Opportunity Neighborhoods (ON) is the county-wide organizing framework for residents, community-based partners, Fairfax County Public Schools, Fairfax County government, and other supporters to work together to deliver needed resources that are equitable, accessible, and effective for vulnerable youth and their families. Partners within the scope of the Neighborhood work together to identify community needs and develop two-generation solutions.

Welcome to our Opportunity Neighborhoods (ON) orientation! In this session, you will learn:

1) Why place-based work is needed in Fairfax County

2) Why creating opportunity for youth in specific neighborhoods requires a collective-impact, county-wide approach

3) What our ON model for collective impact looks like

4) Why data and infrastructure are key for pursuing results

5) Why an equity and trauma-informed approach is essential

6) Why we seek to develop community member “voice and choice” in the programs and systems that determine their opportunity

7) Why flexibility is key, and there’s no one-size-fits all approach for place-based work
ON sites closely align with several of the “islands of disadvantage” identified in the Northern Virginia Health Foundation (NVHF) report “Getting Ahead: The Uneven Opportunity Landscape in Northern Virginia,” findings in the NVHF Healthy Places Index, and other place-based assessments of inequity.
- The first Opportunity Neighborhood was established in Mount Vernon in 2011

- The model was inspired by Promise Neighborhoods, as a way to make collaborations in the ONs more effective, and address gaps and redundancies in service

- The Reston Opportunity Neighborhood, “RestON”, was launched in 2016

- The ON Core Indicators, evaluation plan, and additional infrastructure have been in development from 2017 - present

- Three additional sites are launching in 2020, in Herndon, the Bailey’s Crossroads area, and Annandale
Why Collective Impact?

What ON IS:
- A set of practices and strategies to improve efficiency and collaboration between the community, schools, and government.
- A way to address social and racial inequities
- A vehicle to identify barriers for youth and families, and to develop and expand solutions
- An organizing framework to link efforts that affect specific neighborhoods with county-wide planning, and vice versa
- A vehicle to maximize County and School investments in lower-opportunity areas

What ON is NOT:
- A program or uniform set of specific programs for every site
- Any one agency or department
- A set of rules or regulations
The five elements of a “Collective Impact” approach create a cycle of mutually beneficial and reinforcing practices. All work is done through the lens of trauma and equity.
Why Collective Impact?

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
A Two-Generational Approach

What is a two-generational 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.

2-Gen Continuum

Child-Focused Child-Focused with Parent Elements Whole Family Parent-Focused with Child Elements Parent-Focused
The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression
Physical & Emotional Neglect

Emotional & Sexual Abuse
Divorce

Substance Abuse
Mental Illness

Domestic Violence
Incarceration

Homelessness

Adverse Community Environments

Poverty

Discrimination

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

Violence

Poor Housing Quality & Affordability

Reference:
“The Pair of ACEs tree illustrates the relationship between adverse childhood experiences, experienced at the individual level within a family, and adverse community environments. The Pair of ACEs tree communicates – in simple terms – the issues we aim to address. By doing so, we are able to more readily engage diverse stakeholders in developing policy goals that support efforts to address adversity rooted in systems and communities. By asking the question “What’s in your soil?”, communities can begin to set goals and implement policy and practice change that builds community resilience.”

http://bcr.sphprddrp1.es.gwu.edu/
Applying an Equity Lens

Each person and neighborhood has a unique set of assets and challenges. ON works to:

- Build capacity to apply an equity lens to all systems, structures, and programs
- Address systemic barriers
- Deliver the “right fit” resources, programs and services for children, youth, and families in ONs
Applying an Equity Lens

Where you live plays a significant role in your health and well-being, but not all neighborhoods are created equal. The neighborhoods that best address our essential needs (including physiological, safety, and social needs) include those with affordable housing, jobs with living wages, well-maintained parks, and healthy food.

Maslow’s Hierarchy of Needs

Inequitable access to these basic resources is associated with many negative outcomes, including poor physical and mental health, reduced school performance, and economic instability.
Applying an Equity Lens

ON partners strive to remove barriers to accessing the following opportunity structures:

- Recreation and Community Centers
- Access to technology and information
- Community Support
- Education and Workforce Development
- Access to Health Care Services
  - Physical Health
  - Behavioral Health Care
  - Preventive Services & Health Promotion
- Access to Healthy Food & Food Security
- Transportation
- Environmental Safety
- Affordable Housing
- Safety
- Justice
Why Voice and Choice Matters

IAP2 Spectrum of Public Participation

**Public Participation Goal**

- **Inform**: To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.
- **Consult**: To obtain public feedback on analysis, alternatives and/or decisions.
- **Involve**: To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.
- **Collaborate**: To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.
- **Empower**: To place final decision-making in the hands of the public.

**Promise To The Public**

- **Inform**: We will keep you informed.
- **Consult**: We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.
- **Involve**: We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.
- **Collaborate**: We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.
- **Empower**: We will implement what you decide.

**Example Techniques**

- **Inform**
  - Fact sheets
  - Web sites
  - Open houses

- **Consult**
  - Public comment
  - Focus groups
  - Surveys
  - Public meetings

- **Involve**
  - Workshops
  - Deliberative polling

- **Collaborate**
  - Citizen advisory committees
  - Consensus-building
  - Participatory decision-making

- **Empower**
  - Citizen juries
  - Ballots
  - Delegated decision
Partners have begun to examine the systems and structures needed to move toward **involving** residents and **collaborating** with them to develop services and policy, rather than simply informing them of available services.

Opportunity Neighborhoods lead partners work to develop a community member neighborhood ambassador (NA) program, and to develop a governance structure centered on the voice of the NAs and other community residents and partners.
Data in Opportunity Neighborhoods

- Contextual factors
- Program-level data
- Systems change measures
  - Infrastructure
  - Capacity Building
- Access, Quality, and Utilization
- ON Core Indicators:
  Are outcomes improving for youth and families over time?
**Contextual factors:**
This data tell us about the composition of our communities (demography) and the economic and social conditions that influence community health and well-being (social determinants of health). While not all contextual factors can or should be changed, they are an important part of the data landscape. Contextual factors help us to identify vulnerable populations, barriers to essential resources, and opportunities for high impact investment.

Contextual factors include:
- Adult educational attainment
- Poverty rates
- Race/ethnicity
- Rental burden
- School mobility rates
- English proficiency
Impact

An ounce of Prevention…

Risk and Protective Factors, Developmental Assets

Risk Factors

The Pair of ACEs
Adverse Childhood Experiences
- Maternal Depression
- Emotional & Sexual Abuse
- Substance Abuse
- Domestic Violence
- Physical & Emotional Neglect
- Divorce
- Mental Illness
- Incarceration

Adverse Community Environments
- Poverty
- Discrimination
- Community Disruption
- Lack of Opportunity, Economic Mobility & Social Capital
- Violence
- Poor Housing Quality & Affordability

An ounce of Prevention…
Youth with 3 or more Protective Factors are less likely to engage in risky behaviors.

Figure 1. Three to Succeed Asset Graph, Fairfax County, 2017

Risky Behaviors

Protective Factors (Developmental Assets)

fairfaxcounty.gov/youthsurvey
Impact

An ounce of Prevention… Evidence-Informed Programming plus Evaluation

RESEARCH INSIGHTS

Assets and Thriving among US Youth

Youth who have higher levels of Developmental Assets are much more likely to engage in thriving behaviors.

The average number of thriving behaviors youth engage in (out of 8 measured) based on the level of Developmental Assets they experience.

<table>
<thead>
<tr>
<th>Assets</th>
<th>0 - 10</th>
<th>11 - 20</th>
<th>21 - 30</th>
<th>31 - 40</th>
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<td>2.7</td>
<td>3.9</td>
<td>5.1</td>
<td>6.1</td>
<td></td>
</tr>
</tbody>
</table>

8 THRIVING INDICATORS

- Succeed in school
- Help others
- Value diversity
- Maintain good health
- Exhibit leadership
- Resist danger
- Delay gratification
- Overcome adversity

DATA SOURCE

Search Institute surveys of 121,157 U.S. youth, grades 6-12, between 2012 and 2015.

VISIT: www.search-institute.org/developmental-assets

OPPORTUNITY NEIGHBORHOODS
Impact

**Systems Change efforts aim to remove structural barriers to essential resources.** Systems change work acknowledges that our policies and practices can either resolve or exacerbate inequalities. Even as we design programs to improve outcomes for vulnerable populations, these interventions have limited reach.

Systems change work creates improvements for the broadest group of people by removing structural barriers to essential resources and promoting equitable policies and practices. Systems change work includes:

- Improving **access** to essential resources
- Improving the **quality** of services
- Increasing **utilization** of essential resources by removing barriers
Impact

ON 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. Wellness and Family Stability: 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.

Systems Change
Shared Data, Infrastructure, and Capacity Building
**Impact**

**Program-level outputs data:** This data documents the nature of the work and “how much” was done. Program outputs could include:

- # of students with a 1-1 mentor
- # of basic needs referrals
- # of children enrolled in an after-school program
- # of hours of ESOL class instruction
- # of parents attending kindergarten readiness events

**Program-level outcome data:** This data captures whether the work is having the intended impact on the people served. In other words, “how are clients better off?” Program outcomes could include:

- # of youth connected to trusted adults
- # of food secure households
- # of youth with improved academic performance
- # of students with improved English proficiency
- # of children enrolled in Kindergarten on-time

Measuring program-level outputs is **not** the same as measuring outcomes.
**Impact**

*Systems change measures:*
ON partners are identifying a set of systems change measures, to track progress in such areas as:

- Building provider capacity in evidence-informed service delivery
- Establishing shared goals, data and infrastructure
- Applying an equity and trauma-informed lens
- Ensuring neighborhood-level community engagement
- Addressing barriers in service delivery
Impact

The **ON Core Indicators** are measures of broader, community-level change, which we can collectively track, to see whether we are “moving the needle” with systems change efforts and targeted community programming.

*It’s important to note that the core indicators are meant to track the impact of all investments in a community, collectively, and do not reflect the progress or success of any one organization, program, or initiative.*
Using the ON collective impact approach among the many partners at work in an ON can improve **Access, Quality, and Utilization** of the programs and initiatives available to youth and their families.

<table>
<thead>
<tr>
<th>Indicator*</th>
<th>Site Status</th>
<th>Sample Initiatives Each can affect multiple outcome areas</th>
</tr>
</thead>
</table>
| **Chronic Absenteeism** | 8.1% of students are chronically absent (across all FCPS elementary schools, 2017-2018 SY) | • Absences Add Up campaign  
• Coordinated school attendance efforts  
• Check & Connect  
• Reading Buddies  
• Tutoring and academic support  
• All Ages Read Together (AART)  
• Imagination Library  
• After-school/out-of-school programs  
• Mentoring programs  
• Prevention programs  
• Neighborhood School Readiness Teams  
• Pre-K and Kindergarten registration partnerships  
• Back-to-school resource fairs  
• Coordinated vaccination clinics  
• Restorative practices, peer mediation  
• Short-term behavioral health  
• Mind labs and sensory rooms  
• Summer meals, community markets  
• Housing access and stability assistance  
• Parenting programs  
• Neighborhood Networks  
• Nurse-family partnerships  
• EYE Internships  
• Young Scholars Program  
• Neighborhood Ambassador Program  
• Youth Councils, leadership development  
• Community Schools  
• RULER Approach |
| **Reading Proficiency** | 80.3% of third graders are reading proficient (all FCPS, 2018) | |
| **Resilience** | 46.4% of sixth graders have trusted adults to talk to (6th graders, all FCPS, 2017) | |
| **Preschool Enrollment** | 55.9% of 3&4 year-olds enrolled in preschool (Fairfax County, Census table S1401, 2013-2017) | |
| **Student Behavior** | 3.5% of students had at least one disruptive behavior incident (across all FCPS elementary schools, 2017-2018 SY) | |
| **Food Security** | 23.7% of students report going hungry (6th graders, all FCPS, 2017) | |
| **Connectedness** | Indicator in Development | |
| **Workforce Readiness** | Indicator in Development | |

**Desired Outcomes**

- Academically Successful Youth
- Kindergarten Ready Children
- Healthy Youth and Stable Families
- Workforce Ready Youth
- Inclusive and Connected Community
Contextual Factors (Slide 17)

Programs and services should prevent and address these ACEs (Slide 23)

Systems change, infrastructure and capacity building efforts should address these ACEs (Slide 24)

The Core Indicators (slide 26) are a way of tracking the combined success and impact of all of the investments, over time

“Addressing root causes and taking appropriate action require a lot more work and spiritual intelligence. Our egos will always be on the lookout for a quick fix and immediate satisfaction, which too often leads to a deeply flawed solution.”

- Richard Rohr
Contacts

General
Website: http://bit.ly/opportunityneighborhoods

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Opportunity Neighborhoods Partners Network
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Sites
• ON Mount Vernon
• RestON
• ON Herndon (2020)
• ON Crossroads area (2020)
• ON Annandale area (2020)