

TO: Arlington School Board
FROM: Family and Consumer Sciences Advisory Committee
DATE: February 20, 2013
SUBJECT: End-of-Year Report for 2012-2013

I. Background

The focus of the Family and Consumer Sciences Advisory Committee is on both the Family and Consumer Sciences (FACS) program and the Teenage Parenting Programs (TPP).

The FACS program is committed to a unique dual focus on work and family, empowering students to balance and fulfill individual, family, community, and work roles in a diverse global society.

FACS courses at the middle school level include Exploring FACS (6th grade), Teen Living (7th grade), Life Management Skills (8th Grade) and Taking Charge (8th grade girls). Taking Charge teaches pregnancy prevention through participation in a parenting activity simulation. The students are shown the realities of caring for a newborn baby through the use of a computerized doll. Topics in the other middle school courses include money management, understanding friendships, working cooperatively with others, interpersonal and family relationships, preparing simple nutritious recipes, keeping food safe and work environments clean, hand sewing and operating a sewing machine, decision-making and goal-setting.

High school FACS courses include Child Development and Parenting (with an on-site preschool at Washington-Lee and Yorktown), Foods and Fitness, Interior and Fashion Design, and Teachers for Tomorrow at the comprehensive high schools. Early Childhood Education I and II (offered at the Arlington Career Center) enable students to obtain field experience with infants through elementary school aged children (including special needs preschoolers). Both the Teachers for Tomorrow and the Early Childhood Education II courses are classified as dual enrolled courses, which allow students to earn college credit (in addition to high school credit) while still in high school.

The Even Start Family Literacy Program, located at Barcroft Elementary School, is an intensive family literacy program in the Family and Consumer Sciences department. Now in its 10th year, this program serves low-literacy parents and their young children (ages 1 to 8 years old) by providing adult, early childhood, and parenting education, as well as Parent and Child Together (PACT) activities. The Even Start Family Literacy Program was reduced from a full day to a half-day in 2012 when grant funding ended.

The Teenage Parenting Programs include the Family Education Center (for pregnant teens), Alternatives for Parenting Teens (for young mothers and their children), and Outreach for Parenting Teens/Resource Mothers (for pregnant and parenting teens not enrolled in school). Pregnant and parenting teens in Arlington may choose to attend school at Reed (the building designed for the young mothers) or remain in their home schools. Their children will be cared for at either the infant care center at Reed or the Career Center. Young mothers who remain in their home schools or those who do not enroll in school will receive home visits and health education during pregnancy and up until the child's first birthday by Outreach/Resource Mothers staff. In addition, staff will provide assistance for enrolling in school, staying in school, and accessing other community resources. Educating young

mothers and other adolescent pregnancy prevention initiatives have helped reduce the incidence of adolescent pregnancy in Arlington by 72% (see Exhibit A) in comparison to the Commonwealth of Virginia reduction of only 42%. Please see the official APS literature for the Teenage Parenting Programs included for your information at the end of this report.

II. Committee Meetings

The FACS Advisory Committee met at a different location each month during the 2012-2013 school year; including Teenage Parenting Program at Reed School, Even Start Family Literacy at Barcroft Elementary, Jefferson Middle School, Washington-Lee High School, Yorktown High School, and the new Syphax Education Center. Future meetings are scheduled for Kenmore Middle School and Williamsburg Middle School. Our meetings at these various locations allowed us the opportunity to tour the facilities, observe students in classes, and talk with teachers about the instructional programs.

Examples of topics presented and discussed included:

- Numbers of pregnant and parenting teens and children served by the Teenage Parenting Programs (see attached chart)
- Continuation of the Even Start Family Literacy Program
- FACS space in the new building at Wakefield High School
- Implementation of the Financial Literacy course
- Lack of FACS courses at H-B Woodlawn

A recurring theme during our discussions was the importance of understanding that Family and Consumer Science classes often directly reinforce and supplement the learning in core subjects. For some students the learning in FACS classes is often the “hook” that a student needs to understand other coursework in math or science, for example. Given that contextual learning generally is more effective than remediation, FACS classes should be utilized when a student needs additional support in required core subjects. The technical reading and real world application of concepts through hands-on activities, reinforces critical thinking skills that students need to be successful after high school.

Committee Members

Jenn Vogel, Chair
Sally Brady
Susan Fraser
Jill Flack
Renee Henning
Martha Herrmann
Denise O’Rear

Nancy Pilchen
Julie Rotherham
Sharon Tessman
Linda Wardle
Tyra Wittenborn
Vacant, ACI Liaison
Marilyn Faris Scholl, Staff Liaison

III. Commendations

- Congratulations to staff liaison, Dr. Marilyn Faris Scholl, for graduating in December with a Ph.D. in Education from George Mason University. Her dissertation followed up with fathers of babies born to adolescent mothers who had participated in the Caring Equation program. The fathers in the sample are actively involved in parenting their children and providing for them financially. They credited Caring Equation for helping them develop into responsible fathers. Their children are enrolled in the Arlington Public Schools.

- Thank you to the Teenage Parenting Programs for creatively using existing staffing allocations to hire a male, bilingual school counselor, who had experience working with young fathers. After more than five years with the position empty and several recommendations from this Committee and others, there is now someone who can assist the forgotten half of the equation—the dads. This counselor is assisting during lunch and the Family Management class to get to know the young mothers and their various situations. He offers his assistance to the fathers of their babies and has already helped prevent dropouts. Several young fathers also have been assisted with enrolling in school and finding employment. It is critical to work with the fathers of babies born to adolescent mothers, as we help prepare children to be successful in school and life.

IV. Recommendations

Recommendation 1: The FACS Advisory Committee recommends that the Even Start Family Literacy Program continue to be funded at the current level.

Rationale: The Even Start Family Literacy Program at Barcroft Elementary School transitioned from a full-day program to a half-day program in 2012. Currently, Even Start is serving 41 families and 69 children from 10 different elementary schools. There are 19 children on-site at Even Start, including 11 toddlers and 8 preschoolers. Other children served include 5 in Head Start, 12 in VPI/Montessori/and SPED preschools, and 33 in grades K-5 throughout Arlington County. Our Committee is thankful that Even Start was not eliminated in the budget cutbacks last year as it serves our lowest performing educational subgroups. We also want to thank the Barcroft Principal, Miriam Hughey-Guy, for helping to find two half-time positions at Barcroft for our Even Start staff. This allows the staff to continue to provide their excellent service to this program, despite the change to a half-day format.

Parents are the first teachers of their children. During the first three years of a child's life, essential brain and neural development occurs. Very young children need positive early learning experiences to foster their intellectual, social and emotional development and lay the foundation for later school success. Young children living in high-risk environments need additional support to promote healthy growth and development. Children are served best when families, schools, and communities work as partners through close and ongoing collaboration.

The changes in the Even Start program from full-time to half-day and the reduction in overall staffing to 6 half-time employees leave the preschool classroom with only one staff person. This is a safety concern and we feel it needs to be brought to the attention of the ACI. An hourly early childhood assistant for 3 hours per day is estimated to cost \$9,700 (includes FICA). As we are very concerned about the possible elimination of the Even Start program this next year, we recognize that the continuation of the program is more important than additional funds. Therefore, our recommendation is that the current level of funding be maintained for the Even Start Family Literacy Program.

Budget Implications: None.

ACI VOTE:

FOR: _____

AGAINST: _____

ABSTAIN: _____

Recommendation 2: The FACS Advisory Committee recommends establishment of part-time, salaried, professional positions (Resource Assistant) for the Child Development/Parenting Preschools at both Yorktown and Washington-Lee high schools.

Rationale: Currently, the staffing positions at Yorktown and Washington-Lee high schools that support the Family and Consumer Sciences (FACS) Preschools are hourly funded. The staff, in combination with the on-site FACS teacher, provides instructional guidance to the high school students and the preschool children. Our recommendation is to replace the current hourly-funded preschool assistant positions with salaried positions that are comparable to the Resource Assistant position for the Early Childhood Education program at the Arlington Career Center.

The Child Development/Parenting Preschools have been in place for more than 50 years and provide the laboratory experience for high school students enrolled in Family and Consumer Sciences courses. Because the preschool is part of the instructional program, it is critical that the preschool assistant (or a substitute) be present each day the preschool is operating. An hourly position does not normally trigger a substitute nor does the position receive an annual rate increase. Establishing part-time salaried positions at a level that is commensurate with the education and experience needed would contribute to improved instruction, program stability and other efficiencies. For example, there have been four different staff in the Yorktown position in the past six years.

Budget Implications: Two .5 FTE Resource Assistants (one each for Washington-Lee and Yorktown) are estimated to cost \$16,000 for each school. For 2012-2013, the expenditure for the hourly staff at each school is \$8,000 apiece. As such, this request would be for an additional \$16,000.

ACI VOTE:

FOR: _____

AGAINST: _____

ABSTAIN: _____

Recommendation 3: The FACS Advisory Committee recommends that students who take dual enrollment classes earn the same quality points that are given to AP and IB classes.

Rationale: Dual enrollment classes are subject to a stringent review process by faculty or administrators at an institution of higher education to ensure that they meet the academic standards of an accredited college-level course and must be taught by an instructor who meets the requirements for a college professor. Throughout the region students can earn quality points for taking these rigorous courses. For example, students who increasingly take AP or IB courses to earn a quality point and increase their GPA, adding a class that does not grant a quality point would not increase a student's GPA, even if the student received an A in a course. This phenomenon affects course selection for some students.

Budget Implications: A small amount of existing staff time to mark appropriate students with quality points in the student data base is all that is required.

ACI VOTE:

FOR: _____

AGAINST: _____

ABSTAIN: _____

Recommendation 4: The FACS Advisory Committee recommends that the Teenage Parenting Program remain at Reed School for at least one year.

Rationale: For 40 years, the Teenage Parenting Programs (TPP) were in substandard space, but these programs operated remarkably well because of creative solutions, dedicated staff, interagency collaboration, numerous volunteers, and tremendous community support. In 2009-2010, a permanent space was designed at Reed School for these alternative school programs and \$16.6 million was spent to build this space. During the past 3.5 school years, the Family Education Center (alternative program for pregnant teens) and the Alternatives for Parenting Teens (alternative program for teenage mothers and their babies) have merged together as one program located at Reed School. Pregnant and parenting teens may choose to attend school in this alternative site and their infant children are cared for on-site to encourage breast-feeding, bonding, and positive parenting. See Exhibit B for numbers of students and infants served by the Teenage Parenting Programs.

The Teenage Parenting Programs of Arlington Public Schools are model programs with impressive results compared with other northern Virginia school divisions. Between 1995 and 2011, Arlington saw a reduction of adolescent pregnancy by 72% as compared to Virginia's reduction of only 42%. During this same time period, the number of births to teens in Arlington has been reduced by 69% as compared to 37% in Virginia (see Exhibit A). Arlington's Teenage Parenting Program serves nearly every student in this situation while other school systems serve just 30% of their pregnant and parenting teens. In Arlington, 96% of teenage mothers graduate from high school, as compared to 40% nationwide. Also, the incidence of repeat teen pregnancy is only 11% in Arlington as compared to repeat teen pregnancy of 26 to 40% nationwide.

In addition to the data above on adolescent pregnancy, we also reviewed the cost of teen childbearing in Virginia (<http://www.thenationalcampaign.org/costs/pdf/counting-it-up/fact-sheet-virginia.pdf>) and the relationship between teen childbearing and educational attainment (<http://www.thenationalcampaign.org/why-it-matters/pdf/Childbearing-Education-EconomicWellbeing.pdf>) from information provided by the National Campaign to Prevent Teen and Unplanned Pregnancy.

Due to the complex lives of adolescents who become pregnant, intensive support in a nurturing environment is needed to prevent young women from becoming dropouts, pregnant again as a teen, or being abusive to their children. In fact, during the past two years all the repeat pregnancies were to girls who went back to their home schools, believing they did not need the supportive environment at Reed School. Many have requested to return to Reed as they are now failing their classes at their home school.

We recommend that Arlington Public Schools leave Teen Parenting at Reed until an alternative space suited for the unique needs of this vulnerable population can be adequately planned, designed and constructed. These young women and their infants deserve the opportunity to thrive and move forward in their lives. The solid graduation rate will continue and their children will grow up healthy and prepared for school.

Due to lower student enrollment at Teenage Parenting, the instructional staff members have proposed a creative solution to help address the budget deficit. Teen Parenting teachers have agreed to assume

more duties, such as transcript review and student scheduling, and they have proposed the elimination of two non-classroom, salaried positions.

Budget Implications: An estimated savings of \$200,000 to \$225,000, based on current salaries of the two positions to be eliminated.

ACI VOTE:

FOR: _____

AGAINST: _____

ABSTAIN: _____

EXHIBIT A

REDUCTION OF ADOLESCENT PREGNANCY IN VIRGINIA
AND NORTHERN VIRGINIA 1995-2011

		1995	2011	Difference between 1995-2011	Percentage of Reduction
Virginia	Pregnancy	16,465	9630	6835	42%
	Live Births	10,479	6572	3907	37%
	Rate per 1000	37.4	18.6	18.8	50%
Arlington	Pregnancy	278	79	199	72%
	Live Births	171	53	118	69%
	Rate per 1000	39.6	10.6	29	73%
Alexandria	Pregnancy	366	157	209	57%
	Live Births	149	76	73	49%
	Rate per 1000	81.6	33.4	48.2	59%
Fairfax	Pregnancy	1048	595	453	43%
	Live Births	561	392	169	30%
	Rate per 1000	17.8	8.6	9.2	52%
Loudoun	Pregnancy	157	142	15	10%
	Live Births	85	82	3	4%
	Rate per 1000	24.3	6.1	18.2	75%
Prince William	Pregnancy	714	459	255	36%
	Live Births	389	325	64	16%
	Rate per 1000	39.6	15.4	24.2	61%

Source: Summary of Yearly Virginia Vital Statistics, Center for Health Statistics, Virginia Department of Health, Richmond, Virginia
Website: www.vdh.virginia.gov

EXHIBIT B

Pregnant/Parenting Students Served by Teenage Parenting Programs

	2008-2009	2009-2010	2010-2011	2011-2012
Pregnant & Parenting (P/P) Students attending at Reed School	69 (at Syphax)	65	57	46
P/P Students in other APS schools & programs including Even Start	33	25	32	25
P/P Students not in school but provided regular home visits via Outreach/Resource Mothers	30	19	5	19
Total Pregnant & Parenting Students	132	109	94	90
Infants & Children in APT Infant Care Centers	41	52	44	37
Total Mothers and Babies (excluding infants of students not in school)	173	161	138	127
Additional Teenage Mothers monitored for 1 year per Jobs for VA Graduates grant	16	13	13	5
Grand Total	189	174	151	132

Teenage Parenting Programs Arlington Public Schools

To provide leadership and collaborative, comprehensive services for pregnant and parenting teenagers in Arlington County by addressing the issues of adolescent pregnancy including education needs, pregnancy prevention, teenage parenting, and healthy families.



OUR HISTORY

Arlington Public Schools has been committed since 1970 to meeting the needs of pregnant and parenting teens by establishing highly successful programs. The Teenage Parenting Programs of Arlington Public Schools are alternative programs designed to meet the unique needs of adolescent mothers, their children, their families, and their male partners.



OUR PROGRAMS

- ❖ The **Family Education Center for Parenting Teens** is an alternative school program for pregnant and parenting teens and their children. Students are enrolled in Arlington Public Schools and complete course requirements for a high school diploma. The program includes academic courses and career and technical education courses, comprehensive health services, transportation, instruction in parenting education, employability skills, transitional services, and a developmental, licensed Infant Care Center at both Reed School and the Arlington Career Center for the children.
- ❖ The **Outreach for Parenting Teens** program reaches out to pregnant and parenting teens not enrolled in school or attending other APS school/programs. Through home visits and case management services, assistance is provided for young mothers and young fathers to enroll in school and stay in school, access community services, and resolve barriers to stay in school until graduation. The Arlington Resource Mothers Program provides home visits and health education to pregnant teens in our community until the baby's 1st birthday. A male bilingual counselor assists the male partners/fathers of babies born to adolescent mothers to prepare for successful fatherhood.



WHO WE SERVE



	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Total Student Enrollment at Family Education Center for Parenting Teens (FECPT)	46	57	65	69	74	71	80	74
Caucasian	0%	1%	3%	3%	1%	3%	1%	1%
Hispanic	91%	85%	81%	78%	85%	85%	83%	88%
African American	9%	12%	8%	16%	12%	8%	15%	11%
Asian	0%	1%	8%	3%	1%	4%	1%	0%
Limited-English-Proficient	52%	40%	35%	36%	34%	31%	46%	41%
Special Education	13%	21%	15%	13%	15%	15%	8%	10%
Free/Reduced Lunch	93%	91%	87%	86%	94%	94%	89%	95%
Percentage of Pregnant Teens Not in School when located by Outreach for Parenting Teens	78%	84%	64%	67%	72%	64%	84%	73%
Children at APT Infant Care Centers	37	44	52	41	72	62	46	42



PROGRAM BENEFITS

- Mothers remain in school and earn credit
- High school graduation or receipt of GED
- Healthy mothers (appropriate prenatal care)
- Healthy babies (up-to-date immunizations)
- Healthy relationships with fathers of babies
- Postponing subsequent pregnancies until financially able
- Demonstration of maturity, responsibility, self reliance, and self sufficiency
- New knowledge and skills regarding child development and positive parenting
- Contributing, responsible members of society



HOW YOU CAN HELP

- Donate baby clothes, children's clothing, diapers, wipes, formula and baby food, etc.
- Give financial contributions (to be used towards childcare, doctors' visits, prescriptions, transportation fees, etc.)
- Contribute to Scholarship funds and use school codes for groceries: Safeway #2761, Giant #2995
- Volunteer at Teenage Parenting Programs or on the Family & Consumer Sciences Advisory Committee



CONTACT & REFERRAL INFORMATION



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