

# Opportunity Neighborhoods

## LOGIC MODEL 2021

### SITUATION

Children, youth and families in identified communities in Fairfax County face disparate outcomes and barriers to opportunity

### PRIORITIES

- Collective Impact
- Equity
- Community Voice
- Prevention
- Family Resilience
- Successful Children and Youth

## Collective Impact Activities

| Strategies  | Sample Outputs   | Sample Outcomes   |
|---|--|---|
| Adopt a collective impact and continuous learning culture                     | # of residents and partners on governance team   | % of residents and partners reporting enhanced effectiveness as a result of engagement  |
| Establish and maintain community voice in policy and program development      | # of listening sessions and focus groups   |   |
| Target resources to address identified needs and gaps in specific communities | # of new programs across focal areas<br># of key programs sustained across focal areas | % of identified needs addressed through new programs  |
| Initiate or align activities with ongoing countywide initiatives              | # of new programs tied to countywide initiatives                                       |   |
| Build stakeholder capacity in service delivery                                | # of staff, partners, and volunteers trained in XYZ                                    | % of residents, partners, staff reporting increased skills from training  |
| Implement an agreed upon work plan using similar measures across communities  | # of residents and partners contributing to active work plan                           | % of work plan objectives completed<br>% of residents reporting improved access to opportunity and resources for youth and caregivers |
| Continuously recruit new partners into governance and working team activities | # of residents and partners on working teams<br># of community assessments             | % of residents reporting improved quality of resources for youth and caregivers   |

**IMPACT:**  
Bringing resident leadership and collaboration in systems change to increase access, quality, and utilization of programs and services

## Programs and Services Results

| Sample Programs*   | Sample Outputs   | Sample Outcomes   |
|--|--|---|
| <b>Leadership Development</b><br>- Neighborhood Ambassadors<br>- Youth Councils  | # NAs or youth leaders trained   | % of residents reporting improved ability to conduct outreach and leadership activities                           |
| <b>Mentoring and Tutoring</b><br>- MentorWorks<br>- Check & Connect<br>- NIP Center Tutoring<br>- GrandInvolve Tutoring  | # of new mentoring or tutoring programs serving identified communities                 | % of new mentoring programs implementing EBPs   |
| <b>Early Childhood Education (ECE)</b><br>- Head Start<br>- Virginia Preschool Initiative<br>- Healthy Families<br>- Early Literacy                                    | # of early K registrations at drives<br># of new programs for identified communities   | Increase in % of early K registrations at schools<br>% increase in available slots in quality ECE programs        |
| <b>Prevention Programs</b><br>- Strengthening Families   | # of programs implemented<br># of participants   | % of participants with increase in knowledge (pre/post test)  |
| <b>Health, Basic Needs</b><br>- Coordinated vaccination clinics<br>- Short Term Behavioral Health<br>- Case management<br>- Co-located resource and food distributions | # of basic needs referral info sessions<br># of STBH providers in identified zip codes | % increase in calls to CSP from identified zip codes<br>% increase in kids accessing STBH from identified schools |
| <b>Workforce /Careers</b><br>- Internships<br>- Career prep programs<br>- College readiness  | # of internships<br># of new programs for identified communities                       | % of identified students with work experience   |

\*Just a small selection of possible programs and services

## Indicators

**Chronic absenteeism**  
% of students chronically absent in pyramid(s)

**Reading Proficiency**  
% of third graders reading proficient in pyramid(s)

**Preschool Enrollment**  
% of 3 and 4 year-olds enrolled in preschool

**Student Behavior**  
% of elementary students in pyramid(s) had at least one disruptive behavior incident reported

**Resilience**  
% of sixth graders in pyramid(s) report having trusted adults to talk to

**Food Security**  
% of 6th graders in pyramid(s) report going hungry

**Connectedness\***

**Workforce Readiness\***

*\*Indicators in development*

## Desired Outcomes

**Inclusive and Connected Community (FA1)**

**Academically Successful Youth (FA2)**

**Kindergarten Ready Children (FA3)**

**Healthy Youth and Stable Families (FA4)**

**Workforce Ready Youth (FA5)**

## CONTEXTUAL FACTORS

Socioeconomic Status | Language Access | Safety | Justice | Built Environment | Community Wealth and Infrastructure