



ADMINISTRATION FOR
CHILDREN & FAMILIES
Office of Family Assistance

Thriving Communities for a Better Southern Nevada



January 10, 2020 • Windmill Library • Las Vegas, Nevada

Thriving Communities for a Better Southern Nevada Convening Summary Notes

FRIDAY, JANUARY 10, 2020

Meeting Objectives:

- To provide an overview of the key concepts, as well as detailed strategies, best practices, and impacts in three key focus areas:
 - (1) Widening Career Pathways for the Chronically Underemployed;
 - (2) Connecting Low-Income Youth to Self-Sufficiency Supports and Employment Opportunities, and;
 - (3) Facilitating Economic Mobility for Single Parents in Poverty.
- To facilitate local leaders and practitioners from Clark County, Nevada in brainstorming innovative solutions and strategies to support individuals in overcoming the barriers presented across the three focus areas addressed in the convening.



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Opening Session

Marilyn Kirkpatrick, Commissioner and Chair, Clark County Nevada

- The *Thriving Communities for a Better Southern Nevada* Convening is about more than talking; it is about doing.
- Pledge cards will be handed out to stakeholders so they can document how they would like to help reduce poverty, employ Nevadans, and support early education.
- Nevada has already successfully reduced youth recidivism and homicide rates down to three percent through The Harbor Juvenile Assessment Center.
- Workforce Connections has been a valuable partner in the implementation of this convening and is doing valuable work in the community.

Ronald R. Heezen, Executive Director, Las Vegas Clark County Library District

- Clark County has partnered with Workforce Connections to bridge the gap between library services and community employment and training needs to better serve job seekers.
- Gaps in job seeker needs include workforce experience, childcare, and reliable transportation.
- Although state and national unemployment rates are at an all-time low, young people of color are experiencing double digit unemployment.
- Employment demands are shifting and expanding beyond the hospitality industry to new industries such as technology.
- The Library's vision for the future involves libraries partnering with one-stop career centers to channel job seekers into employment and training resources. **Collaboration** is essential for this vision to work. Each library in Clark County will host a One-Stop Career Center.

Clarence H. Carter, Director, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

- Although the United States spends about \$1.1 trillion per year on social safety-net services, the design is dysfunctional and not as effective as it can be—a lot of resources are spent on siloed initiatives and programs that lack an **overarching intention**.
- The Office of Family Assistance (OFA) decided to partner with communities who could demonstrate how it is possible to overcome barriers to employment and reduce poverty through **service integration and collaborative partnerships**.
- Instead of a system that provides benefits, goods, and services that act as a band aid, OFA aims to create a **community-centered system** that enables people to grow beyond economic, developmental, and social vulnerabilities.



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Forum for Action

Jaime Cruz, Executive Director, Workforce Connections

- Large, intractable problems can be solved and profound changes can be enacted by **collaborating, using multi-pronged, multi-system approaches** to tackle issues, and committing resources to action.
- Workforce Connections has several resources to facilitate socioeconomic well-being in the community. This includes their Workforce Blueprint 2.0 created in partnership with the Las Vegas Global Economic Alliance (LVGEA) and the Las Vegas Metro Chamber of Commerce. This scorecard contains workforce and job data for Southern Nevada.
- Clark County is the largest county in the nation to be certified as a Work Ready Community by ACT. This certification signals that the Southern Nevada community understands what skills employers are looking for and are collaborating with their economic, education, and workforce development partners to meet those needs.

Mary Beth Sewald, Chief Executive Officer, Las Vegas Metro Chamber of Commerce

- It is important for employers to have the capability to discuss needs and fill job gaps with workers that have necessary skills, which the local Chamber of Commerce facilitates.
- The unemployment rate in Nevada has been unusually high over the past several years, especially among youth, and employers say the talent pool is shallow. Not having skilled workers hampers business growth and limits the ability to be productive.
- Nevada cannot count on importing employees forever because other areas are competing; the best solution is training home-grown talent. For Nevadans to be competitive, student education needs to be aligned with the skills employers need.
- Untapped talent pools in the state include veterans, people with disabilities, and formerly incarcerated individuals.
- The Chamber of Commerce is the **“glue” that brings together opportunities and businesses/education**. It also provides access to trained employees. The Chamber partners with local organizations and advocates at the federal, state, and local levels.

Tiffany Tyler-Garner, Director, Nevada Department of Employment, Training, and Rehabilitation

- The Nevada Department of Employment, Training and Rehabilitation (DETR) aims to provide Nevada businesses with access to a qualified workforce and encourage equal employment opportunities by providing training, combining resources with other workforce organizations, and providing benefits to businesses for hiring certain populations, among other initiatives.
- Recent projects include: “Project Z” to engage Supplemental Nutrition Assistance Program (SNAP) youth in Employment and Training (E&T) services and “Pathway to \$15,” through which JobConnect staff provide intensive employment and training services to unemployed or low-wage workers.



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Forum for Action (continued)

Questions from the Audience

Q: Why is this time – and this meeting – different from past efforts?

- **A: There are more people and new community leaders at the table now;** this can be a new era.

Q: There has been an exodus of young graduates from the area. How can the community make Las Vegas appealing to young people?

- A: Engage and inform youth about opportunities and career paths available.

Q: Can we work directly with the Department of Corrections (DOC) on employment initiatives, like the school district does, since prisoners may not be comfortable going to another program?

A: Jaime is committed to working at every level, and some efforts are underway between **DETR and DOC.**



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Senior Leadership Call to Action

Tim Burch, Administrator of Human Services, Clark County (Moderator)

- Leadership is a large responsibility that community changemakers should take seriously.
- Select Nevada data points: of the 5,500 homeless in Nevada every night, 20 percent are under age 24. There are 3,500 children in foster care and 30,000 kinship providers in the community.
- Changing the game takes **game-changing thought and collective leadership** in a new and innovative way.

Babs Roberts, Director, Community Services Division, Washington State Department of Social Health Services

- Washington state recently underwent a systems transformation journey.
 - The state knew they would see increase in caseloads during the recession, so they began to reengineer their business processes to streamline eligibility.
 - They developed a call center and managed a two-thirds reduction in wait times for applications with 400 fewer staff. The foundational philosophy of the call center is to provide customers with the same level of service, whether they contact the state by calling or by walking into a local office. When the center was new in 2013, there was a high rate of “forced disconnects,” meaning that callers were cut off from the phone because there was no more room in the queue. After making changes to ensure efficiency (such as a tiered triage system), the state now has no “forced disconnects” and a nearly 100 percent call resolution rate.
 - Using workforce tools to assess service quality and undergo performance management has helped Washington’s services become better.
 - Their welfare work redesign was a huge failure, which provided an impetus to enter OFA’s Policy Academy. They now have access to training and technical assistance (TTA) and experts.
 - The state asked offices to develop pilots for office and policy issues and implemented the suggestions for six months (or more) utilizing rapid cycle evaluation, coaching models, and two-generation approaches.
- Washington’s 2025 goal is to reduce poverty by half in a way that eliminates disparities.
 - The governor and legislative poverty task forces aligned to develop 5- and 10-year plans to reduce poverty.
 - Examples of initiatives include tackling lack of credit for low-income families, ensuring a just transition to work, linking education and poverty, and addressing multiple fragmented services.
- It is important for management to own mistakes, to **ensure all staff are on the same page**, to have a **common language and set of rules**, to **generate staff trust** before implementing changes, and to intentionally build a **culture of respect**. Administrators must **make it okay to fail**.



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Senior Leadership Call to Action (continued)

- Transformational change is a balancing act between aspirational goals and pragmatic steps. There must be a marriage between actionable strategies and courage and audacity to try new things. Leadership should be willing to fail and take ownership of failure when it occurs, because nothing may move or change if leaders become too caught in strategy/planning.
- A practical small-group discussion followed that asked four questions of participants:
 - What specific spheres of influence and impact can I focus on to change efforts in my agency or business?
 - What stretch goal might I consider to guide my involvement in the *Thriving Communities* vision shared by Commissioner Kirkpatrick?
 - Considering the stretch goal, I am considering, who else might I need to bring along with me on this journey? Who else do I need on my team to be successful?
 - How will I take care of myself as a leader in the *Thriving Communities* work so that I can take care of my people and the process over the long-term?



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Plenary Session: Two-Generation Approaches for Connecting Families to Work

Manny Lamarre, Senior Program Associate, WestEd

- It is important to look beyond unemployment statistics and understand the impact of underemployment and low paying jobs.
- State-level unemployment is at an all-time low (4.0 percent), but disaggregated data shows serious challenges with underemployment.
- Last year, approximately 12.4 percent of Nevadans were underemployed – nearly 52,750 individuals working part-time for economic reasons (working poor) and 61,130 not in the labor force but wanting a job.
- Nevada faces many challenges, including labor force disconnection, underemployment, poverty, chronic absenteeism, justice-involved youth, and low educational outcomes among youth. These challenges impact educational success among children of economically vulnerable parents.
- The complex nature of intergenerational poverty requires a two-generation (2-Gen) approach. Plausible solutions must be comprehensive and consider the needs of both children and their parents, and Clark County has already taken some 2-Gen steps.
- While there are some great examples such as The Harbor, Hands-on Mobile learning labs and other significant commitments made by the county, we must come together as a community to consider large scale solutions that coordinates across efforts and considers youth and adults.

Marjorie Sims, Ascend Managing Director, Aspen Institute

- The 2-Gen approach, backed by research, is framed around supporting the whole family to improve well-being and increase social capital. This entails providing resources and support to families in quality early childhood education, health and wellbeing, social capital, and post-secondary learning.
- Adopting a 2-Gen approach requires a theory of change that defines the ultimate vision and ideal large-scale changes programs hope to accomplish. Logic models that show where resources are being used, outline goals, and track changes are essential tools for successful integration.
- Aligning and linking services for whole family support through deliberate partnerships is essential to making 2-Gen approaches work, which requires having internal systems capable of tracking a whole family.
- Typically, the implementation of a 2-Gen approach at the state level requires:
 - Community buy-in;
 - Community awareness raising;
 - 2-Gen approach development;
 - Collaborative work among stakeholders to align and coordinate systems and policies to reflect a 2-Gen framework;
 - 2-Gen pilot programs;
 - 2-Gen integration; and
 - 2-Gen accountability across family service programs.



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Plenary Session: Two-Generation Approaches for Connecting Families to Work (continued)

Janae Bradford, Assistant Director, Family Advancement, CAP Tulsa

- CAP Tulsa provides early childhood education in centers and homes while simultaneously helping parents build social and economic capital. Their pilot program has seen positive enrollment and academic outcomes to date.
- In developing a 2-Gen approach, CAP Tulsa's action steps included piloting a career development program, enrolling parents in post-secondary education programs, channeling parents towards in-demand health care sector jobs, and providing English as a Second Language (ESL) classes focused on parent interactions with school staff. The program also provides resources for parental depression and takes families on trips to city hall and local libraries to familiarize them with local resources.

Alison Pershing, Overcomer/New Employees of Nevada (NEON) Alum

- Ms. Pershing shared her personal experience with Nevada's Temporary Assistance for Needy Families (TANF) program, NEON. She originally struggled to hold jobs with living wages and was incarcerated twice following decisions she made as a result of living in poverty. Her caseworker made a major difference in her life and overall socioeconomic and mental well-being. The caseworker provided holistic support, promoted mental health, connected her with education and training, and subsidized her transportation and childcare needs.

Questions from the Audience

Q: How is CAP Tulsa funded?

- A: CAP Tulsa is funded through a mix of federal, state, local, and philanthropic donations. This includes the Healthy Professions Opportunities Grant (HPOG) from OFA and support from the Annie E. Casey Foundation.

Q: What resonated the most with Ms. Pershing, through her experience? What can be upped to ensure success [within social service programs]?

- A: More Head Start availability would help to take care of children and provide emotional support while parents make ends meet.

Q: How has Ms. Sims seen states prioritize target populations, specifically in terms of program funding?

- A: Look at community demographics and target those that are most isolated and in need. Going beyond those that come directly to the door is critical. Look for ways to better support families first, *then* look for funding. It can be hard to buck up against systems and policies.

Breakout Session: Two-Generation Approaches for Connecting Families to Work

- *For a comprehensive list of notes from all breakout sessions, see **Appendix A**.*



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Plenary Session: Preparing Youth to Thrive in School, Work, and Life

Jack Martin, Director, Clark County Department of Juvenile Justice Services (Moderator)

- Too often, children in the juvenile justice system are facing barriers that are created or perpetuated by adults or circumstances outside of their control.
- Youth of color are disproportionately involved in the justice system within Clark County. When thinking about reducing disparities in both education and incarceration, an equity lens is essential.
- The Harbor is a program where community members can refer a child for safe care and guidance.

Larry Pasti, Senior Director, Big Picture Approach, The Forum for Youth Investment

- Opportunity youth will cost society \$900,000 over the course of their lifetime. When interventions occur early, these youth are more likely to be in good health, be employed, and own a home.
- The Opportunity Score Index can showcase Clark County data and help local leaders understand community strengths, opportunities, and weaknesses.
- What works to engage youth: Systems change (at policy or program or front-line level), multiple partnerships to make effective change, fostering strong relationships, fulfilling “basic” needs, and implementing supportive services.
- Concrete strategies for engaging youth include: having both context and content experts at the same table, including youth in developing and implementing strategies, using racial and gender equity lenses, using community-relevant data, fiscal mapping to determine how much funding is available, learning from national networks and place-based initiatives, aligning community efforts and government efforts, integrating programs and services so youth can easily move through them, and recognizing and addressing readiness gaps.
- Educational achievement gaps include:
 - Expectations gaps (what clients expect from systems and what systems ask of clients).
 - Opportunity gaps (food, medical, and education deserts).
 - Skills gaps (the skills that people have versus the skills needed to carry out a job).
- Evidence-based programs may not fit in all communities; evidence-based practices can be a more effective strategy

Tami Hance-Lehr, Executive Director, Communities in Schools Nevada

- Context defines and influences development. Thus, learning while stressed is difficult due to natural brain responses and neural pathways developed in trauma. Strong relationships are one of the strongest buffers within stressful contexts. Recent brain science research also shows the benefits of socioemotional learning.
- The Communities in Schools (CIS) program puts caring adults in schools to eliminate child barriers to education. Gaining trust of students allows adults to figure out what the bigger problems and bigger traumas are—this model has seen results.



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Plenary Session: Preparing Youth to Thrive in School, Work, and Life (continued)

Whitney Cole, Overcomer/CIS Las Vegas Alum, CIS Site Coordinator

- As a sophomore close to dropping out of high school, Ms. Cole benefitted from support provided by CIS Las Vegas. Today, she holds a career with CIS Las Vegas as a Site Coordinator with a master's degree in Communication. Her story proves that positive relationships with caring adults can empower youth to achieve major changes and set a new path for their life.

What are leverage points that can be done today that can help opportunity youth?

- Self-reflection among staff can ensure they are best equipped to serve youth. Sample questions staff can ask themselves include: do you have healthy relationships? Are you treating others how you would like to be treated?
- Staff can also talk to co-workers and community members about things that can be done differently and better. This is a first, incremental step that can happen immediately.

Breakout Session: Preparing Youth to Thrive in School, Work, and Life

- *For a comprehensive list of notes from all breakout sessions, see **Appendix A**.*



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Plenary Session: Primary Prevention through Universal Early Child Development

Dr. Jesus Jara, Superintendent for Clark County School District

- Youth in Clark County are significantly impacted by housing insecurity. As of last year, homeless children in schools included 15,000 school-age children, 1,066 kindergartners, and 367 Pre-Kindergarten (Pre-K) toddlers.
- High school reform does not start in high school—it starts in early education.
- Clark County School District has decided to partner with outside agencies to come up with ways to keep students engaged throughout their educational career.
- One of the key issues regarding student educational success has been decentralization among principals, who are largely on different pages about the strategies that work to keep students engaged. To address these issues, the school district plans to be transparent about the inequities plaguing Clark County, consider the quality of educators, and invest in quality early education.

Richard Carranza, Chancellor, New York City Department of Education

- Through a tax created by Mayor Bill De Blasio, New York City now serves triple the number of children in free, full-day, quality Pre-K. Access to quality early education improves educational outcomes throughout the life course and saves parents \$10,000 in childcare costs per year.
- For programs to be fully effective, the focus should exceed access; there should also be investment in quality instruction and family engagement.
- Investing in Pre-K is more cost-effective and efficient than incarcerating youth as a means of preventing youth delinquency.

Tameka Henry, Overcomer/Former HeadStart Parent, Acelero Learning Clark County Board Chair

- As a former participant of the Acelero Learning Program (HeadStart) in Clark County, Nevada, Ms. Henry shared her story of struggling with childcare and depression after the death of one of her children, until her daughter's Pre-K instructor engaged her and encouraged her to set goals and advocate for herself.
- Ms. Henry believes that full-day preschools are more helpful to low-resource families who might be single parents or hold multiple jobs.

Breakout Session: Primary Prevention through Universal Early Child Development

- *For a comprehensive list of notes from all breakout sessions, see **Appendix A**.*

Closing Session

Marilyn Kirkpatrick, Commissioner and Chair, Clark County Nevada

- Marilyn Kirkpatrick thanked the audience for the work they do in Nevada to alleviate poverty and called the community to undertake sustained action going forward.



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Appendix A

BREAKOUT ROOM I NOTES

Two-Generation Approaches for Connecting Families to Work

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Clark County is #1 in the nation. • Envision less than one percent homeless youth, 100 percent affordable housing, increased family and community engagement, academic success for our children, peer mentoring, choice ridership zoning practices, better healthcare, and more green space. 	<ul style="list-style-type: none"> • Adopt National Association of City Transportation Officials (NACTO) Complete Streets policy. • Provide town halls for school mechanisms • Remove barriers for non-profit organizations to fill gaps in school services. • Create platforms for partnerships to provide services and hire staff (e.g., community portal). • Advocate for more funding for secondary education and certification support. • Create incentives for businesses to provide post-secondary career pathways. • Develop joint technical skills committees. • Coordinate existing resources through service partnerships and information sharing. • Break down misconceptions about mass transportation and affordable housing. • Expand housing and school zoning requirements. • Increase community awareness of the 2-Gen approach.



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Preparing Youth to Thrive in School, Work, and Life

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • The county has high graduation rates, access to quality, free recreation programs, jobs, affordable housing, high-quality and free healthcare. • Envision an education system focused on teaching marketable skills that lead to employability, lower arrest rates, a higher minimum wage, more trade/vocational school opportunities, no homelessness, lower crime rates, more engaged teachers, and 15:1 student-teacher ratio. 	<ul style="list-style-type: none"> • Pair students with mentors. • Aid teachers who educate troubled students. • Be open to feedback from youth. • Partner with juvenile organizations when making decisions. • Raise awareness about the work The Harbor is already doing to reduce recidivism and support families. • Create more trade/vocational schools. • Provide free school lunches. • Practice active listening. • Provide incentives for parent involvement in schools. • Reduce class sizes. • Create opportunities for collaboration between non-profit organizations, government agencies, and the business sector.

Primary Prevention through Early Childhood Development

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Robust wraparound services, highly trained early learning program providers, universal social service training, and no waitlists for key services like housing and health care. • Reductions in poverty, incarceration, debt mentality, and predatory practices. • 100 percent free, quality Pre-K, increased access to early childhood education, and investment in teacher pay. 	<ul style="list-style-type: none"> • Use marijuana tax to fund free education. • Partner with YMCA to offer Triple P parenting classes. • Provide parent workshops at community centers. • Reduce limitations on public funding (e.g., inability to use grant funds for capital work). • Target and treat families individually. • Create parent advisory board to speak with youth agencies in the community. • Make education a priority during legislative sessions. • Offer alternative education for struggling high school students. • Research where resources are now and create an asset map. • Build more Head Start locations.



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	<ul style="list-style-type: none"> • Provide free RTC Transportation support for youth. • Teach life skills in schools. • Distribute school funds equitably, not equally.
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BREAKOUT ROOM II NOTES

Two-Generation Approaches for Connecting Families to Work

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Families have access to support programs. • Community is well informed about the 2-Gen approach. • Schools are creative in their methods to helping families and have advanced technology. • Institutions teach children soft skills and life skills. 	<ul style="list-style-type: none"> • Develop school programs with integrated education. • Teach children life and soft skills. • Improve public transportation. • Advocate for competitive wages and regulate the cost of living. • Grant healthcare for all, including mental healthcare. • Provide targeted support to first-generation students.



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Preparing Youth to Thrive in School, Work, and Life

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Bring career development, work skills, life skills, and soft skills into the K-12 system. • Expose youth to in-demand careers early in their education. • Decrease the percent of youth unemployed to below Nevada state unemployment average. • Match youth skill attainment to meet in-demand job requirements. • Ensure all youth have access to caring mentors. • Create cohesive and collaborative system of partner supports. 	<ul style="list-style-type: none"> • Spread awareness of one-stop community services. • Use data to identify gaps in youth education and support systems, then create partnerships to address those gaps. • Provide specific training to meet job requirements. • Teach life skills, soft skills, and technical skills. • Pull together a mentorship program.

Primary Prevention through Early Childhood Development

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Mandated, fully funded, full day Kindergarten and Pre-K with a classroom ratio of 1:10 and free healthy lunch. <ul style="list-style-type: none"> ○ Create access within a five-mile radius. • Access to transportation. 	<ul style="list-style-type: none"> • Secure statewide funding. • Identify potential sites for schools in advance. • Earn community buy-in and involvement. • Develop teacher-recruitment strategies. Include incentives. • Use churches for potential classroom space during the week to offset initial startup costs. • Leverage marijuana tax to support funding.



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BREAKOUT ROOM III NOTES

Two-Generation Approaches for Connecting Families to Work

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Provide daycare while parent trains, whole-family resource centers, and financial literacy for children. • Have healthy, whole, and self-sufficient families by providing easy-to-access services, making systems easier to navigate, and ensuring family support . • Systems alignment, including identifying redundancies, sharing data, bridging agencies coordinating and obtaining collective buy-in. 	<ul style="list-style-type: none"> • Bring agencies together. • Share budgets and resources based on municipal area/demography. • Find what resources are available. • Educate schools. • Have leadership coordinate services and facilitate collaboration. • Conduct surveys and focus groups to understand need. • Develop a community advisory board or interagency group to identify actionable strategies. • Solicit a proclamation from the Governor. • Create a system for sharing resources and engaging families. • Identify a universal set of metrics.

Preparing Youth to Thrive in School, Work, and Life

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Increase the financial status of parents with a career, not just a job. • Mentorship: every child has an advocate. • Evaluate each case instead of lumping them together to provide tailored support specific to child's needs and an outcome of their choosing. • Use an equity lens to reduce disparities. • Increase investment to reduce poverty. 	<ul style="list-style-type: none"> • Make funds available for children whose parents are on assistance (school clothes, transportation, etc.). • Increase awareness of trauma and poverty on learning and brain function. • Obtain more complete buy-in from employers and the community based on workforce development successes. • Expand parent engagement centers. • Add higher education locations and more trade schools. • Support existing nonprofits and advocates. • Create a child advocate workforce. • Utilize other agencies, such as energy assistance.



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	<ul style="list-style-type: none"> • Create a CIS pipeline for SNAP E&T students in high school and community college to connect to higher education opportunities. • Develop agency-partnered grant proposals where agencies can apply together to increase funding.
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Primary Prevention through Early Childhood Development

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • High-quality Pre-K for three and four-year old children. • High-quality, accessible childcare that allows for a variety of hours and days. • Deeper commitment to childcare workers. • Higher test scores and/or employment outcomes at all grade levels, improved poverty rates in the community, and increased parental outcomes for employment and training. • One-stop social and human services collaboration centers. 	<ul style="list-style-type: none"> • Increase and improve teacher training. • Develop centralized Pre-K through 12th grade schooling and increase educational funding, possibly through legislative general funds. • Retrofit school facilities for early childhood. • Raise awareness of the need for childcare facilities and provide additional training and funds to individuals who want to become childcare providers.



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BREAKOUT ROOM IV NOTES

Two-Generation Approaches for Connecting Families to Work

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Ensure affordable housing. • Guarantee accessible, affordable childcare. • Provide wraparound services in schools. • Prepare children for lifelong success. • Increase partnerships among small organizations. 	<ul style="list-style-type: none"> • Prioritize housing as the most critical service needed among vulnerable populations. • Create a centralized hub to address housing issues. • Staff schools by students to create jobs and offset costs. • Offer parenting classes to prevent unwanted pregnancies. • Prioritize behavioral and mental health. • Integrate magnet/trade/vocational school programs in middle schools. • Prioritize skills such as cooking, laundry, banking, and financial management. • Build registered apprenticeships that lead to employment. • Create reciprocity strategies for employees; offer professional development opportunities to improve moral and generate buy-in. • Remove silos from programming to make services more integrated and draw in isolated groups. • Create one physical location to enroll in services. Ensure that enrollment follows participants through programming to avoid duplicative data.



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Preparing Youth to Thrive in School, Work, and Life

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Ensure all services are delivered through a trauma-informed lens, particularly in school settings. • Establish trust and build rapport with youth. • Acknowledge when families are working multiple jobs to make ends meet. • Provide free healthcare. 	<ul style="list-style-type: none"> • Integrate vocational curriculum at the middle school level. • Create co-enrollment pathways for non-post-secondary students. • Create opportunities in school and out-of-school to identify needed supportive services. • Establish a one-stop center for youth. • Streamline application/service sign-up process. • Provide mentorship and role modeling to youth. • Prioritize employability skills. • Build leadership opportunities for youth. • Youth helping youth programs. • Review funding streams and how and where funding trickles down. • Increase and improve active partnerships among small organizations and schools, particularly in community services. • Create awareness for community service opportunities in schools. • Create rehabilitation programs within reentry programming.

Primary Prevention through Early Childhood Development

2030 Impacts, Results, and Outcomes	Innovative Practices/Programs
<ul style="list-style-type: none"> • Effectively deliver supportive services. • Utilize partnerships to increase economic mobility for single parents in poverty. 	<ul style="list-style-type: none"> • Streamline application processes by developing one common intake form and creating a database that houses all client information across the County. • Establish a firm employer and government alliance to work towards economic growth. • Deliver services in one centralized location and continue to do home visits to rural areas.