

# Opportunity Neighborhoods

## Practices Guide

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*"Opportunity Neighborhood is about improving the lives of children and youth, by bringing together County services, school resources and our community partners in [a] cooperative framework. Through this collaboration, we can provide families with a seamless pipeline of programs, services and supports."*

*- Hunter Mill District Supervisor Cathy Hudgins*

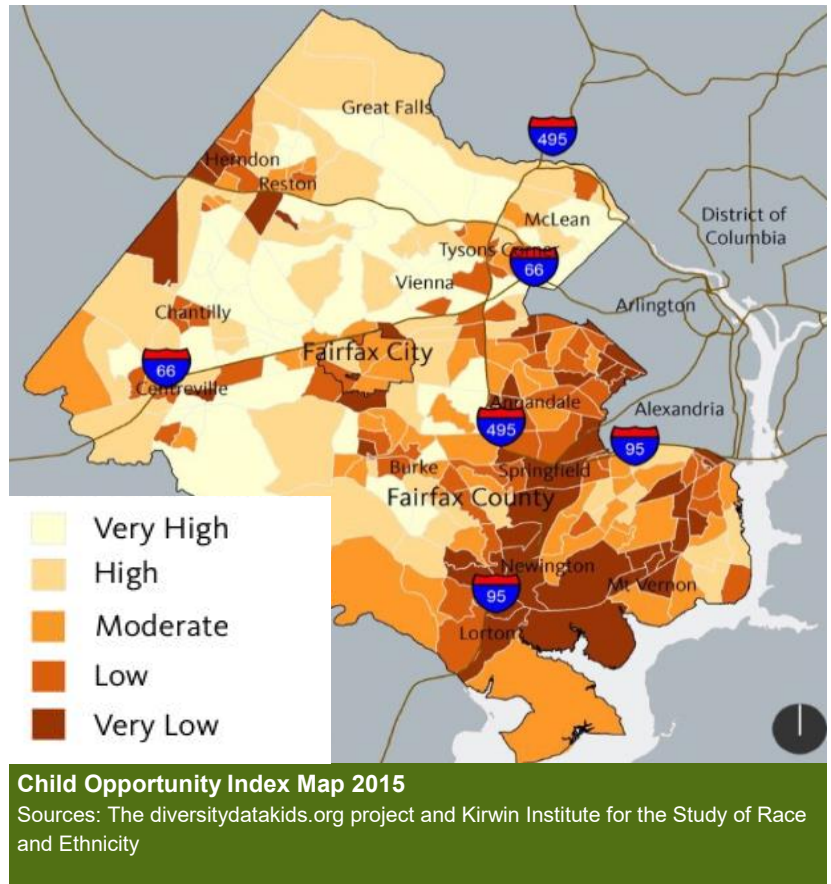


### Questions?

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# Introduction

An Opportunity Neighborhood is one where residents, schools, local government, community organizations, faith and business partners work collaboratively to create limitless possibility, ensuring the well-being of children and youth by reducing barriers to opportunity. ON provides a seamless continuum of trauma-informed supports, using data to understand community conditions, measure success, and be accountable for results.



Opportunity Neighborhood practices were first established in the Mount Vernon area of Fairfax County in 2011. Inspired by the dual-generational Promise Neighborhoods model, the Mission of ON is to *unite residents, community organizations and systems officials in securing school and career success for every Opportunity Neighborhood child*. We do this by addressing the needs of youth, while also focusing on reinforcing the healthy functioning of families.

The Opportunity Neighborhood initiative specifically focuses on community development through engaging residents in identifying areas of strength and need, and in developing strategies to address concerns. Residents are recruited and mentored in developing leadership characteristics and skills needed to engage other stakeholders and governmental agencies. ON has also developed a network of existing non-profits to close gaps in service for basic needs and educational opportunities.

In certain areas of the county, youth and families face barriers such as poverty, racial inequity, and transportation challenges. We use data and tools like the Child Opportunity Index (see map, [above](#)) to identify where the needs are greatest. This index is a composite of indicators across three domains: educational opportunity, health and environmental opportunity, and social and economic opportunity.

Opportunity Neighborhood practices should be established where data show that child opportunity and other advantages currently are lower.

## What Opportunity Neighborhoods (ON) IS:

- A set of practices and strategies to improve efficiency and collaboration between the community, schools, and govt.
- A way to address social and racial inequities
- A vehicle to identify barriers for youth and families, and to develop and expand solutions
- An opportunity to link efforts that affect specific neighborhoods with county-wide planning, and vice versa

## What ON is NOT:

- A program or uniform set of specific programs for every Neighborhood
- Any one agency or department
- A set of rules or regulations



The three legs of the ON stool



ON cross-system partnerships reduce barriers to school success



## How were ON practices developed?

Since development first began in 2010, ON representatives have been working with residents and community partners in a variety of settings to identify priorities, practices, and strategies that can be implemented across the county in multiple locations, yet customized to fit the needs of each Neighborhood. For this reason, no two Neighborhoods will be alike, because each has its own residents, culture, and partners.

From its inception, ON has used a **two-generation approach** which recognizes that to fully meet the needs of children and youth, their families must be stable and thriving. See p.12 for more on 2-Gen.

## Collective Impact

Simply put, collective impact is the idea that more and better results can be achieved when individuals and organizations pool resources and work together. Many municipalities across the country have put collective impact strategies to work in a variety of settings. When everyone commits to a collective impact approach, the benefits to the community are manifold:

- 1) Inequities can be more easily identified and addressed
- 2) Data can be shared, in order to evaluate effectiveness across multiple organizations
- 3) Gaps and redundancies in services can be identified, thereby improving the use of precious resources
- 4) Partners can more broadly support and promote each others' services
- 5) Policy makers can be better-informed on community-wide progress and needs
- 6) Communication between front-line, neighborhood-level partners and residents, and the systems administrators and policy makers can be better facilitated



## The Heart of Opportunity Neighborhoods:

### Children and Families



Youth leadership development is a cornerstone of the ON approach

## The ON Philosophy or “Theory of Change”

***Every family and child needs and deserves these core assets to reach their fullest potential:***

**A Strong Academic Foundation:** ON children and youth are provided with effective learning opportunities to address individual challenges and maximize gifts and strengths so that they enter school ready, are on course to graduate, pursue post-secondary education, and enter the workforce.

**Family Resilience:** ON youth and families are able to focus on their future, free of concerns related to family crisis, caregiver stress, housing instability, or community violence.

**A Culture of Engagement, Connectedness, and Success:** ON Children and youth have strong aspirations and feel connected to a family, school, and community support network that believes and invests in their potential.

These principles form the foundation of all of the work that ON partners do, and we strive to inspire every parent, student, and partner to see their role in supporting these priorities. We ask every community member, “Are you ON?”

### **I am EMPOWERED**

- I have helped a family member or neighbor resolve an issue
- I pass along information on community programs, services, and events
- I am tell my friends and neighbors about ON events and share my skills and knowledge to improve ON initiatives

### **I am ENGAGED**

- I read to my child 5 or more times per week
- I volunteer at my child’s school
- I support ON’s work with goods, services, or donations

### **I am AWARE**

- I know how to register my child for school
- I know where my local library is
- I know where to take someone who may need food, clothing, housing, financial aid, or health care

# Opportunity Neighborhoods Programmatic Focal Areas

## **1. Family and Community Engagement**

Youth and families are empowered to be active leaders and to contribute and benefit fully from a community that supports and encourages them to thrive

## **2. Connected and Motivated Youth**

Youth are plugged in to a comprehensive network of caring adults that encourages and guides their positive academic and personal goals

## **3. School Readiness and Early Childhood Education**

Children and adults have access to an array of evidence-based, quality resources that prepares them for and addresses barriers to lifelong learning

## **4. Service Access and Navigation**

A continuum of supports allows youth and families to identify their goals for health, safety, stability and self-sufficiency, and to access resources for reaching them

## **5. Workforce Readiness and Student Career Preparedness**

Students and parents are empowered to take advantage of the academic and career preparatory resources that are best tailored to their personal skills and assets

These five ON focal areas are interrelated and work in concert to effect the full spectrum of ON Goals

## Opportunity Neighborhoods Goals

The ON goals are aligned with those of the Successful Children and Youth Policy Team (SCYPT) of Fairfax County, with the addition of the last goal to reflect the role of family and community in youth success

Children get a healthy start in life

Children enter kindergarten ready to succeed

Children and youth succeed academically

Children and  
youth are  
healthy

Children and youth are physically healthy

Children and youth are socially, emotionally,  
and behaviorally healthy and resilient

Children and youth are safe and free from violence and injury

Youth earn a post-secondary degree or career credential

Youth enter the workforce ready to succeed

Youth contribute to the betterment of their community

Families, schools, and neighborhoods support the healthy  
development and academic success of their children



ON celebrates culture and community to build connectedness for youth and families

## ON Focal Areas

Efforts to serve youth and families across the system of public and non-profit providers are aligned and organized under these five programmatic focal areas. By gathering data and evaluation programs through this lens, we are better able to understand our collective impact on the youth and families we all serve.

### I. Family and Community Engagement

- 1) Help identify and prioritize community needs
- 2) Support youth, families, and individuals as they connect with each other, share knowledge of community services and resources, and provide each other with social and emotional support
- 3) Advocate for youth, families, and individuals
- 4) Promote and ensure access to opportunities for civic engagement and empowerment to lift the voices of under-represented youth, families, and individuals
- 5) Promote opportunities to develop leadership skills for youth, families, and individuals to support community development and engagement and communicate needed improvements in civic infrastructure to policy makers

### II. Connected and Motivated Youth

- 1) Promote academic support to youth and families
- 2) Connect children and youth to out-of-school time activities
- 3) Promote and support mentoring to children and youth
- 4) Coordinate support networks for youth
- 5) Facilitate opportunities for participating in community service activities for youth, families, and individuals



## III. School Readiness and Early Childhood Education

- 1) Partner with parents to promote kindergarten and school readiness as a key priority for long-term student success
- 2) Provide support and professional development opportunities for early childhood educators
- 3) Coordinate the work of partners in support of school readiness efforts
- 4) Reinforce families' annual school readiness efforts by providing access to school supplies and other resources when needed
- 5) Promote out-of-school learning and enrichment programming for children and youth

## IV. Service Access and Navigation

- 1) Facilitate opportunities for skills development and progress toward self-sufficiency for youth, families, and individuals
- 2) Connect service providers through partnerships that help to leverage resources and eliminate gaps
- 3) Provide youth, families, and individuals with referrals and information about available services
- 4) Promote trauma awareness and access to physical, mental, and behavioral health services for youth, families, and individuals
- 5) Link youth, families, and individuals to case management services
- 6) Coordinate equitable access to basic needs assistance including food, housing, economic assistance, safety, and legal assistance and communicate equity gaps and barriers to policy makers

## V. Workforce Readiness and Student Career Preparedness

- 1) Facilitate preparation for and access to advanced learning, STEAM, college readiness, and career/technical training for students
- 2) Provide support in career preparation for youth, families, and individuals
- 3) Promote workforce development classes for youth, families, and individuals
- 4) Facilitate preparation for and equitable access to employment opportunities for youth, families, and individuals
- 5) Coordinate support to increase financial literacy for youth, families, and individuals
- 6) Offer a variety of literacy development opportunities across the age spectrum

## Shared Data

Each Opportunity Neighborhood has a team of residents, community and faith-based organizations, schools, and public agencies who work together. By grouping our work under these shared focal areas, and sharing data among the variety of entities working with the community, progress can better be assessed and improved.

See pages 13-15 for more information about ON data.

# Community Readiness

How does a community implement Opportunity Neighborhood practices? Every community has its own unique set of residents, community partners, needs, and assets. Here are the stages a steering committee would move through on the road to an Opportunity Neighborhood.



Reston launched its Opportunity Neighborhood in 2016

## Phase 1: Community Readiness Assessment

The following factors must be evaluated when considering implementation of Opportunity Neighborhood practices in a proposed location. If there is little or no capacity in one or more areas, it may mean that development may need to be done in that area before ON practices could be implemented. Comparing the various factors, both strengths and needs, can allow officials to prioritize the order of implementation for potential neighborhoods.

-> Data: Available data indicates that there is significant need in the potential Neighborhood. Sample indicators include:

- A) # or % of students receiving free/reduced meals
- B) Concentration of basic needs request calls to Coordinated Services Planning
- C) Concentration of linguistically isolated families
- D) Other

-> Community Support:

- A) There is a commitment from residents, local officials, and the business sector to establish and maintain collective impact practices, and to direct resources toward identified needs for youth and families in the potential Neighborhood.
- B) There are influential champions within the community who will support and promote the initiative.

-> Lead Community-Based Partner(s): There are one or more community-based organizations with the capacity and flexibility to grow services to meet identified needs in the Neighborhood, including, but not limited to resident engagement and service navigation.

-> Resources: The public-private partners can jointly gather sufficient resources to support the planning process and collective impact infrastructure.

## Phase 2: Community Development (if applicable)

This phase may be needed if the readiness assessment determines that development is needed in one or more of the four areas before ON practices could be implemented.

## Phase 3: Initiation

If a community is found to be ready based on the above factors, ON practices may be initiated. This phase involves

- (1) establishing the initial partnerships, oversight, and communication structures for planning,
- (2) determining the preliminary footprint of the Neighborhood, and
- (3) outreach to key community organizations/representatives.

## Phase 4: Design

The design phase includes

- > An inventory of community assets and needs within the five ON Focal Areas, and indicators selected for tracking
  - Family & Community Engagement
  - Connected and Motivated Youth
  - School Readiness, Early Childhood Education, and Literacy
  - Service Access and Navigation
  - Workforce Readiness and Student Career Preparedness
- > Development of a launch and marketing plan
- > Negotiation of roles and responsibilities for key partners, including Lead Community Based Partner(s), and a governance structure
- > Identification and pre-launch outreach to resident champions

## Phase 5: Launch:

This phase begins when all pre-planning is done and the “Neighborhood” is ready to officially go live. A large event may be held, or a series of smaller events, or a combination of both. Resident champions, ideally people familiar with the ON philosophy and how it can benefit their community, are an integral part of launching ON and engaging their neighbors as neighborhood-specific governance structures and priorities are established.



ON has five programmatic focal areas to ensure that youth are connected and motivated

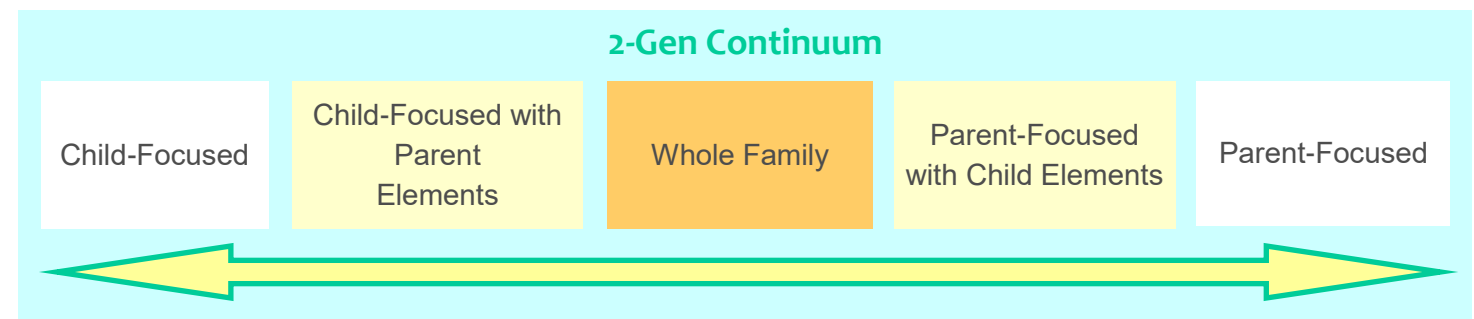
# What is a two-generation approach to working with families?

According to ChildTrends: *Whereas many programs tend to arrange parent-oriented and child-oriented programs into separate silos, two-generation programs and policies seek to engage families in ways that knit together these services and address both groups simultaneously. The idea behind the framework is that when opportunities for children and parents are approached jointly, the benefits may be greater than the sum of the separate parts.*

**ON strives to move toward the center of a 2-Gen continuum, where parents and children are both moving toward their goals together.**

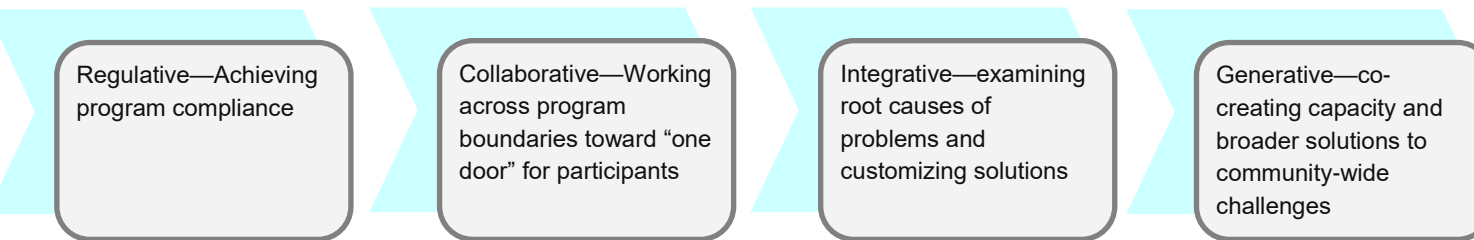
## Examples:

- While parents are taking advantage of a leadership development opportunity at a community meeting, their children are participating in a literacy-enrichment opportunity.
- While youth are being physically active at a sports program, parents gain awareness of healthy cooking on a budget and enjoy samples at a cooking demonstration.
- Parents with children enrolled in a high-quality preschool experience gain guidance on identifying and connecting to community resources.
- Parents attending an Imagination Library reading group with their children are empowered to identify and pursue their own learning goals.



# ON and the Human Services Value Curve

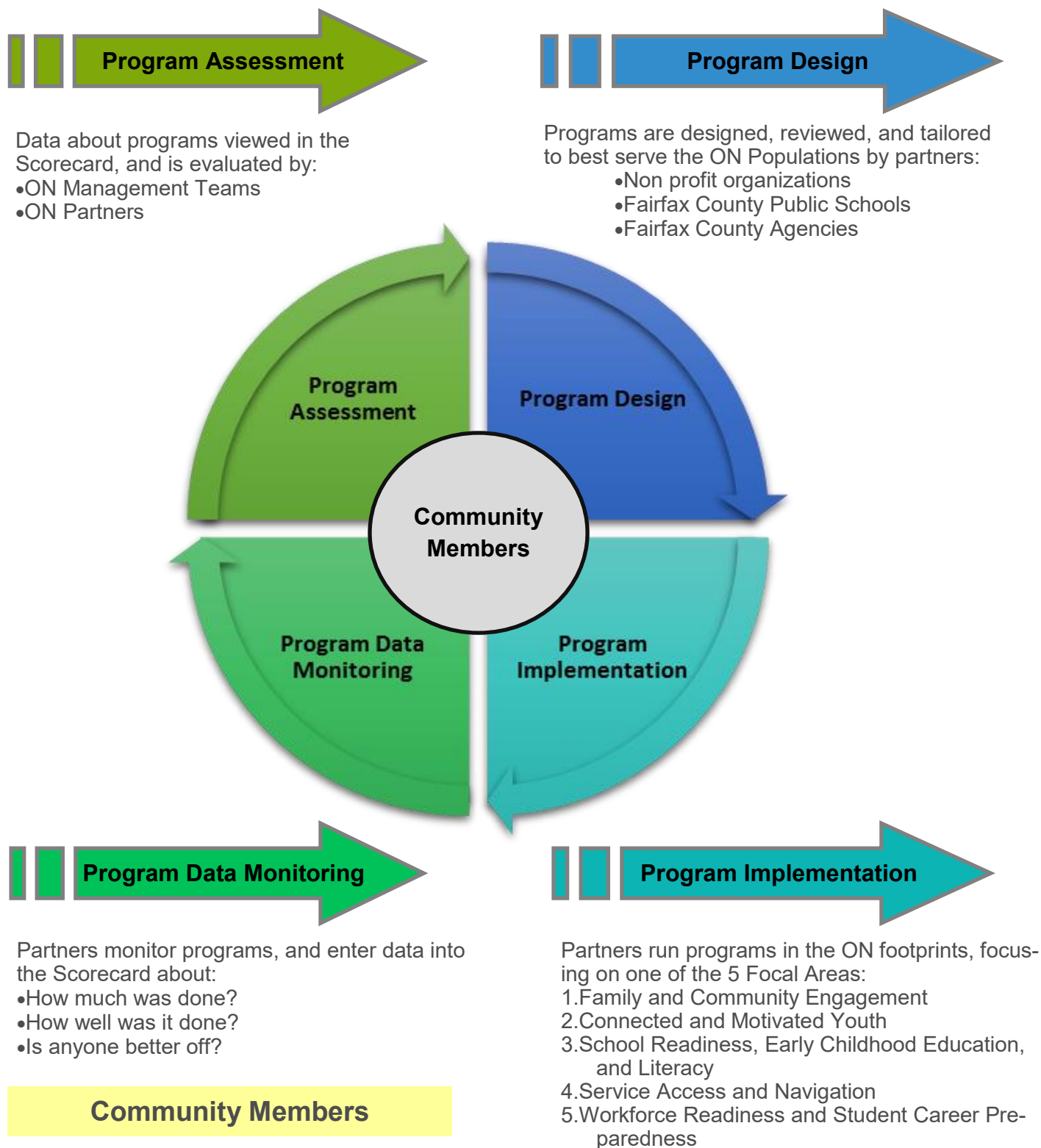
In a system as large as Fairfax County, there are a variety of models and frameworks that have been implemented as the system evolves. Some agencies within the County government are using the Human Services Value Curve (HSVC) approach to their work. The HSVC was developed by Harvard’s Technology and Entrepreneurship Center’s Leadership for a Networked World, to “provide a roadmap for improving human services outcomes, value, and legitimacy through the lens of four different business models: regulative, collaborative, integrative, and generative.” ON partners seek to align cross-system collaborations and progress along this trajectory where appropriate.



Human Services Value Curve Components



# Working with Data in Opportunity Neighborhoods



## Managing ON Data Using the Scorecard

*Clear Impact Scorecard is a web service that manages the achievement of organizational or community results or outcomes through aligning resources and collaboration among programs and agencies. The Clear Impact Scorecard application is an organizational performance management tool used to quickly and easily increase your performance measurement and collaboration capacity. Implementation of this structure involves identifying lifestyle improvements wanted for community members (Results) and establishing partner programs for them, measuring progress towards achievement of the results, measuring performance of the programs, presenting measurable information to stakeholders (internal managers, partners, and community members) about the results and programs, evaluating the information, and making program changes as necessary.*

- Clear Impact

## Data Partners

Primary partners who collect data related to ON strategies enter it into the ON scorecard:

- A lead community-based organization in each Neighborhood
- County Agencies
- FCPS
- Other community-based partners

### Sample Scorecard View

**R** Children and youth succeed academically- English Reading 8th Grade

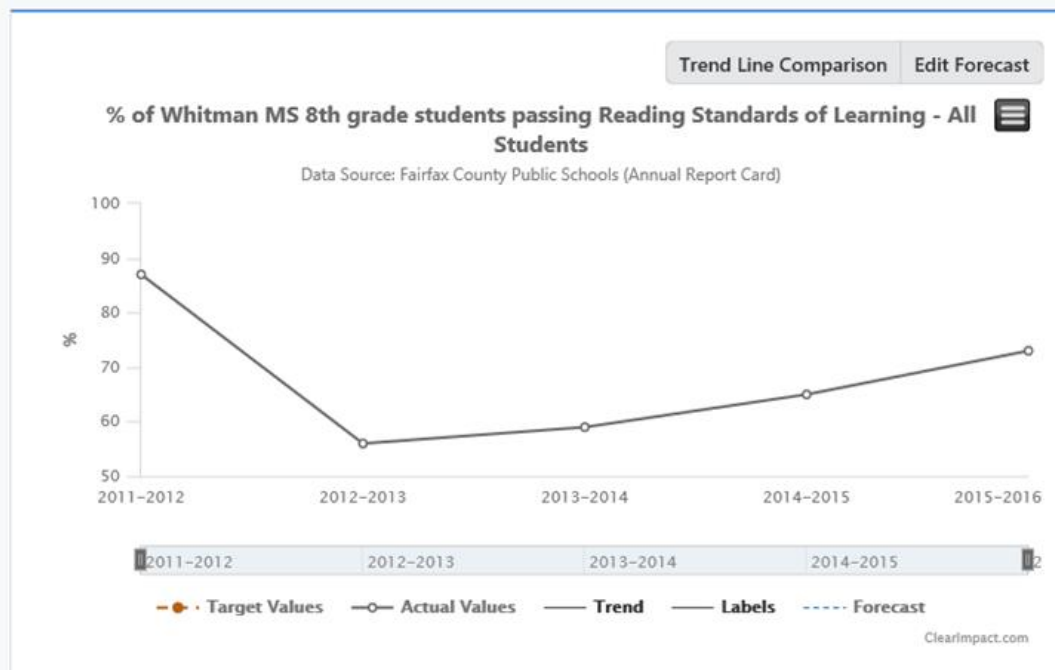
**I** **Whitman MS** % of Whitman MS 8th grade students passing Reading Standards of Learning - All Students



Export

Options

Edit



**Actual Value**

**73%**

Target Value

Forecast Value

Actions

0

Files

0

### Story Behind the Curve

2012-13 marks the first year of new Reading SOLs (2010 Standards)

## The Story Behind the Curve

In addition to entering program participation data in the Scorecard, partners enter sample success stories under “The Story Behind the Curve,” which give greater context related to the impact of ON work. A sample:

### Mariposa’s story:

It was 12 years ago that Mariposa came to the United States. A few years later she was married and moved to the Harmony Place community in the Mount Vernon area of Alexandria. She is one of the founding members of Harmony Friends, the community group supported by UCM’s Opportunity Neighborhood Mount Vernon. With encouragement from the UCM Community Developer, Mariposa has continually sought ways to improve and has taken a variety of educational courses including leadership training, Live Healthy Fairfax, Mental Health First Aid, and ACT, a parenting skill workshop.

During one of the Harmony Friends meetings, the topic of school involvement was brought up. This encouraged Mariposa to become more involved in her daughter’s education by actively participating in school functions, Parent Teacher Association meetings, and cultivating relationships with her daughter’s teachers. **“I am very grateful to United Community Ministries for designating staff to encourage, prepare, and to teach the skills I need at my daughter’s school and my community,” she said.**

A few months ago, Mariposa was selected by the leaders of Harmony Friends to receive English tutoring at home with an Opportunity Neighborhood Mount Vernon volunteer tutor. Another volunteer tutor has been assisting her daughter with reading, math and comprehension skills. “I would like to thank all the organizations that are in partnership with UCM, for all the great support for our community families. I am very sure that without you all, my family would not have come this far,” stated Mariposa.

## What Data is in the Scorecard?

When possible, programs in the Opportunity Neighborhoods are monitored and evaluated using Results Based Accountability. Performance Measures from programs indicate: "How much did we do?", "How well did we do it?" and, "Is anyone better off?" We can aggregate data to examine the combined efforts of non-profit partner organizations, schools, and county agencies.

Data is grouped along the five Focal Areas and their corresponding Strategies (see pages 8-9). For example, every partner in the Neighborhood who offers tutoring or other academic support would enter that data under

### Focal Area II, Connected and Motivated Youth

- Strategy #1: Promote academic support to youth and families.

By grouping all of the various program and service participation that happens under each strategy, we are better able to see trends and totals across multiple providers of related offerings. If these trends show us that we are moving away from our desired Results, we can re-evaluate our work and attempt to "Turn the Curve" with strategic actions and plans.

# Applying Opportunity Neighborhood Priorities Across the Spectrum of Change

Our collective impact efforts must be focused not only at program level, or at the policy level, but at every level in between with the Spectrum of Change. **Note that these three areas of focus are very interrelated!** See page 19 for more information.

	What We Do	Applying the Spectrum of Change to Race and Social <u>Equity</u> Practices
Influencing policy and legislation	We develop strategies to change laws and policies to influence outcomes, by	<ul style="list-style-type: none"> <li>Collecting and disseminating school and neighborhood-level, equity-informed data</li> <li>Presenting the needs and strategies articulated by residents in the Neighborhoods to policy makers</li> <li>Considering policy implications for specific groups and the potential disparate outcomes</li> </ul>
Mobilizing neighborhoods and communities	We work with residents and community groups to increase their capacity to work on issues they have identified as important, by	<ul style="list-style-type: none"> <li>Identifying under-served populations and supporting partners with the capacity to grow services to meet their needs</li> <li>Serving as a convener for groups with similar missions and goals</li> </ul>
Fostering coalitions and networks	We convene groups and individuals for broader goals and greater impact, by	<ul style="list-style-type: none"> <li>Connecting with cultural and ethnicity-specific groups, coalitions, faith-based and community-based orgs to direct outreach to their audiences and ensure diversity of voices</li> </ul>
Changing organizational practices	We promote the adoption of regulations and help to shape norms, by	<ul style="list-style-type: none"> <li>Promoting and observing “Equity in all policies” by using identified tools to evaluate policies and decisions through and equity lens</li> <li>Creating clear processes to serve as a check on unintended bias</li> </ul>
Educating providers	We inform providers who will transmit skills and knowledge to others, by	<ul style="list-style-type: none"> <li>Providing opportunities for partners to engage in an Equity self-assessment</li> <li>Training partners and other providers on issues and equity-focused decision-making</li> </ul>
Promoting community education	We reach individuals and groups of people with information and resources, by	<ul style="list-style-type: none"> <li>Identifying areas of linguistic isolation and developing enhanced strategies for outreach and engagement</li> <li>Prioritize special initiatives that target outreach to specific populations, such as STEAM for women and minorities, and nontraditional fields for boys and men, like early childhood education, social work, and nursing</li> </ul>
Strengthening individual knowledge and skills	We enhance individuals’ capacity to gain awareness, knowledge, and skills to make choices that lead to better outcomes, by	<ul style="list-style-type: none"> <li>Promoting Equity awareness in all human services staff, and the communities we serve</li> <li>Ensuring community awareness of legal rights and culturally/linguistically relevant networks and services</li> </ul>
Ensuring Access	We provide opportunities to enable better life outcomes, by	<ul style="list-style-type: none"> <li>Using data to direct resources and programming toward geographic areas of need.</li> <li>Addressing geographic and transportation barriers to accessing programs with a multi-strategy approach</li> <li>Providing comprehensive language translation and interpreter services in all 12 asset domains (p 16)</li> </ul>



en. Here are some examples of how our work in Equity, Engagement, and Service Access and Navigation intersects information about the various teams and working groups that are involved at all levels of our system.

<b>Applying the Spectrum of Change to <u>Community Engagement</u> Practices</b>	<b>Applying the Spectrum of Change to <u>Service Access and Navigation</u> Practices</b>
<ul style="list-style-type: none"> <li>Facilitating resident awareness and participation in community-engagement sessions for planning and policy development</li> </ul>	<ul style="list-style-type: none"> <li>Identifying service gaps and promote specific strategies to address them at a policy level</li> </ul>
<ul style="list-style-type: none"> <li>Identifying funding opportunities for local partners and facilitating partnerships among organizations with like or complimentary goals</li> <li>Supporting partners with the capacity to do community engagement work</li> </ul>	<ul style="list-style-type: none"> <li>Supporting partners with the capacity to do service navigation work</li> <li>Serving as a convener for groups with similar missions and goals</li> </ul>
<ul style="list-style-type: none"> <li>Supporting the work of grassroots community groups rather than establishing new ones</li> </ul>	<ul style="list-style-type: none"> <li>Fostering ongoing collaborations between residents and CBO's under an ON umbrella</li> </ul>
<ul style="list-style-type: none"> <li>Encouraging an “upstream” or Prevention focus</li> </ul>	<ul style="list-style-type: none"> <li>Identifying service gaps and redundancies in the Neighborhoods, and working with residents, partners, and systems officials to address them</li> </ul>
<ul style="list-style-type: none"> <li>Maintaining a network of community providers who meet regularly to share information and acquire training</li> </ul>	<ul style="list-style-type: none"> <li>Providing materials and online resources in a variety of formats and languages to enhance partner awareness of services</li> <li>Delivering service awareness and navigation training to providers as needed</li> </ul>
<ul style="list-style-type: none"> <li>Meeting people where they are (literally and figuratively)</li> <li>Sponsoring evidence-based or evidence-informed training for partners doing grassroots work (PIPF)</li> </ul>	<ul style="list-style-type: none"> <li>Providing materials and online resources in a variety of formats and languages to enhance resident awareness of services</li> <li>Delivering service awareness and navigation training and webinars to residents as needed, in that Neighborhood's primary languages</li> </ul>
<ul style="list-style-type: none"> <li>Providing adults with evidence-based skills training in areas that enhance grassroots capacity at the individual and organizational level</li> <li>Developing leadership skills in teens and young adults, as the future leaders and advocates for their community</li> <li>Using a youth development approach to foster personal growth and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Practicing a “mobility mentoring” or skill-building model of service navigation with families, to build their proficiency with identifying and accessing services for themselves, as appropriate</li> </ul>
<ul style="list-style-type: none"> <li>Enhancing community connections through outreach, adult-youth relationships, and group programming opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Developing or promoting strategic work-arounds to major long-term barriers (such as housing and transportation)</li> <li>Considering the Digital Divide when presenting information, and delivering it in a variety of print, digital, and other formats as needed</li> </ul>

# Working Together For Thriving Communities and a Thriving Economy

Multi-level Communication and Collaboration—  
Everyone has a role in collaborating in all directions.

## Exploring the relationships between place-based initiatives and collective impact:

On Page 4 we talked a little about collective impact and how it's used in Opportunity Neighborhoods practices. People often think that collective impact and place-based initiatives are the same thing, but there is a difference: Collective impact are the strategies and structures that we put in place at the *system level* (boxes 3&4, right). Place-based initiatives are how we implement those strategies and develop/apply those structures in a defined *geographic area* (boxes 1&2, right). Not all activities done at the local level are part of the collective impact approach. The intention to be collaborative and reciprocally inform the system has to be there.

**Community-serving leadership at the systems level (Countywide Leadership and Planning) must improve the systems and structures in partnership with and informed by residents and service providers involved in place-based work (see next page).**



## Place-Based Teams

Multi-agency groups focused on direct-service in specific communities and schools

### 1) Individual Youth and Families in Specific Communities

**ON Mount Vernon**, Including but not limited to Creekside, Sequoyah, Sacramento, Woodlawn, Harmony Place

**ON Reston**, Including but not limited to Stonegate, Crescent, West Glade, Cedar Ridge

**Herndon (Connections 4 Hope Partnership)**

**Neighborhood Initiatives Sites**

**Neighborhood Networks Sites**

### 2) Place-based Initiatives and Regional Collaborations

**Opportunity Neighborhoods Governance and/or Engagement Teams**

**Neighborhood School Readiness Teams**

**Regional Change Teams**

**Regional Issue Teams (Service Navigation/HOST)**

**School-Specific or Site-Specific Teams with public and private partners**

**Kids at Hope Partnership**

### 4) Countywide Leadership and Planning

**Successful Children and Youth Policy Team (SCYPT)**

#### **Human Services Area Teams**

- Connected Individuals
- Healthy People
- Economic Self Sufficiency
- Sustainable Housing

**One Fairfax: Social Equity Practice and Policy**

**Trauma-Informed Practice Standards**

### 3) Collective Impact Teams and Cross-System Leadership

**Opportunity Neighborhoods Management Team**

#### **Issue Specific Teams**

- Promoting Mental Health Team
- Trauma-Informed Community Network
- Out-of-School Time Network
- School Readiness Community Collaborative Council
- Domestic Violence Network and Fatality Review Teams
- Multicultural Advisory Council
- Communities of Trust

#### **Sector-specific coalitions**

- Faith Communities In Action

**Agency/Departmental Leadership Teams**

## Collective Impact Teams

Multi-agency teams focused on system-wide, strategic collaborations with common goals and shared data

# Building Blocks for Family Wellness and Progress

Personalized goal setting and service access for self-sufficiency are core components of the model. Families obtain guidance for setting goals, building skills and support networks, and learning to navigate services in these twelve domains, as needed.

## Support Networks & Community Connectedness

*Establishing/maintaining communal and social relationships that bolster health and well-being*

- After-school/Out-of-school/Camps
- Cultural/Ethnic Organizations
- Mentoring
- Peer Support – Mothers, Fathers, Kinship, LGBTQ, Peer Mentoring
- Recreation
- Volunteer Opportunities

## Family Structure

*Developing positive behaviors and healthy relationships through nurturing adults, parents, and families*

- Parenting Classes
- Life Skills and Prevention Programs
- Immigrant Reunification

## Accessible Resources

*Possessing financial and residential stability that promotes accessibility to resources*

- Visual/Auditory Language Access
- Language Translation Services
- Immigrant/Refugee Services
- Veterans Services

## Literacy

*The ability to read, write and speak the English language and effectively manage finances*

- Literacy Programs
- ESOL Classes

## Financial Stability

*Possessing sustainable income and the ability to meet basic needs*

- Child Care
- Employment
- Legal Assistance
- Tax Return Preparation
- Transportation
- Workforce Readiness

## Educational Development/Attainment

*Attaining employment goals through academic and vocational achievement*

- Early Childhood Education
- Academic Enrichment and School Readiness
- Tutoring
- Summer Transitions
- Advanced Academics and College Readiness Support
- Technology Access/Digital Divide

## Health Literacy

*Possessing the knowledge and resources to practice healthy behaviors and lifestyles and to take action to prevent and manage disease*

- Life Skills and Prevention Programs
- Nutrition/Cooking Classes

## Health Disability/Status

*Accessibility to options and opportunities that meet physical, behavioral and cognitive needs at home, school or work*

- Intellectual Disabilities
- Learning Disabilities
- Developmental Disabilities
- Physical Disabilities

## Health Care

*Accessibility to physical, oral, behavioral, and long-term health care*

- Dental Care
- Medical Care
- Vision Care
- Behavioral Health (Mental Health & Substance Use) Care

## Living & Working Conditions

*Living and working in physically, biologically, and chemically safe environments that promote well-being*

- Bullying
- Domestic and dating violence
- Gangs
- Child Abuse, Neglect, and Maltreatment
- Online Safety
- Sex/Human Trafficking
- Disaster Preparedness

## Housing Options

*Possessing sufficient housing options that meet the economic capacity of individuals and families*

- Affordable Housing Options
- Accessible Housing Options
- Range of Types of Housing

## Basic Needs

*Possessing basic necessities such as safe and stable housing, clothing, and food*

- Baby Items
- Clothing/Coats/Shoes
- Financial Assistance
- Food and Nutrition
- Household Goods
- Hygiene Products
- School Supplies
- Shelter



# Opportunity Structures

Developing infrastructure that ensures equitable access to the **Building Blocks for Family Wellness and Success** for all (previous page)

Two of the eight key practices in the collective impact model (Page 4, and below) are the use of an Equity Lens, and communication practices that lead to Policy and Systems Influence.

As residents and community based organizations assist us in identifying barriers, we strive to promote smart policy strategies to address them. For primary barriers, a policy of opportunity structures— system-wide development of strategic infrastructure—is pursued. This core infrastructure emphasizes development in under-resourced areas, and prioritizes equitable access and outcomes for all, regardless of race, gender, or ability. Opportunity Structures include, but are not limited to:

- ♦ Affordable Housing
- ♦ Public Transportation
- ♦ Public Education
- ♦ Health, Mental Health, and Substance Abuse Prevention/Treatment Services
- ♦ Technology/Wifi Access and Training
- ♦ Healthy Food Access—Eliminating Food Deserts
- ♦ Early Childhood Education
- ♦ Recreation and Community Centers



## Opportunity Neighborhood Management Team

Includes representatives from each lead community-based partner, major county agencies, school departments, and other main services providers

This team serves as the “fulcrum” to communicate needs between the various levels of collective impact and place-based teams (see page 15)

### Focal Area Teams

The goal is to have an inter-agency team working on data and system collaborations in each area

Connected and Motivated Youth

### Opportunity Neighborhood Sites

*Each Site has a variety of teams working toward ON goals*

Central Governing Body\*

Other Site-Specific Teams

Community Engagement Led

Data

### Data Team

Comprised of data managers from entities represented in all neighborhoods, especially those contributing to the Scorecard.

School Readiness,  
Early Childhood  
Education and Literacy  
(NSRT Leadership and  
partners)

Service Access and  
Navigation

Workforce Readiness  
and Student Career  
Preparedness

s and other community priorities

Resident-Led Groups

\*The Central Governing Body of an ON is comprised of approximately 1/3 residents, 1/3 public school and government representatives, and 1/3 community-based partners

As ON collaboration structures evolve, some working groups are implementing a management configuration that includes a trio of co-coordinators who represent different agencies and sectors, and strive to include a variety of perspectives, consistent with the One Fairfax culture of Fairfax County.

# Opportunity Neighborhoods Structure

# Where Could We Take ON in the Future?

Since work on the development of Opportunity Neighborhood first began in 2010, it has grown—from one site in 2011, to two sites in 2017, and more to come. As structures and support for the practices continue to develop, there will be new opportunities to partner and perhaps create true “dual-generational centers” in the Neighborhoods, where families can engage with enrichment opportunities tailored to their unique needs, for both child and parent. We can work together to develop a model where families can become members of Opportunity Neighborhood, and receive enhanced levels of guidance and support to reach their goals. The next page details some ideas of how this could work.





## **Visioning: How Might ON Enhance Its Two-Generation Approach?**

### **I. Family Engagement**

Standard: ON Families have a variety of opportunities to be engaged in their community and their child's education and social development.

Enhancement: Families receive individualized coaching to pursue and reach milestones in participating in their child's learning and community, such as reading to their child daily, communicating with their child's pre-school teacher, attending ON community meetings, and family enrichment events.

### **II. Connected and Motivated Youth**

Standard: Youth have opportunities to be connected to caring community adults, and programming that is enriching and encourages their academic and personal growth, including leadership skills.

Enhancement: Youth are enrolled in age-appropriate out-of-school activities, have an established activity plan, and staff continuously monitor participation and inter-agency service delivery communication.

### **III. School Readiness, Early Childhood Education, and Literacy**

Standard: Preschool-age children have access to Imagination Library and the array of services provided by Neighborhood School Readiness Teams.

Enhancement: Families receive targeted guidance to value and navigate a school readiness checklist, with school readiness goals tailored to their child's needs.

### **IV. Workforce Readiness and Student Career Preparedness**

Standard: Teens, young adults, and parents have access to an array of services to improve their ability to qualify for and seek meaningful employment.

Enhancement: Families receive specialized guidance to navigate their child's educational enrichment to ensure access to "right fit" special education, advanced academics, or other available resources. Teens, young adults, and parents receive individualized guidance to develop and pursue a personal skills development and job training plan. Staff continuously monitor participation and inter-agency service delivery communication.

### **V. Service Navigation**

Standard: The community has access to coordinated services planning to identify and access available services as needed.

Enhancement: Families are assigned a personal navigator or mentor who assists them in setting and attaining their goals, and guides them in developing their ability to identify and access needed supports and services, thereby improving their self-sufficiency and self-advocacy skills.

# GLOSSARY OF DATA TERMS

## **Results Scorecard<sup>1</sup>**

A strategy and performance management software that is accessible through a web browser and designed to support collaboration both inside and outside organizations. It focuses on defining results you want to accomplish, indicators to determine if those results are being improved and defining programs or agencies that can help you achieve your goals through tracking their performance measures. All of this is done with powerful tools and methodology techniques to support your work.

## **card<sup>1</sup>**

A scorecard is a canvas that other scorecard objects (Results, Indicators, Programs, and Performance Measures) are placed onto. Scorecards allow you to create collections of similar information for reporting and presentations.

## **Result<sup>1</sup>**

A condition of well-being for children, adults, families, or communities, stated in plain language.

## **Indicator<sup>1</sup>**

A measure that helps quantify the achievement of a result.

## **Program<sup>1</sup>**

A program, agency, or service system responsible for helping reach the stated Results.

## **Performance Measure<sup>1</sup>**

A measure of how well a program, agency, or service system is working.

## **Action<sup>1</sup>**

An action, project, or initiative that has a start and end date to improve Indicators and Performance Measures.

## **Tag<sup>1</sup>**

In various lists and reports you can use tags as a filter for finding the scorecard objects you want. Tags also help you keep track of scorecard objects that have the same name but belong to different geographical regions, departments, etc. Most scorecard objects will only need one tag but you can have up to 5 tags. The tag that appears first in the list is the primary tag that will display with the scorecard object.

## **Turning the Curve<sup>1</sup>**

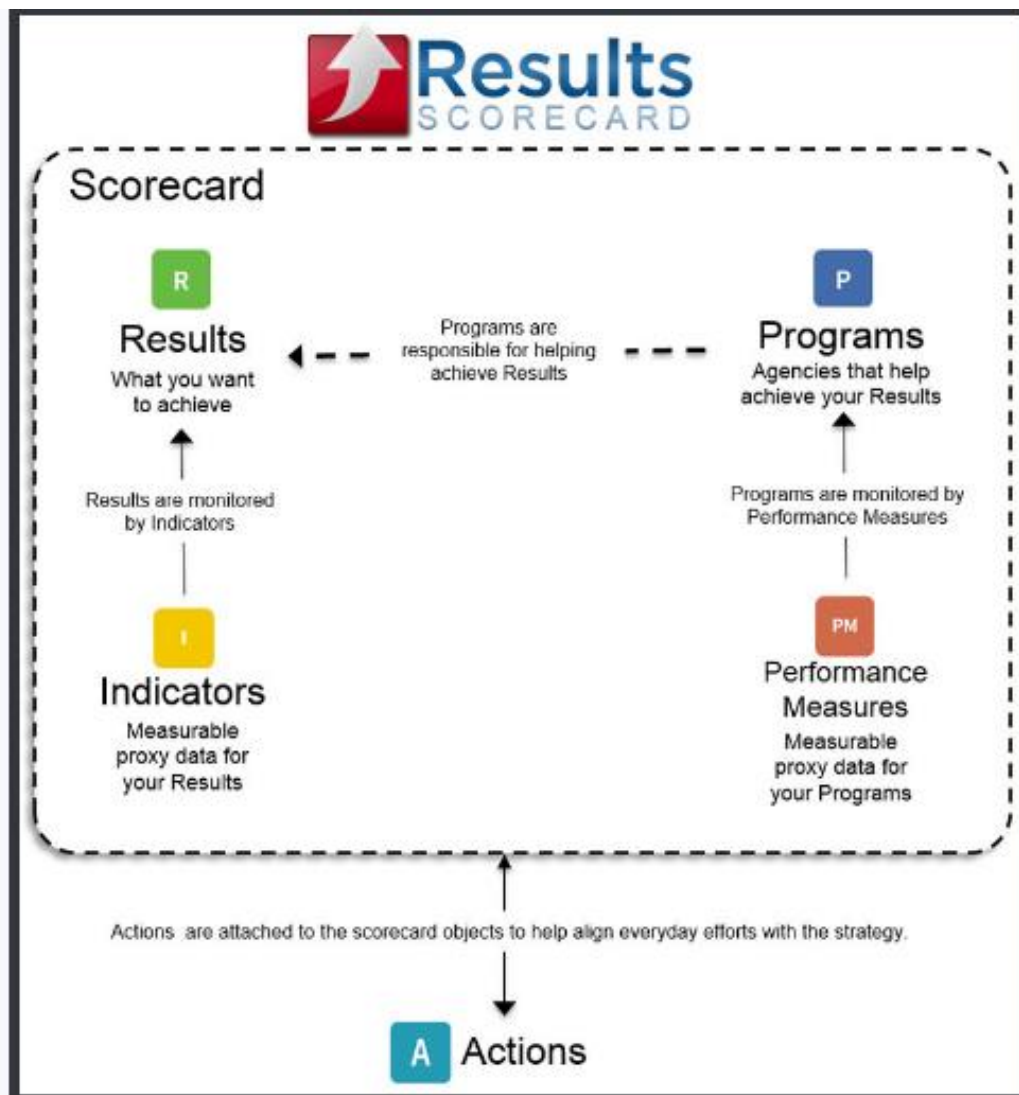
The process of moving from the desired end state in the future (ends) to the steps we need today to get there (means). Specifically turning a trend on a data graph from a negative or bad direction to a positive direction.

## **Aggregate Data<sup>2</sup>**

To aggregate data means to gather separate sets of data and present it as a whole. Data aggregation is any process in which information is gathered and expressed in a collective or summary form, for purposes such as statistical analysis.

## **Disaggregated Data<sup>2</sup>**

Disaggregated data is data that has been extrapolated (taken) from aggregated data and divided and broken down into smaller information units. Disaggregating data is another critical step to gaining increased knowledge from collective or aggregated information. Disaggregating data involves delving more deeply into a set of results to highlight issues that pertain to individual subsets of results and/or outcomes of aggregated data. Collective or aggregate data can be broken down or disaggregated, for instance, by: gender, ethnic background, geographical location, or age groups. Fully disaggregating data helps to expose hidden trends, it can enable the identification of vulnerable populations for instance, or it can help establish the scope of the



problem and can make vulnerable groups more visible to policy makers.

### Equity Lens<sup>3</sup>

An equity lens asks what disparities exist among different groups; takes into account historical and current institutional and structural sources of inequality; and takes explicit steps to build the social, economic, and political power of the people most affected by inequities in order to narrow gaps while improving overall outcomes.

### Economic Self-Sufficiency<sup>4</sup>

Economic Self-Sufficiency is the ability of individuals and families to maintain sufficient income to consistently meet their needs – including food, housing, utilities, health care, transportation, taxes, dependent care, and clothing – with no or minimal financial assistance or subsidies from private or public organizations.

### Sources:

- 1 - Clear Impact Results Scorecard
- 2 - Glossary of Education Reform
- 3 - Collective Impact Forum
- 4 - Fairfax County - Countywide Service Integration & Planning Management

## FOR MORE INFO ABOUT ON

### General

Website: <http://bit.ly/OpportunityNeighborhood>

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Contact Kristen Brennan

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### Mount Vernon

United Community Ministries

Contact Stephanie Hopkins, ON Strategy Manager

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### Reston and Herndon

Cornerstones

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