



## Opportunity Neighborhoods Fact Sheets 2019

### *Additional Information and Frequently Asked Questions (FAQs)*

#### What Is Opportunity Neighborhoods (ON)?

ON is the county-wide organizing framework to make policies and partnerships between communities, schools, and local government more equitable and effective for children, youth, and families. Partners within the scope of the Neighborhood work together to identify community needs and develop two-generation solutions.

For more information about ON, visit our webpage at: <https://www.fairfaxcounty.gov/neighborhood-community-services/prevention/opportunity-neighborhoods>

#### What do the ON fact sheets describe?

The ON fact sheets are a tool for reporting progress towards the desired end goals of improving health and well-being for youth and families, and establishing a shared vocabulary for discussing improvements. This first set of ON fact sheets provide a benchmark for measures that are meaningful for partners working in communities, across the county, or across systems.

- The **indicators** in the fact sheets are designed to help us detect improvements in the health, well-being, and stability of children, youth, and families in the communities where ON sites operate. These indicators reflect the status of the whole population, including individuals who do not receive services or participate in programming. Overall, the indicators in this fact sheet aim to provide valuable feedback on the collective efforts underway at the system and neighborhood levels. These measures aim to be sensitive enough to track incremental progress towards long-term goals and specific enough to advise program staff on where to direct resources and attention. The indicators selected for this fact sheet represent areas of work where ON is heavily engaged and where we expect to see progress in the short-term.
- The fact sheets also provide an overview of the **demography** of communities, as a way of shedding light on the context in which ON efforts operate.

**Table 1: Indicators and Demographic Information**

Indicators	Demography
Chronic Absenteeism	Total Population Size
Reading Proficiency	Distribution of Race and Ethnicity
Resilience	Adult Educational Attainment
Preschool Enrollment	Child Poverty Rate
Disruptive Student Behavior	Rent Burdened Households
Food Security	Limited English Proficiency Households
Connectedness	Student Mobility Rate
Workforce Readiness	Free and Reduced Cost School Meals

### **Can programs and initiatives affect multiple outcome areas?**

Many of the sample initiatives listed on the fact sheets can have an influence on several of the positive outcomes we care about (see “Desired Outcomes”). As one example, a key element of mentoring programs is often connecting youth to a trusted adult in their community. Having a trusted adult to talk to is one of many protective factors that support healthy youth development.<sup>1</sup> “Protective Factors” refers to the supports, opportunities, and relationships our youth need across all aspects of their lives to achieve their potential. They also include personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.<sup>2</sup> Mentoring programs can have several benefits for youth. Connecting to a trusted adult can increase resilience and promote academic success while reducing disruptive student behaviors and risk-taking activities.

### **Where do the data come from?**

This is our first effort to present this type of information for the communities in which Opportunity Neighborhoods operate. Many of the measures reported under Community Status are based on data at the school pyramid level. More information about school pyramids in Fairfax County can be found in **Table 2** at the end of this document. More information about other data sources can be found in **Table 3** and **Table 4**. These tables are also an excellent resource if you are interested in data from other time periods, communities, or populations. Nearly all the data we used are publicly available. The one exception is the pyramid level data from Fairfax County’s Youth Survey. However, county level data are available on the Youth Survey website: <https://www.fairfaxcounty.gov/health-humanservices/fairfax-county-youth-survey>

### **Are things getting better for children and families?**

In future editions of this fact sheet, we intend to highlight trends over time as a way of discussing whether conditions are improving in our communities. As our first effort to present this type of information, these fact sheets help establish a baseline for many of the outcomes we care about.

### **Where can I find information about racial and ethnic disparities in outcomes?**

Not all data we have presented in these fact sheets are currently available disaggregated by race and ethnicity. However, in the future, we hope to create longer documents to present data disaggregated by race and ethnicity where those data are available. Disaggregated data will allow us to describe the status of racial and ethnic groups in our communities and provide a way for us to describe the progress we are making to reduce disparities in outcomes.

### **Tell me more about the Indicators in Development?**

Two indicators, Connectedness and Workforce Readiness, are still in development. Future editions of the ON fact sheet will include data on these indicators, and others identified as relevant.

### **Additional Information on Indicators**

#### **Chronic Absenteeism**

Chronic absenteeism is defined as being absent for more than 10 percent of the school year for any reason. Students who are absent for more than 10 percent of the school year are at greater risk of academic failure. Elementary school attendance is a strong predictor of attendance in high school. School attendance is influenced by student, family, and community level factors and is predictive of school performance.

### **Third Grade Reading Proficiency**

FCPS is committed to making sure all students read at grade level by the end of third grade. Studies show that reading proficiency by the end of third grade can be a critical benchmark in projecting a child's educational development and future success.

### **Resilience**

Parents and other adults are key to shaping the health and well-being of young people. The Youth Survey asks students about the “protective factors” in their lives – things like being able to turn to a parent or neighbor for help, participating in community service and extracurricular activities, and having teachers who recognize good effort. Survey results consistently show that the more protective factors youth have, the more likely they are to make healthy decisions, cope well with life's stresses, and avoid risky behaviors.

### **Preschool Enrollment**

Early childhood education programs support the school readiness of our county's youngest children. When young children have access to high quality early learning opportunities, they do well in school and in life. Every child in Fairfax County deserves the opportunity to enter kindergarten primed to achieve his or her maximum potential.

### **Student Behavior**

Academic performance improves and students thrive in school communities where adults and children treat each other with respect and dignity. Disrespectful or disruptive behavior can interrupt learning and interfere with a feeling of safety and belonging for all children. To prevent these behaviors, teachers and other adults work to build strong, caring relationships with students, a sense of community in the school, and skills to develop social-emotional skills in students. They partner with families to help children learn how to develop self-control, and to take pride in their growing ability to express their thoughts and feelings effectively. Our county-wide emphasis on trauma-informed practices and spaces should also improve our collective competency to prevent and manage challenging behavior in a variety of settings, so that our outcomes in this area improve and are more equitable over time.

### **Food Security**

The U.S. Department of Agriculture (USDA) defines food insecurity as limited or uncertain availability of nutritionally adequate foods or uncertain ability to acquire these foods in socially acceptable ways. Poverty and unemployment are frequently predictors of food insecurity in the United States. Food insecurity is associated with chronic health problems in adults including diabetes, heart disease, high blood pressure, hyperlipidemia, obesity, and mental health issues including major depression.<sup>3</sup> Similarly, children who experience food insecurity are at greater risk for socio-emotional difficulties, reduced academic performance, and mental, behavioral, and physical health challenges.<sup>4</sup>

## **Additional Information on Community Composition**

### **Adult Educational Attainment**

Educational attainment is strongly linked to income in the United States.

### **Child Poverty Rate**

Children make up an outsized share of our nation's poor. In 2017, the poverty threshold for a family of four was \$24,600<sup>5</sup> (increased to \$25,750 in 2019)<sup>6</sup>. Children who grow up in poverty are unlikely to have all their basic needs met and are at risk for reduced outcomes in multiple areas of their lives.

## Rent Burdened Households

Many renters are less economically secure than homeowners, particularly because renters are less likely to have savings or protection products (i.e. insurance) to protect against financial emergencies. Renters who pay more than 30 percent of their income for housing are considered cost burdened and may have difficulty affording necessities such as food, clothing, transportation and medical care.<sup>7</sup> Rent burdened households also have higher eviction rates and increased financial fragility, compared with other renters and homeowners.<sup>8</sup>

## Limited English Proficiency Households

Limited English Proficiency (LEP) refers to individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English. Language barriers can reduce access to programs and services, make it challenging to navigate systems, and ultimately reduce outcomes for children and families.

“A "limited English speaking household" is one in which no member 14 years old and over (1) speaks only English or (2) speaks a non-English language and speaks English "very well." In other words, all household members 14 years old and over have at least some difficulty with English. By definition, English-only households cannot belong to this group.” (Census, Table S1602)

## Student Mobility Rate

Student mobility generally refers to students changing schools during the school year. It may be voluntary—such as a student changing schools to participate in a new program—or involuntary, such as being expelled or escaping from bullying. Student mobility is often related to residential moves, when families relocate. High mobility rates can influence not only the students who leave, but also those who remain enrolled. In high mobility schools, it can be challenging to implement programs and policies. In high mobility areas, students (and their families) are less likely to live in the same place long enough to receive a full “dose” of intervention. Similarly, these students are less likely to be captured in both pre- and post-evaluation periods.

## Free and Reduced Cost Meals

Free and reduced meal programs are designed to address child hunger and promote good nutrition, particularly for kids experiencing food insecurity. These programs aim to offset the negative consequences of food insecurity for kids.

*“Approximately 28 percent of students in FCPS qualify for free and reduced-price meals. The prices for paid breakfast and lunch are determined by the School Board and the price of reduced-price meals are established by the federal government. Families who earn less than 130 percent of the poverty level are eligible for free meals and those with incomes between 130 and 185 percent of poverty level qualify for reduced-price meals.”<sup>9</sup>*

## Race and Ethnicity

For the purpose of this document, the percent of residents who are of a particular race (Asian, Black, or White) is defined as the percent of Census respondents who report a single racial identity. The percent of residents who are of Hispanic ethnicity is defined as the percent of Census respondents who identify being of Hispanic or Latino origin, regardless of their racial identification. Please note that the race and ethnicity categories do not necessarily sum to 100%. For more information about how the Census handles race and ethnicity, please visit the Census website:

*“The Census Bureau defines race as a person’s self-identification with one or more social groups. An individual can report as White, Black or African American, Asian, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, or some other race. Survey respondents may report multiple races. Ethnicity determines whether a person is of Hispanic*

*origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino. Hispanics may report as any race.”<sup>10</sup>*

**Table 2: FCPS Schools Included in Select Pyramids**

ON Site	Herndon ON	Reston ON	Mount Vernon ON	Crossroads ON
<b>FCPS Pyramid</b>	Herndon HS	South Lakes HS	Mount Vernon HS	Justice HS
<b>Middle Schools</b>	Herndon MS	Hughes MS	Whitman MS	Glasgow MS
<b>Elementary Schools</b>	Aldrin ES Armstrong ES Clearview ES Dranesville ES Herndon ES Hutchinson ES	Dogwood ES Forest Edge ES Fox Mill ES Hunters Woods ES Lake Anne ES Sunrise Valley ES Terraset ES	Ft Belvoir Primary (PS-3) Ft Belvoir Upper (4-6) Mount Vernon Woods ES Riverside ES Washington Mill ES Woodlawn ES Woodley Hills ES	Bailey's ES (PS-2) Bailey's Upper (3-5) Beech Tree ES Belvedere ES Glen Forest ES Parklawn ES Sleepy Hollow ES
<p><b>Notes:</b>            ES= Elementary School            MS= Middle School            HS= High School            FCPS= Fairfax County Public Schools</p>				

**Table 3: Sources for Demographic Data**

	Variable	Source	Year(s)	Notes
Total Population	Total Population Size	<i>Census, Table DP05</i>	2013-2017	Estimated count of residents
Race and Ethnicity	% Asian			Percent of all respondents who reported a single race
	% Black			Percent of all respondents who identify their ethnicity as Hispanic, regardless of race
	% White			
	% Hispanic (Any Race)			

**Table 4: Data Sources for Indicators**

	<b>Variable</b>	<b>Source</b>	<b>Year(s)</b>	<b>Notes</b>
Chronic Absenteeism	% of elementary school students who have missed more than 10% of instructional days per SY	FCPS Equity Profile	SY 2017-18	
Reading Proficiency	% of 3 <sup>rd</sup> grade students reading at or above grade level by the end of the SY		SY 2017-18	
Resilience	% of 6 <sup>th</sup> grade students who have a trusted adult to talk to	Fairfax Youth Survey	2017	Calculated at the FCPS pyramid level
Preschool Enrollment	% of children (aged 3-4) who are enrolled in school	Census, Table S1401	2013-2017	
Student behavior	% of elementary school students who had at least one disruptive behavior incident during the SY	FCPS Equity Profile	SY 2017-18	
Food Security	% of 6th grade students who report going hungry in the last 30 days	Fairfax Youth Survey	2017	Calculated at the FCPS pyramid level
Adult Educational Attainment	% of adults (aged 25+) with Bachelors/ higher	Census, Table S1501	2013-2017	
Child Poverty Rate	% of children (<18yrs) in poverty	ACS via Live Healthy Fairfax	2013-2017	
Rent Burdened Households	% of rental households where the rent costs are greater than or equal to 30% of household income		2013-2017	
Limited English Proficiency Households	% of all households where all household members (14 years old+) have at least some difficulty with English	Census, Table S1602	2013-2017	
Student Mobility Rate	% of students who changed schools during the SY	FCPS School Profiles	SY 2017-2018	
Free and Reduced Cost Meals	% of students eligible for national school lunch program	Virginia Dept of Education	2018-2019	
<p><b>Notes:</b>            Data provided for select zip codes, as noted.</p> <p>ACS= American Community Survey, an ongoing survey by the U.S. Census Bureau.            FCPS= Fairfax County Public Schools            ES= Elementary School            SY= School Year</p>				

**Sources:**

- <sup>1</sup> Three to Succeed, Fairfax County. <https://www.fairfaxcounty.gov/health-humanservices/3-succeed>
- <sup>2</sup> Three to Succeed, Fairfax County. <https://www.fairfaxcounty.gov/health-humanservices/3-succeed>
- <sup>3</sup> Seligman, Hilary K et al. "Food insecurity is associated with chronic disease among low-income NHANES participants." *The Journal of nutrition* vol. 140,2 (2010): 304-10. doi:10.3945/jn.109.112573
- <sup>4</sup> American Youth Policy Forum, 2015. <https://www.aypf.org/blog/food-for-thought-how-food-insecurity-affects-a-childs-education/>
- <sup>5</sup> Federal Register, 2017. <https://www.govinfo.gov/content/pkg/FR-2017-01-31/pdf/2017-02076.pdf>
- <sup>6</sup> Federal Register, 2019. <https://aspe.hhs.gov/poverty-guidelines>
- <sup>7</sup> Housing and Urban Development. [https://www.hud.gov/program\\_offices/comm\\_planning/affordablehousing/](https://www.hud.gov/program_offices/comm_planning/affordablehousing/)
- <sup>8</sup> Pew Charitable Trusts, 2018. <https://www-aws.pewtrusts.org/en/research-and-analysis/reports/2018/04/american-families-face-a-growing-rent-burden>
- <sup>9</sup> Fairfax County Public Schools, 2019. <https://www.fcps.edu/resources/student-safety-and-wellness/food-and-nutrition-programs/free-and-reduced-price-meals>
- <sup>10</sup> Census Bureau, 2017. <https://www.census.gov/mso/www/training/pdf/race-ethnicity-onepager.pdf>