuses on inclusion of all youth of all abilities within its framework. The framework is designed to consider that different youth of different abilities will hit different developmental milestones along their path and aims to be inclusive of each of these different paths.

IMPACT OUTCOMES

Impact Outcomes are the most critical outcome measures for each domain. These outcome measures will be used to track program and service impact. They reflect what the County considers the most critical performance measurements within each domain. Ultimately, all youth programs, and services, and initiatives should address at least one of the identified outcomes in the following table:

Path to Promise Impact Outcomes	
Learning	<ul style="list-style-type: none"> • Increase and improve learning readiness • Increase educational success • Increase career readiness
Material Basics	<ul style="list-style-type: none"> • Increase housing security • Increase food security • Increase access to basic material needs
Safety	<ul style="list-style-type: none"> • Increase safe and supportive environment in the community • Increase safe and supportive environment in the school • Increase safe and supportive environment in the home

Path to Promise Impact Outcomes	
Family/Relationships	<ul style="list-style-type: none"> • Increase positive infant-caregiver attachment • Increase positive family relationships • Increase opportunity for positive adult and peer relationships
Mental Health	<ul style="list-style-type: none"> • Increase skills for coping, thriving and connecting in a healthy manner • Increase access to appropriate clinical services for diagnosis and treatment
Physical Health	<ul style="list-style-type: none"> • Increase access to healthcare services • Increase opportunities for physical activity • Increase healthy habits

Table 4: Path to Promise Impact Outcomes

PERFORMANCE INDICATORS

Performance Indicators are more concrete metrics used to determine how initiatives are progressing toward achieving desired outcomes and realizing an effort’s vision. The Path to Promise vision and outcomes statements above can be used to identify short- and intermediate-term indicators to help each community track progress and identify potential needed changes to strategy or implementation. **Performance indicators should be determined by individual communities as opposed to the County at large because benchmarks, rates of progress, and outcomes will likely vary among communities.** For instance, one community may determine that it would like to see a 10% increase in high school graduation rates over the course of the next 5 years, while this indicator would not be applicable in a district that has already obtained a 92% graduation rate.

Ideally, performance indicators should easily identify areas of success and inspire action to improve. Indicators should be meaningful, actionable, and accessible.

Path to Promise Performance Indicators	
Learning	<ul style="list-style-type: none"> • Kindergarten readiness • High school graduation rates; High school equivalency completion rates • Post-Secondary enrollment, including Internship enrollment; technical program enrollment; college enrollment
Material Basics	<ul style="list-style-type: none"> • Poverty level • Access to food and shelter/housing • Economic well-being
Safety	<ul style="list-style-type: none"> • Number of justice-involved youth; • Percent of youth who feel safe in school and who feel safe in their neighborhood • Number of youths that experience abuse, neglect and maltreatment
Family/Relationships	<ul style="list-style-type: none"> • <i>Percent of youth with at least one caring adult caregiver</i> • <i>Percent of youth with at least one caring peer</i> • Percent of population involved in faith-based programs
Mental Health	<ul style="list-style-type: none"> • Resiliency rate • Percent of youths enrolled for clinical services; percent of youths with mental health diagnosis
Physical Health	<ul style="list-style-type: none"> • Birth outcomes, including infant mortality and prenatal care; percent of youth who have health insurance; immunization rates • Percent of youth who report participating in recreation programs and/or sports • Childhood obesity rates, usage of parks, enrollment in sport programs

Table 5: Path to Promise Performance Indicators



Figure 4: The Perfect Metric. Key measures should be actionable (when the metric changes, it is clear what caused the change or what actions should be taken), meaningful (the metric is easy to understand and represents real-life processes and actions), and accessible (data is consistent and easy to collect).

DATA MEASUREMENT

Data measurement refer to sources of available or desired data that can be used to measure Performance Indicators. These data sources will serve as tools to assist County officials and community leaders in measuring the identified key performance indicators. Data sources already identified by the Implementation Subcommittee during visioning sessions are noted in the table below. This list is not a comprehensive -- it should serve as a starting point for measuring the overall impact of the Path to Promise via county-level Impact Outcomes and the community-specific Performance Indicators.

Path to Promise Data Measurement	
Learning	<ul style="list-style-type: none"> • Universal Pre-K Head Start enrollment; K-Readiness assessment • School district graduation and equivalency rate information; IEP data • BOCES program data; Dutchess Community College enrollment; Dutchess WIB data
Material Basics	<ul style="list-style-type: none"> • Homelessness statistics from Housing Information System (HIMS) • Number of SNAP recipients; free/reduced lunch program • Census poverty rate; Kids Count data center economic well-being indicators, including cost of living data and employment statistics
Safety	<ul style="list-style-type: none"> • Crime/Police statistics; Probation statistics • School district statistics on attendance and discipline rates; CAPE survey • CPS-hotline calls; CPS intake statistics; Domestic violence statistics
Family/Relationships	<ul style="list-style-type: none"> • Head Start - infant attachment data; CAPE survey; YASI probation assessment • Mentorship program enrollment; CAPE survey; YASI probation assessment • Youth connection to faith-based or spirituality components in programming
Mental Health	<ul style="list-style-type: none"> • ACE assessments / number of ACEs; MAYSI probation assessment; CAPE Survey • Community Mental Health Center provider data on diagnoses & enrollment numbers
Physical Health	<ul style="list-style-type: none"> • Pediatricians; Hospitals; WIC • CAPE Survey; Parks Department utilization statistics • Community Health Assessment and Status Reports; Dutchess County DBCH data

Table 6: Path to Promise Data Measurement

FRAMEWORK SYNOPSIS

The table below synthesizes each of the elements included in the subsections above and synthesizes them into one table. This table helps identify how each element interacts and can be traced back to the vision determined by the County.

Domain	Vision Statement	Impact Outcomes	Performance Indicators	Data Measurement Tools
Learning	All youth of all abilities in Dutchess County will have an opportunity to receive a quality education that allows for him or her to graduate high school and pursue a career.	Increase and improve learning readiness	Kindergarten readiness	Universal Pre-K Head Start enrollment; Kindergarten readiness assessment
		Increase educational success	High school graduation rates; High school equivalency completion rates	School district graduation and equivalency rate information; IEP data
		Increase career readiness	Post-Secondary enrollment, including Internship enrollment; technical program enrollment; college enrollment	BOCES program data; Dutchess Community College enrollment; Dutchess WIB data
Material Basics	All youth of all abilities and families in Dutchess County will have their basic needs met, including food, shelter and clothing.	Increase housing security	Poverty level	Homelessness statistics from Housing Information System (HIMS)
		Increase food security	Access to food and shelter/housing	Number of SNAP recipients; free/reduced lunch program participants
		Increase access to basic material needs	Economic well-being	Census poverty rate, Kids Count data center economic well-being indicators, including cost of living data and employment statistics
Safety	All youth of all abilities in Dutchess County will feel safe and protected in their home, school, and community.	Increase safe and supportive environment in the community	Number of justice-involved youth	Crime/Police statistics; Probation statistics
		Increase safe and supportive environment in the school	Percent of youth who feel safe in school and who feel safe in their neighborhood	School district statistics on attendance and discipline rates; CAPE Survey
		Increase safe and supportive environment in the home	Number of youths that experience abuse, neglect and maltreatment	CPS-hotline calls; CPS intake statistics; Domestic violence statistics

Domain	Vision Statement	Impact Outcomes	Performance Indicators	Data Measurement Tools
Family / Relationships	The social and interpersonal domain; all youth of all abilities in Dutchess County will experience positive relationships with a caring adult within their family and/or community.	Increase positive infant-caregiver attachment Increase positive family relationships	Percent of youth with at least one caring adult caregiver	Head Start - Infant attachment data; CAPE Survey; YASI probation assessment
		Increase opportunity for positive adult and peer relationships	Percent of youth with at least one caring peer; Percent of population involved in faith-based programs	Mentorship Program enrollment; CAPE survey; YASI probation assessment; Youth connection to faith-based or spirituality components in programming
Mental Health	Dutchess County will support all youth of all abilities to realize their psychological and emotional well-being.	Increase skills for coping, thriving and connecting in a healthy manner	Resiliency rate	ACE assessments / number of ACES; MAYSI probation assessment; CAPE Survey
		Increase access to appropriate clinical services for diagnosis and treatment	Percent of youths enrolled for clinical services; percent of youths with mental health diagnosis	Community Mental Health Center provider data on diagnoses & enrollment numbers
Physical Health	All youth of all abilities in Dutchess County will experience positive relationships with a caring adult within their family and/or community.	Increase access for healthcare services	Birth outcomes, including infant mortality and prenatal care; percent of youth who have health insurance; immunization rates	Pediatricians; Hospitals; WIC
		Increase opportunities for physical activity	Percent of youth who report participating in recreation programs and/or sports	CAPE Survey; Parks Dept. utilization statistics
		Increase healthy habits	Childhood obesity rates, usage of parks, enrollment in sport programs	Community Health Assessment and Status Reports; Dutchess County DBCH data

Table 7: Path to Promise Framework

SUPPORTING INITIATIVES

Appendix C: Path to Promise Supporting Initiatives contains a matrix that municipalities can reference to identify initiatives and programs matched to the localized needs of youth in their community. Each initiative aims to generate a specific outcome, and the programs selected should vary from community to community. The goal of these initiatives is to help each community receive the mix of programs right for the needs of its youth. The matrix includes the name of each initiative, a brief description, targeted age cohort, and which domains are addressed by the initiative.

V. STRATEGIES TO SUPPORT THE PATH TO PROMISE

Change management activities are critical for the successful launch of any initiative, especially one such as the Path to Promise. The County should continue to take a proactive approach to managing change that sets a strong foundation for improvement to **enhance the assets across Dutchess County and align efforts to provide the best mix of services to youth of all abilities**. This is done through:

- Communicating the vision across the County, setting expectations and generating buy-in;
- Empowering youth and youth servicing organizations to make decisions, take ownership, and do their best work;
- Providing support before, during and after initial implementation of the Path to Promise ; and
- Responding to challenges and resistance in a constructive way.

When shaping solutions with the implementation subcommittee to reorganize key processes and organizational structures to the Path to Promise the following strategies were identified for consideration on how best to improve processes, new initiatives, or additional resources could create positive, sustainable change:

- Strengthen the capacity of parents, families and caregivers to support youth.
- Strengthen the capacity of the community to provide opportunities for youth to learn, grow, and thrive.
- Prepare youth to engage and participate in the planning, development and implementation of positive programs and activities.
- Empower and encourage schools, colleges and youth-serving communities, and agencies to work together to offer aligned and coordinated programs and services.
- Improve information sharing among providers and funders for coordination of services.
- Realign public policy and resources to support the vision of the Path to Promise.
- Utilize grant funding by the public and private sector to increase the number and quality of accessible programs for youth of all ages and abilities.
- Evaluate youth programs and services to ensure desired outcomes are met and align with the vision of the Path to Promise.



Figure 5: Path to Promise model for iterative implementation

Rather than implementing sweeping changes simultaneously, we recommend an iterative, phased approach. Ideally, change should be released in manageable pieces, then field-tested, monitored, and refined using a rapid Plan-Do-Check-Act model. This allows for feedback, customization, and course correction before large-scale rollout. A layered rollout also allows sponsors and implementers of change to monitor how each change is affecting the larger system and prevent unwanted ripple effects. Below are phases the County should consider in staging implementation of the Path to Promise.

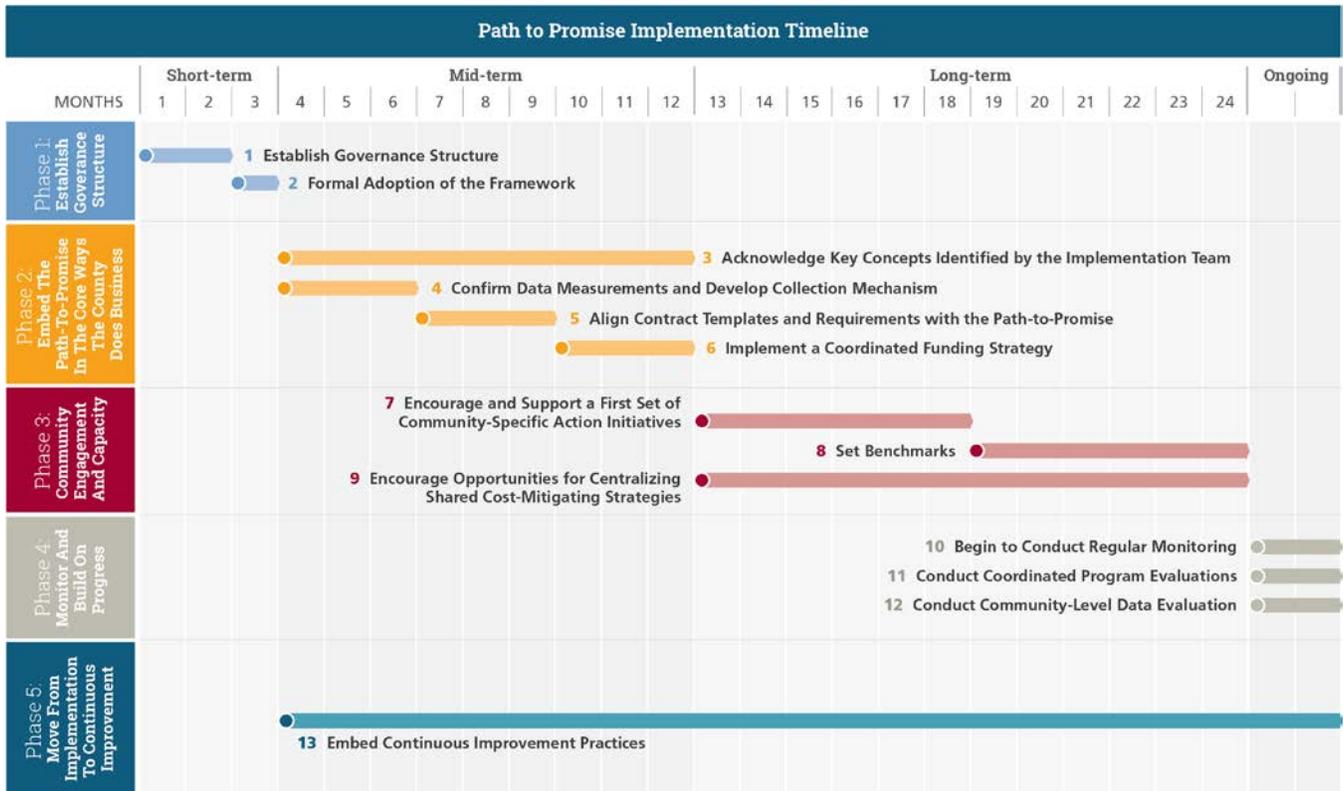


FIGURE 6: TIMELINE FOR PATH TO PROMISE IMPLEMENTATION

PHASE 1: ESTABLISH GOVERNANCE STRUCTURE

Phase 1 activities should be done in the short term an estimated 3-month timeframe. We recognize that this timeframe maybe aggressive if the County seeks to hire a new full-time employee (FTE) to lead this effort.

The first step will be to establish the teams and structure that will manage, monitor and move the Path to Promise forward. Establishment of this governance structure should occur immediately upon approval of this and should build from the current teams and committees working on the Path to Promise for continuity.

1. Establish Governance Structure

Responsibility: DFCS, County Executive; Youth Board and Coordinating Council

Timeframe: Short-Term

New Path to Promise Director: Consider establishing a new Director-level position to oversee a new Path to Promise committee within Youth Board and Coordinating Council. This would be a new FTE at DFCS that would report directly to the Commissioner of DFCS of appointee. The Director will be accountable for continuing to move the Path to Promise toward implementation and responsible for making sure the project stays on track, monitoring for progress, making key decisions, and intervening when project barriers arise.

Governance Group: Reestablish the Path to Promise governance group. This group will continue to include the DCFS Commissioner and representation from the County Executive’s office, as well as the new Path to Promise Director. This group will oversee the Path to Promise implementation and provide the permanent structure needed to sustain effective implementation and continuous improvement practices. The group should be led by the new Director and meet regularly to check in overall progress of implementation.

Path to Promise Committee: Reestablish the current Change Team into a new Path to Promise committee within the existing Youth Board and Coordinating Council. This committee should be composed of active Change Team members as well as other community leaders and subject matter experts as deemed appropriate by the Governance Group.

Youth Engagement Structure: Connect to the existing Youth Board and Coordinating Council to engage youth from all four regions of the County to participate in the regular planning, development and implementation of positive programs and activities. In addition, the Committee should consider:

- Finalizing the youth poster contest to depict what the Path to Promise and work with the Youth Board to communicate.
- Incorporating and integrating the Youth Engagement Continuum Model throughout the implementation efforts to include ongoing opportunities for civic engagement, leadership development and organizing, specifically around Path to Promise efforts. Embracing the “*Nothing about us, without us*” mantra.
- Holding the Path to Promise Youth Summit as an ongoing annual event to continue to solicit feedback from the Youth to ensure as needs may change- they are being addressed and heard.

2. *Formal Adoption of the Framework*

Responsibility: Youth Board and Coordinating Council
Timeframe: Short-Term

Once the governance structures are in place, the first act of the new Path to Promise committee should be to establish a committee charter that outlines the objectives, timelines and general schedule and then formally approve the Path to Promise framework.

PHASE 2: EMBED THE PATH TO PROMISE IN THE CORE WAYS THE COUNTY DOES BUSINESS

Phase 2 activities should be completed in the mid-term within 9 months after completion of Phase 1. This phase focuses on the Path to Promise committee realigning appropriate operations and processes with the Path to Promise framework as well as communicating with service providers on these updates. This phase is critical to create sustainable change and aligning the Path to Promise in linking structure, resources, and processes.

3. *Acknowledge Key Concepts identified by the Implementation Team*

Responsibility: Path to Promise Committee; Youth Service Providers
Timeframe: 9 months based on steps below

There is a general acknowledgement that while existing assets and programs exist for youth. that does not necessarily translate to positive outcomes for our youth. This is coupled with the fact that physical assets in the County are under-utilized, (e.g. recreation departments) and the County now has an opportunity to bring new strategies. The following key concepts must be acknowledged and codified into operations (i.e. Path to Promise committee), contracts, and funding determinations as part of making the Path to Promise thread into the County's business.

- **Access:** Services and programs must be accessible to all youth in Dutchess County. When considering what it means to be “accessible,” we must consider factors such as hours of operation, location, transportation, racial and social demographics, language, cost, program rules, etc.
- **Communication:** Youth must be aware of programs and services available to them. Therefore, it is imperative for the County and/or providers to effectively communicate this information to the public.

- **Mode of Delivery:** Services and programs must be delivered in an age appropriate way and geared to collective empowerment and systemic change. That means meeting the needs at the specific level of social, cultural and academic proficiency of everyone, providing services in-home, in a brick and mortar building after hours, over the phone, or some via some other modality.
- **Meaning / Value:** If services and programs available to youth aren't valuable or meaningful to them, they will not utilize those services. It's important for service providers to seek feedback from youth who are consuming their services on how they can offer the most valuable and meaningful services to and interactions with them.
- **Coordinated Training:** Given that the County is dedicated to ensuring the needs of youth are met across all domains, consistent universal basic training for youth workers can help deliver a consistent message about what the County community wants to provide youth, and what youth have expressed are their own critical needs. This consistency can be important as students may participate in multiple programs across the County.
- **Data Sharing:** Many youths participate in different programs; one key indicator to consider is the duplication of services to youth in programs compared to youth not engaged in programming. Determining a centralized system of tracking usage and participation data for youth across programs – whether these programs are provided by the County or an outside service provider -- can assist in developing and identifying strategies for youth who may be straying from the Path to Promise.

In all the key concepts identified above, it's important to recognize the mantra, "*Nothing about us, without us.*" Youth need to be engaged and empowered to participate in, build capacity for, and assist in developing and improving youth programs and services.

To begin to embed the Path to Promise key concepts the County should take the following steps:

4. Confirm Data Measurements and Develop Collection Mechanism

Responsibility: Path to Promise Director
Timeframe: Mid-Term

After the Path to Promise framework has been formally adopted the next step will be to finalize the data measurements to ensure that all identified outcome indicators are accounted. In some circumstances, outcome measures were identified without a corresponding data measurement. The committee may need to update existing sources, such as the CAPE survey, to capture desired data measurements.

Once finalized, the next step will be to create a baseline data set from which to measure progress and success and help the County and providers make sound data-driven. Decisions to establish that baseline the Director should create a simple tool (e.g. Microsoft Access Database, Microsoft Excel, etc.) to capture the different county, state, and national level data points. On a quarterly basis the Director should pull results to understand if the services and programs are starting to "move the needle" on improving outcomes in the communities.

5. Align Contract Templates and Requirements with the Path to Promise

Responsibility: Path to Promise Director; DCFS; Other government departments, including the Planning Dept., who contract with youth service providers
Timeframe: Mid-Term

The County should review and revise current contract templates and requirements to align with the Path to Promise framework. In addition, once contracts are up for renewal, or new contracts requests are submitted the realigned contract templates should be utilized.

Specifically, when thinking about the steps the County should employ the key characteristics of performance-based contracting that align with the Path to Promise framework:

- Set performance indicators tied to the outcomes
- Achievable performance standards for each indicator
- Define a process to collect, analyze and report data for the selected indicator
- Range of monetary and non-monetary consequences, either rewards or sanctions for the contractor, based on performance

6. Implement a Coordinated Funding Strategy

Responsibility: Path to Promise Director, Funder's Advisory Committee
Timeframe: Mid-Term

Once the policies and contract templates are aligned with the Path to Promise framework, the next step is to develop a coordinated funding strategy to utilize grant funding by the public and private sector to increase and improve the number and quality of accessible programs for youth of all ages and abilities.

Foundations currently do not meet in a coordinated manner with the County. For discretionary County funds, and County level grants, and other grants or funding from foundations, a uniform grant application should be developed that focuses on the desired outcomes identified in the Path to Promise framework. All youth programming receiving funding should provide programs and services that align with the identified goals and outcomes. This process should be spearheaded and monitored by the Funder's Advisory Committee.

PHASE 3: COMMUNITY ENGAGEMENT AND CAPACITY

Phase 3 are longer term activities that should be achieved within 12-18 months. The objective of these recommendations is to engage communities across the county on further refining community-specific initiatives, implementing those initiatives, and identifying and setting community-level benchmarks. Because youth in each community across the county have varying needs and each community has varying programs and services available, communities should work to develop action plans that meet their specific needs and objectives. The Path to Promise Committee and Path to Promise Director will be expected to work closely with community leaders in developing these.

7. Encourage and Support a First Set of Community-Specific Action Initiatives

Responsibility: Path to Promise Committee
Timeframe: Longer Term

To make sure that each community has a voice in the process and help identify changing needs in the community the Committee should identify local community members to work with to discuss the Path to Promise data measurement resources, the current menu of services and help identify the programs that will be the most beneficial to that community. By working with individual communities in the county the Committee will be able to help:

- Build provider capacity (one or two concrete initiatives that will be visible and largely noncontroversial).
- Plug high priority gaps in service provision.
- Seize "low-hanging fruit" – leverage existing strengths more broadly, take advantage of readily available opportunities.

8. Set Benchmarks

Responsibility: Path to Promise Committee; Path to Promise Director
Timeframe: Longer Term

Each community should identify the performance indicators based on the needs in their community that align with the impact outcomes and key performance indicators identified in the framework. The template below serves as an example for how communities can track initiatives and performance indicators associated with their action plan.

SUPPORTING INITIATIVES							
#	Initiative	Description	Lead	Start	Finish	Status	Updates
1							
2							
3							

KEY PERFORMANCE INDICATORS	
[INSERT HERE]	
[INSERT HERE]	
[INSERT HERE]	

Status Key	
	In Process
	Slow Start
	In Development
	Completed
	Not Started
	No Longer Required

Figure 5: Supporting Initiatives

9. Encourage Opportunities for Centralizing Shared Cost-Mitigating Strategies

Responsibility: Path to Promise Director

Timeframe: Longer Term

Youth share a universal desire for a diversity of programs in their community -- from sports to arts to job-readiness and academic supports. Yet, while the diversity of activities helps address the unique needs of youth and allows organizations to remain responsive, the costs of maintaining separate organizations with individual unique infrastructures and financial constraints is not currently efficient across the community.

The County should look to support programs that work to leverage existing physical locations and shared centralized services so that youth in the County can have access to varying experiences with sustainable cost structures.

PHASE 4: MONITOR AND BUILD ON PROGRESS

Once communities begin to implement the Path to Promise the next step will be monitoring progress and fidelity to the framework. The timeframe for these activities will be ongoing and continuous.

10. Begin to Conduct Regular Monitoring

Responsibility: Path to Promise Director

Timeframe: Ongoing

The Path to Promise Director should regularly monitor County and community level data based on the impact outcomes and key performance indicators identified in the Path to Promise framework. This data will be taken from both the data measurement database created in Phase 2 as well as the benchmarks being tracked at the community level. In regularly monitoring this data, County officials, community leaders, and service providers will be able to

monitor whether programs and services in their County are having the desired affect and meeting the unmet needs of youth. The Director should utilize and create dashboards to help monitor progress. Figure 6 below is an example of a dashboard.

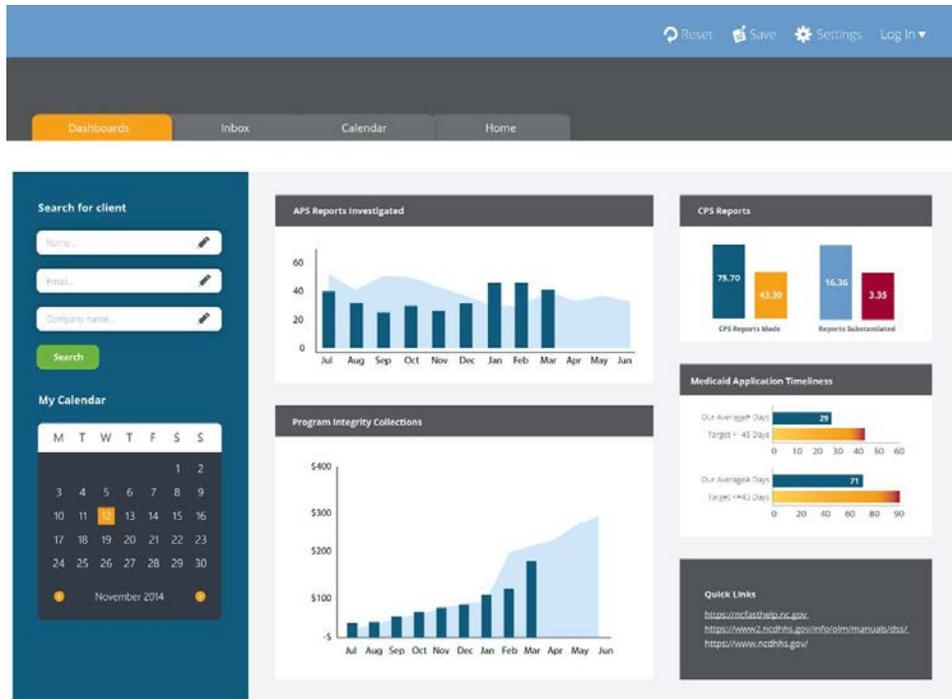


Figure 6: Dashboard Example

11. Conduct Coordinated Program Evaluations

Responsibility: Path to Promise Director
Timeframe: Ongoing- annual basis

Evaluate youth programs and services to ensure desired outcomes are met and align with the vision of the Path to Promise. The performance measurement systems must produce measurable outcomes directly related to specific programs. Those outcomes can then be used as indicators for resource allocation comparisons over a period to determine the appropriate service array in the County. The programs and services who shall receive funding for youth programs and services should be evaluated utilizing a uniform program evaluation and outcome measurement tool. This measurement and evaluation tool should be focused on measuring for outcomes identified as a priority in the Path to Promise framework.

12. Conduct Community-Level Data Evaluation

Responsibility: Path to Promise Director; Path to Promise Committee
Timeframe: Ongoing- annual basis

After a period of implementation and adjustment, we assess impact: *Have we accomplished the project vision? How has the project brought value to the County and its processes? What lessons did we learn along the way?* As we collect feedback and evaluate outcomes, we look for opportunities to spread the word. For example, we try to communicate:

- How have services improved?
- Have key performance measures improved?
- Do we better uphold our purpose, mission, and vision?
- What processes are more effective?
- What tasks are now easier to manage?
- How has the project changed based on staff feedback or ideas?

PHASE 5: MOVE FROM IMPLEMENTATION TO CONTINUOUS IMPROVEMENT

Recommendations in Phase 5 should begin after Phase 3 and will focus on using information from those evaluations to refine and improve programs, services, and outcomes across the county.

13. Embed Continuous Improvement Practices

Responsibility: Path to Promise Committee; Path to Promise Director

Timeframe: Ongoing

Using the Plan-Do-Check-Act model noted above the Path to Promise Director should establish regular rhythms of communication, collaboration, and action that keep the Path to Promise moving forward. This positive change in mindset can be influenced through:

- **Establishing Continuous Feedback Loops** – Provide channels for suggestions and be proactive about talking directly to those involved, both formally and informally.
- **Encouraging Participation** – Reward new ideas and take opportunities to adjust – even small ones – based on feedback. Acknowledging that voices are heard is key to generating buy-in.
- **Communicating Success and Lessons Learned** – Be open and transparent about progress and lessons learned. Celebrate success and demonstrate appreciation for flexibility and commitment to the organization, especially during times of change.

The county should continue to monitor all phases of this effort by engaging in Continuous Quality Improvement (CQI). This includes:



Figure 7: The CQI Process. In-depth quality assurance is needed to identify trends within each outcome area to ensure the Path to Promise vision is being achieved.

Appendix A: Implementation Subcommittee Members

Name	Organization
Andrew O'Grady	Mental Health America
Brian Doyle	Family Services
Brian Laffin	Poughkeepsie City School District
Carole Wolf	Resident
Chantal Sherwin	Probation
Claudia Abbott-Barish	The Mediation Center
Corinne Lesko	DCFS
Courtney Rovere	Children's Home of Poughkeepsie
Cynthia Fiore	Taconic Resources
Danny Harrison	Family Services
David Garcia	DCFS
Dawn Jardine	Red Hook Library
Deb Bonnerwith	DCFS
Ed Reid	Hudson River Housing
Elizabeth Spira	Community Action Agency
Grace Caddell	Astor (Head Start)
Gully Stanford	Resident
Jane Rodd	Cornell
Janine Fitzmaurice	DCBH
Jean-Marie Niebuhr	DBCH
Jeanne Wagner	Child Care Council
Jeff Fox	Abilities First
Jessica Magee	Arlington Schools
Jessica Wallach	Child Abuse Prevention Center
Joan Crawford	Family Services
Julia Schembari,	Children's Home of Poughkeepsie
Julie West	Catholic Charities
June Ellen Notaro	DCFS
Kait Rodriques	Family Services
Karen DeSimone	Probation
Kathleen Murphy	Family Services
Katrina Gobins	Chamber of Commerce
Katrina Williams	Lexington Center
Kim Kochem	Center for the Prevention of Child Abuse
Kimberly Fragetta	Astor Services

Name	Organization
Laraine Kautz	Dutchess Community College
Leah Feldman	Family Services
Linda Monkman	DCBH
Marisol Rodriguez	Literacy Connections
Michele Pollock	Grace Smith House
Mike Harris	Astor (ECCSI)
Patrick Mueller	Taconic Resources
Renée Fillette	Astor Services
Robert Bloom	School Safety Advisory Committee
Robin Green	Resident
Sabrina Marzouka	DCFS
Sam Busselle	Community Member
Samaria Gray	Dutchess Community College
Steve Miccio	PEOPLE, Inc.
Theresa Giovanniello	DCFS
Tom Lawrence	Poughkeepsie Library
Tom Morris	Probation

VI. Appendix B: Sources for Data Measurement Tools

Data Measurement Tool	Link to Source (if publicly available)
Universal Pre-K Head Start Enrollment	This data is available from Head Start Dutchess County
Kindergarten Readiness Assessment	This data is available from each Dutchess County school district
School district graduation and equivalency rate information	This data is available from each Dutchess County school district
IEP data	This data is available from each Dutchess County school district
BOCES program data	This data will come directly from BOCES, however some data may be available via the link below https://data.nysed.gov/profile.php?instid=800000053105
Dutchess Community College enrollment	https://www.sunydutchess.edu/aboutdcc/institutionalresearch/
Dutchess WIB data	http://www.dcwib.org/labor-market-data/
Homelessness statistics from Housing Information System (HIMS)	https://www.hudexchange.info/programs/hmis/
Number of SNAP recipients	This data can be obtained from DCFS
Free/reduced lunch program participants	This data is available from each Dutchess County school district
Census poverty rate	https://www.census.gov/quickfacts/dutchesscountynewyork https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_SF1_PCO10&prodType=table
Kids Count data center economic well-being indicators, including cost of living data and employment statistics	https://datacenter.kidscount.org/data#NY/5/0/char/0
Crime/Police statistics	http://www.criminaljustice.ny.gov/crimnet/ojsa/indexcrimes/Dutchess.pdf http://www.criminaljustice.ny.gov/crimnet/ojsa/indexcrimes/2017-county-index-rates.pdf
Probation statistics	This data can be obtained from Dutchess County Probation. The most recent annual report can be found here: http://www.co.dutchess.ny.us/CountyGov/Departments/Probation/2016-Probation-Annual-Report.pdf
School district statistics on attendance and discipline rates	This data is available from each Dutchess County school district
CAPE survey	http://capedc.org/wp-content/uploads/2018/09/2018-Youth-Survey-Final.pdf
CPS-hotline calls	This data can be obtained from DCFS. The most recent annual report can be found here: https://www.dutchessny.gov/CountyGov/Departments/SocialServices/2016-DCFS-Annual-Report.pdf

Data Measurement Tool	Link to Source (if publicly available)
CPS intake statistics	This data can be obtained from DCFS. The most recent annual report can be found here: https://www.dutchessny.gov/CountyGov/Departments/SocialServices/2016-DCFS-Annual-Report.pdf
Domestic violence statistics	This data can be obtained from Family Services, Inc. Their website is: http://familyservicesny.org/
Head Start - Infant attachment data	This data is available from Head Start Dutchess County
CAPE survey	http://capedc.org/wp-content/uploads/2018/09/2018-Youth-Survey-Final.pdf
YASI probation assessment	This data can be obtained from Dutchess County Probation
Mentorship Program enrollment	This data will need to be collected from agencies across the county that provide mentoring services and the DCFS Division of Youth Services
CAPE survey	http://capedc.org/wp-content/uploads/2018/09/2018-Youth-Survey-Final.pdf
YASI probation assessment	This data can be obtained from Dutchess County Probation
Youth group enrollment and church attendance among youth	A related report to this data can be found at: https://www.youthcatalytics.org/research/spirituality/
ACE assessments / number of ACES	ACE assessments are not administered universally across the county, however there is a strong desire for these assessments to be regularly used due to the value of data that can be collected through those.
MAYSI probation assessment	MAYSI assessments are not administered universally across the county, however there is a strong desire for these assessments to be regularly used due to the value of data that can be collected through those. The link to the assessment is: http://www.nysap.us/MAYSI2.html
CAPE survey	http://capedc.org/wp-content/uploads/2018/09/2018-Youth-Survey-Final.pdf
Community Mental Health Center provider data on diagnoses & enrollment numbers	This data can be obtained from Dutchess County mental health providers
Pediatricians	This data can be obtained from pediatricians in Dutchess County
Hospitals	This data can be obtained from hospitals in Dutchess County
WIC	https://www.wicprograms.org/co/ny-dutchess
CAPE survey	http://capedc.org/wp-content/uploads/2018/09/2018-Youth-Survey-Final.pdf
Parks Dept. utilization statistics	This data can be obtained from the Dutchess County Parks Department. The link to the department is: http://www.dutchessny.gov/CountyGov/Departments/DPW-Parks/PPIndex.htm

Data Measurement Tool	Link to Source (if publicly available)
Community Health Assessment and Status Reports	https://www.dutchessny.gov/CountyGov/Departments/dbch/HDindexpub.htm
Dutchess County DBCH data	This data can be obtained from Dutchess County DBCH. The link to their department is: ://www.co.dutchess.ny.us/CountyGov/Departments/DBCH/Dutchess_County_CHIP_2016_2018Final.pdf

VII. Appendix C: Path to Promise Supporting Initiatives

#	Initiative	Description	Age Cohort	Domain(s)
1	Universal Pre-K programs	High quality universal Pre-K could significantly reduce the financial burden facing families with young children and help ensure that children are prepared for kindergarten.	3-4	Learning
2	Inclusion classroom participation	An inclusive classroom is a general education classroom in which students with and without disabilities learn together.	5-19	Learning
3	Workforce readiness skills	Vocational and technical programs connecting job skills and preparation to the skills students learn in the classroom.	13-19	Learning
4	Early Intervention (EI) programs	EI is a program for infants and toddlers who have developmental delays or are at risk of a developmental delay.	0-3	Learning
5	High School Equivalency	Programs that offer high-school equivalency programs for students who failed to get a diploma.	15-19	Learning
6	Astor/school partnerships / Delivering clinical services within schools	Astor would provide staff available in all school districts across Dutchess County.	5-19	Mental Health; Relationships; Learning
7	Nurse home visits for new mothers	In-home nurse visits free of charge to All parents of newborns in Dutchess County. Nurses would check baby's health metrics, provide breastfeeding assistance, help with child care selection, parenting classes, assist with post-partum depression, etc.	0-3	Physical Health
8	Restorative Justice Initiatives	Restorative justice programs center around the notion that "harm is not healed by more harm." Instead of focusing on "what rule was broken, who broke it and how should they be punished?" the focus is on "what happened, who was impacted and how can the situation be made better or the harmed relationships restored?" Those who are impacted or affected by an incident come together to process what has happened and how it has affected	12-19	Safety; Relationships; Learning

#	Initiative	Description	Age Cohort	Domain(s)
		the relationships and the whole, to develop a fully responsive solution that all feel comfortable consenting to.		
9	Faith Based Organization Partnerships	Undocumented population struggle to access services due to safety concerns. Faith based organizations could serve as a bridge to help link undocumented Dutchess County youth to assets and services in the County.	All	All
10	Implementation of ACE Assessments	Through implementation of ACE assessments, youth could be better linked to Mental Health and prevention services.	3-19	Mental Health; Relationships
11	Mentoring Programs	Research emphasizes the importance for all youth to have at least one caring adult in their life for youth to achieve positive outcomes.	5-19	Relationships
12	Mental Health Prevention	Dutchess County Youth Services the Youth Services Unit provides free, confidential short-term counseling for youth outside of the “Mental Health System”. This existing program could be more frequently utilized.	4-21	Mental Health; Relationships
13	Second Step	Teaching empathy and communication skills, bullying prevention, problem-solving and substance abuse prevention and is in conjunction with the Sheriff’s Office School Resource Officers and the Department of Behavioral and Community Health. A social emotional education program that meets New York requirements for mental health education within schools. It is currently taught in some schools, but not coordinated across County or always taught with fidelity	5-14	Mental Health; Learning
14	Hidden in Plain Sight	This is a substance use prevention training that helps parents identify signs that their children may be using illicit substances. It is currently offered by CAPE.	12-19	Physical Health; Mental Health
15	High-Fidelity Wraparound	High fidelity wraparound is an evidence-informed practice to help sustain community-based placements	0-19	Mental Health; Relationships

#	Initiative	Description	Age Cohort	Domain(s)
		for youth with serious emotional and behavioral disorders (SEBD) using intensive, customized care coordination among parents, multiple child-serving agencies, and providers.		
16	Listen for Good	A safe space for recreation and afterschool enrichment programs that incorporates sports, employment training, healthy living workshops, violence prevention workshops, homework assistance, mentoring, and college preparation. The program is a drop-in center that is open Monday-Friday 4:00-9:00pm located in the Family Partnership Center. A hot dinner is provided every evening. This program is offered at no cost.	13-18	Learning, Physical Health, and Safety
17	Explorers	Law enforcement career exploration program.		Safety; Relationships;
18	Community Policing	Allocating police officers to areas so to become familiar with the local inhabitants and make youth in communities feel safer.	0-19	Safety; Physical Health
19	Safe Passages	Neighborhood watch program enlisting communities to watch out for youth as they travel to-and-from school and activities.	5-19	Safety; Physical Health
20	Summer Food Programs	Options to ensure youth across the County have the food needed throughout the summer months.	0-19	Basic Needs
21	Financial Services Training	Financial literacy focuses on the knowledge and skills you need to make effective and informed money management decisions.	15-19	Learning
22	Incubator programs	Startup space for new programs to test their effectiveness and efficacy to encourage additional innovative programming in the community.	0-19	All
23	Peer Mentorship	Cross-age peer mentoring refers to programs in which an older youth (mentor) is matched with a younger student (mentee) for guiding and supporting the mentee in many areas of her academic, social, and emotional development. These programs are	10-19	Relationships

#	Initiative	Description	Age Cohort	Domain(s)
		“cross-age” because there is a gap between the age of the mentor and mentee, which allows for effective role modeling and positions the mentor as a wiser and older individual, as with adult-youth mentoring. But these programs are also “peer” programs because they focus exclusively on youth-youth relationships.		
24	Life planning and good decisions skills training	Group gatherings at which teens can receive moderated peer counseling designed to avoid risky behaviors (see recent CAPE survey)	13-19	All
25	Teen school/community advisory boards	Create conversations designed to include youth voices when creating after school and weekend programs.	13-19	All
26	Information clearinghouse/ website	Single source/directory of programs and services provide by schools, municipalities, and CBOs.	All	All
27	Career workshops for teens	Ongoing programs designed to provide teens with information and examples of career options by including representatives from various careers. This is currently in process through the Career Action Center in Poughkeepsie, but the model could be expanded across the County.	13-19	All
28	Safe Harbor	An initiative for youth at risk of or being trafficked, in 2019 offering a program through Love 146. Offers case management, and assistance with food, clothing, shelter, and referrals to many of the service agencies in the County	12-19	
29	Post-Secondary Readiness for Teens	Programs and services designed to prepare high-school age youth for college and/or career readiness. These programs should acknowledge that there are multiple pathways a child may take after high school and should help prepare youth for whatever their chosen pathway is to help ensure success.	16-19	Learning
30	Arts and Recreation Programs	Arts and Recreation Programs are currently under-utilized across the	6-19	Learning; Mental Health

#	Initiative	Description	Age Cohort	Domain(s)
		county, but can provide positive outcomes in relation to attendance, behavior, Academic and Social-Emotional learning outcomes.		

VIII. Appendix D: Youth Summit Lesson Plan



Dutchess County—Path-to-Promise Youth Summit Activity

Dutchess Community College
Regional Breakout Sessions

Overview:

Youth share their thoughts on the Path to Promise framework plan and whether the proposed structure resonates with needs they see in their own neighborhoods and communities. Assigned groups of 10-12 youth work in smaller break out groups of three to five, first brainstorming and documenting their thoughts on provided sheets, then reporting out to the larger group and facilitator.

Area Setup:

To be done before the class:

- Arrange seats and have youth sit in groups of 3-5.

Materials:

- Mini-white boards (Provided)
- Dry Erase Markers (Provided)
- Pens/Pencils (Provided)
- Beads (Provided)
- Activity Sheets (Provided)

Learning experiences for 75-minute period

Experience	Time
Overview and Purpose	5 min
Session Activity Share Out	50 – 60 min (5-15 min)
Conclusion-Word Whip	5 - 10 min



Driving Question(s):

In what ways do the values (domains) of the framework reflect what you think youth need to succeed in the community? Which are most important? How much do you value these compared to each other? What activities, programs or supports are most important to do to achieve these values in your neighborhood? Why?

Objectives:

- Understand and provide feedback on the values (domains) captured in the current Path to Promise framework; determine if there are any missing
- Create a safe space for youth to reflect on which aspects of the framework are most important to them, why, and what they'd like to see in their community
- Work in groups
- Communicate in small and large groups to articulate reflections and to think critically about opportunities for improvement. [Critical thinking and responses should support Level Two and Level Three Depth of Knowledge (DOK) activities including making observations about their environment and thinking strategically to draw conclusions citing evidence of their examples.]

Introduction (5 minutes)

Facilitator

Facilitators share the reason that they are there that day including:

- Explaining the values/domains and their definition;
- Convey they are part of the policy discussion about the needs across the County;
- Overview of the schedule.

Depending on time and appropriateness, this can be done as a didactic presentation to the class, or as an activity such as "gotcha", where keywords reflect key points of the presentation.

Gotcha- <http://www.wilderdom.com/games/descriptions/GrabTheFinger.html>



Session Activity (50-60 minutes; additional 5 minutes for share out) Facilitator

Youth are given an opportunity to share their responses to three key questions. The facilitator asks each question, then directs youth to work in groups to come to consensus on their activity sheet and writing and/or drawing responses to the question. Remind youth that after each question, the facilitator will take time to ask specific groups to share out their responses and why they came to that decision.

Question 1: Values/Domains and their Importance

- Have students fill in the information at the top of their activity sheet for each participant
- Do a whip around your group, reading the definitions of each of the domains off the activity chart. Ask if any youth have questions about the domains. Does it appear that any are missing? Why?
- Have students come to consensus on ranking the domains from 1-6; one being the most important. When youth have completed this activity, ask each group what their rankings were, and why they chose that order.
 - Encourage youth to include any additional domains in their ranking and why they would be different than the ones listed.

Question 2: The Relative Importance of our Values

- Keeping youth in their groups, share with students that even though they've ranked the values/domains, there may be values that are way more important than others on the list. For example, number one on the list may be 10 times more important than number 2.
- Ask students to imagine that if they had 100 dollars to divide among the values/domains, how much would they give each group? Direct students to utilize the bag of beads or white boards in front of them, and divide the 100 beads (or organize the percentages on the white boards) into dollars each small group would give each domain.
- Encourage the group to come to consensus, and record the answer small group activity sheets. When youth are finished, facilitate each small group sharing out to the larger group why they chose what they did.



Question 3: What does your Community/Neighborhood Need?

- Staying in small groups, ask students to now brainstorm, for each domain they have identified over 30 dollars, what are the top 2-3 things they would want someone in their community to pay for that relates to that value. For example, if they chose safety as the only value over 30 dollars, would they want more police officers on the street or in their school? Would they want a neighborhood watch program? Etc.
- If students did not identify anything over 30 dollars, ask them to identify 2-3 activities for their top two domains, as ranked. Have students share out why they chose the activities they did with the larger group.

Conclusion (5 Minutes)

Facilitator

Time permitting, “Whip” around the room, calling on one student at a time. Have youth share a reaction to the responses of their peers. When called on, youth should not repeat a response; they must add something new.

Variation 1: All youth participate and share one word that reflects their thoughts on the response they heard from their peers.

Variation 2: Youth think of a sentence that would be the “headline” of a newspaper article that summarizes their thoughts on the responses of their peers in the classroom.



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