Opportunity Neighborhoods

Planning Guide
For ON Partners

http://bit.ly/opportunityneighborhoods

Introduction and Contents

Welcome to the *2022—2023 Planning Guide for Opportunity Neighborhoods (ON) Partners*. This tool will help partners understand and plan for a shared vision within and across the five sites. It includes an overview of the key principles of ON, the steps to building a shared vision, the many roles different partners play, and how to track results and communicate progress with partners.
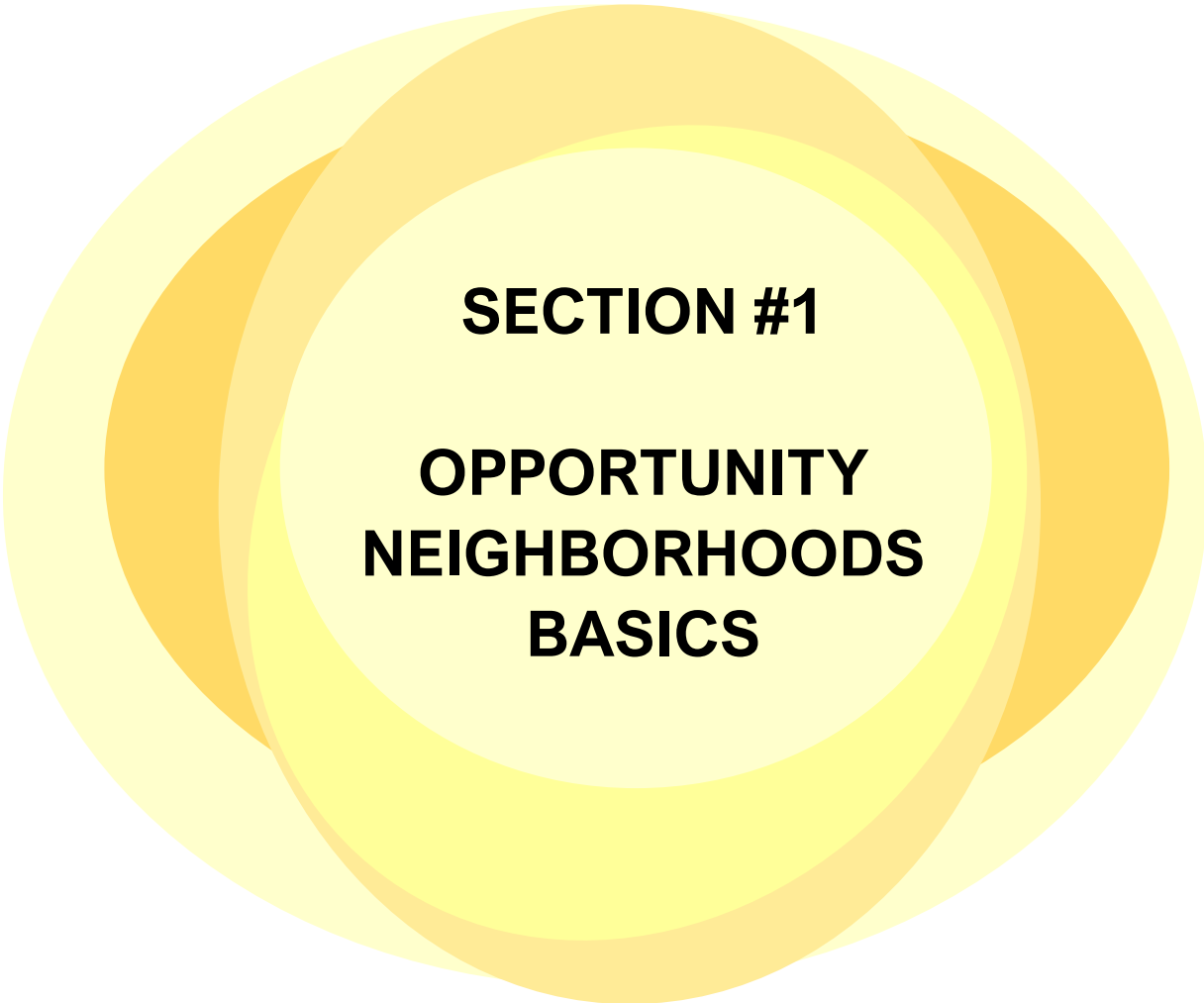
ON is an initiative that brings community residents, service providers, decision makers and other supporters together to identify needs, create a shared vision, and make plans with clear steps to achieve it. ON uses "collective impact" practices to bring partners together, define roles, and achieve results.

This guide is written with partners who are newer to ON in mind, but it can also serve as a refresher for ON veterans.

On the following pages you will find:
- background information on the guiding concepts of the ON framework
- the annual planning cycle that we will follow
- the four themes we will highlight in the coming year
- our logic model and work plan template, and
- details about the data tracked by lead nonprofits (sometimes called anchor or backbone organizations)

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SECTION #1

OPPORTUNITY NEIGHBORHOODS BASICS

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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: Children and youth have effective learning opportunities to address individual challenges and maximize gifts and strengths so that they enter school ready to learn, stay on course to graduate, pursue post-secondary education, and enter the workforce.

Family Resilience: Youth and families can focus on their dreams, free of barriers related to family crisis, housing instability, or community violence.

A Culture of Engagement, Connectedness, and Success: 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 work in Opportunity Neighborhoods. Each site has a lead nonprofit that supports the planning and implementation of ON work. Together, we strive to inspire students, caregivers, and partners working in the site to play a role in developing a shared vision, with plans for achieving it.

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Section 1: ON Basics

Each ON site works to improve outcomes for children, youth, and caregivers using ON collective impact practices. Sites build on local community strengths and pursue priorities that have been identified with community residents and partners. ON focuses on building community voice, improving community awareness of existing programs and services, coordinating with partners and sponsors to address identified needs, and working with providers to improve service quality and capacity.

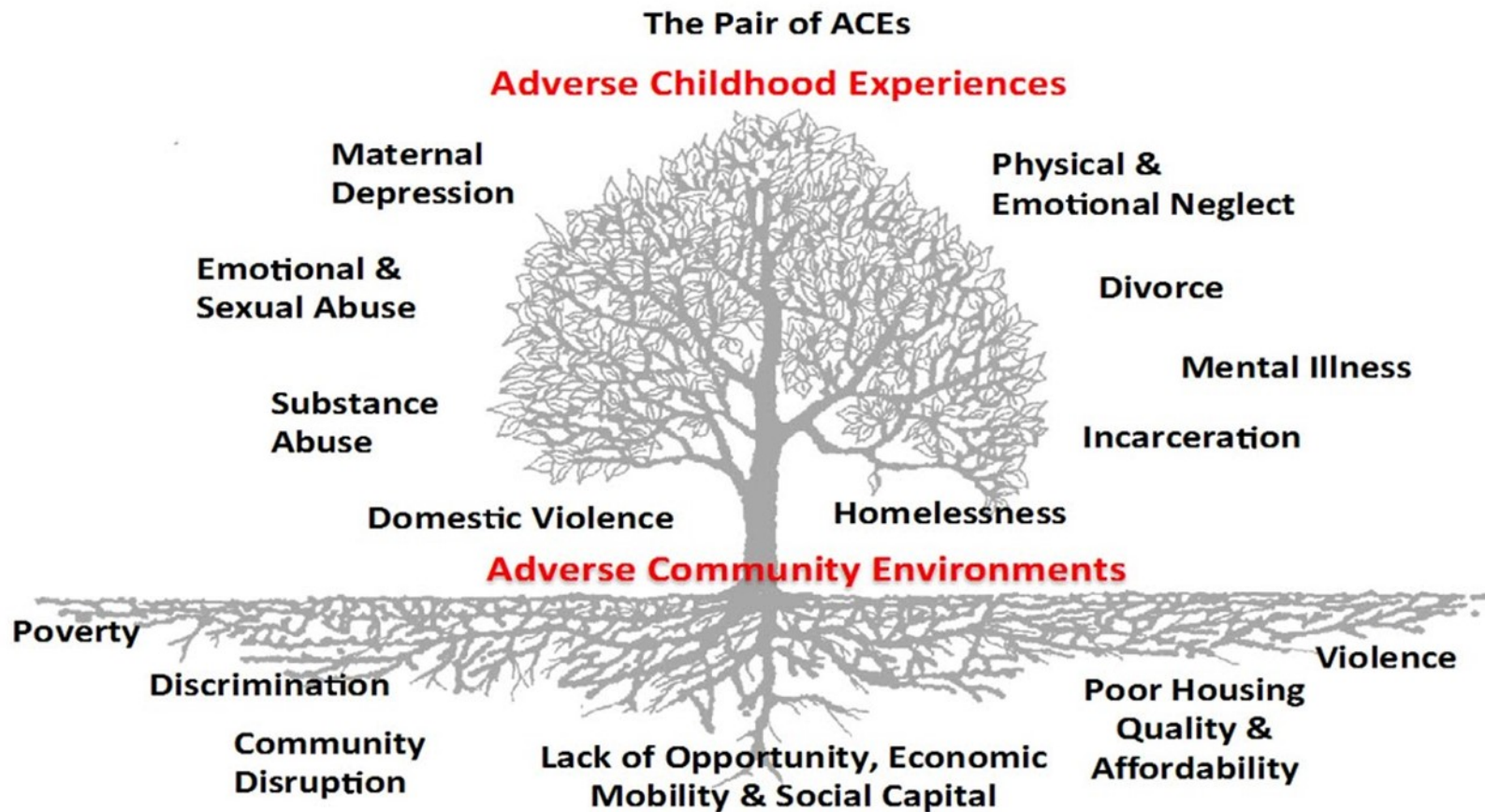|	Mount Vernon	Reston	Crossroads	Herndon	Annandale
Established	2011	2016	2020	2020	2021
Lead Nonprofit	United Community	Cornerstones	Second Story	Cornerstones	FACETS
FCPS Region	3	1	2	1	2
HHS Region	1	3	2	3	2
Site Scope	Prioritized communities in zip codes 22306 and 22309, and schools in the Mount Vernon and Lewis pyramids that serve those communities	Prioritized communities in zip codes 20190 and 20191, and schools in the South Lakes pyramid that serve those communities	Prioritized communities in zip codes 22041 and 22044, and schools in the Justice pyramid that serve those communities	Prioritized communities in zip codes 20170 and 20171, and schools in the Herndon and Westfield pyramids that serve those communities	Prioritized communities in zip code 22003, and schools in the Annandale and Falls Church pyramids that serve those communities

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Guiding Concepts

Meaningful change takes time, and the size and complexities of Fairfax County bring their own unique challenges. ON works to weave the following guiding concepts into every level of planning so that we can make ongoing progress while supporting the diverse and intricate partnerships of each site.

1) Understanding the effects of **trauma** on individuals and communities (page 7)

2) Applying an **equity lens** to our work (page 11)

3) Moving from *informing the community of plans* to *planning that is informed by community voice* (page 12)

4) Understanding and pursuing our community-driven goals in **the context of broader systemic factors** that influence conditions locally or "on the ground"

5) When possible, reducing technical language and jargon and using **plain language** so that we have a common understanding of ideas and concepts, and so that our written materials can be more easily translated and understood by everyone. This is a work in progress and we can always do better!

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A trauma-informed approach recognizes that individuals and communities come to ON with lived experience that may include multiple forms of trauma, and that trauma can have lifelong effects on attitudes and behavior. There are several useful models for trauma-informed practice. One of these is the **Pair of ACES** model.

The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Substance Abuse

Mental Illness

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing Quality & Affordability

Community Disruption

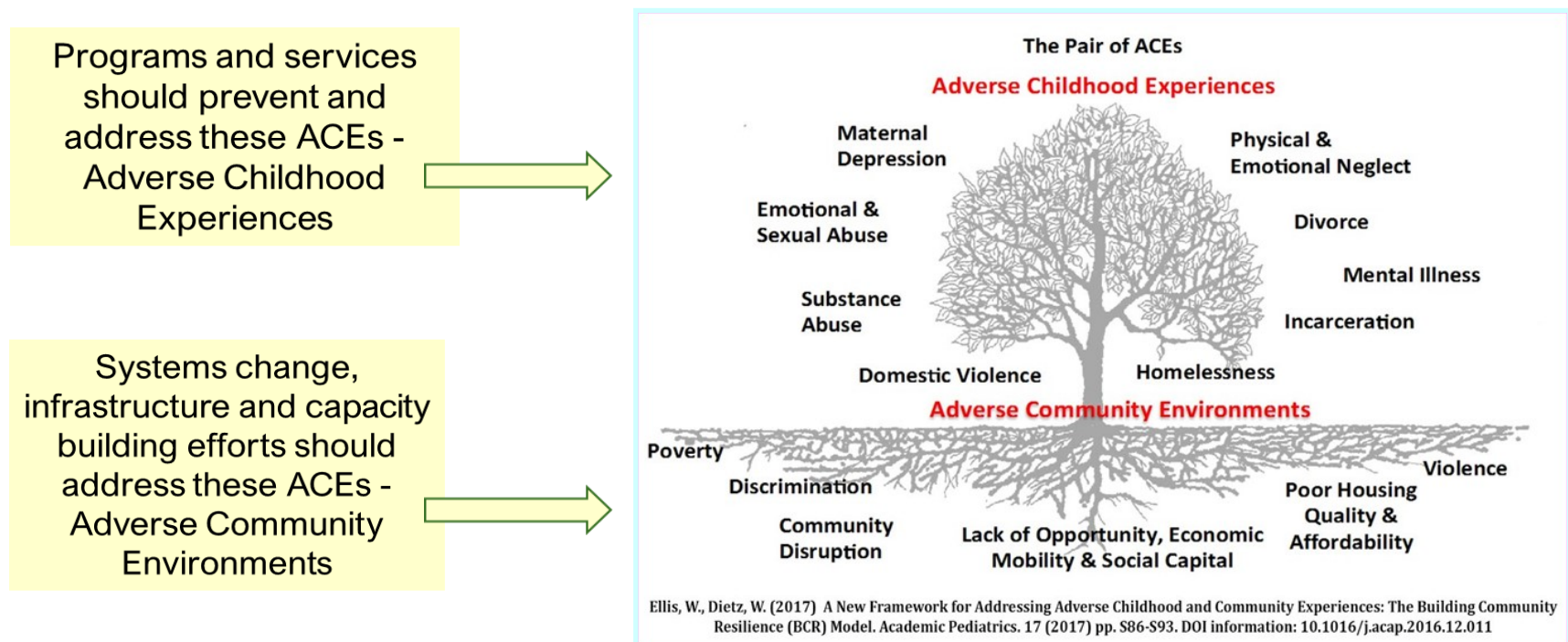Lack of Opportunity, Economic Mobility & Social Capital

Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. Academic Pediatrics. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

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"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/

Initiatives that address factors that create adverse community environments and that prevent adverse childhood experiences can reduce multiple negative outcomes and have a "multi-solving" effect for generations to come.

Programs and services should prevent and address these ACEs - Adverse Childhood Experiences

Systems change, infrastructure and capacity building efforts should address these ACEs - Adverse Community Environments

The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Mental Illness

Substance Abuse

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

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Poor Housing Quality & Affordability

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Trauma-Informed Community Network

Part of the Partnership for a Healthier Fairfax

https://www.fairfaxcounty.gov/neighborhood-community-services/prevention/trauma-informed-community-network

In Fairfax County we have a wealth of resources to become more trauma-informed at our fingertips, through the Trauma-Informed Community Network (TICN). The TICN is a multi-disciplinary, multi-agency effort to implement and support Trauma Informed Care initiatives across the Human Services System. It is an initiative of the Partnership for a Healthier Fairfax and includes Fairfax County government staff, FCPS staff, professionals from higher education, non-profit partners, and private service providers. Membership is open to anyone interested becoming better informed about trauma and its effects.

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Three to Succeed: Data from the Youth Survey reinforces decades of research that shows that when youth have protective factors (also known as developmental assets) in their lives, they do better in lots of different areas. Having just three protective factors dramatically reduces the likelihood that youth will engage in risky behaviors. ON partnerships can further increase the multi-solving effect when they increase youth access to protective factors.

Three to Succeed Asset Graph for Fairfax County (Grades 8, 10, 12)

Fairfax County 2019 Youth Survey
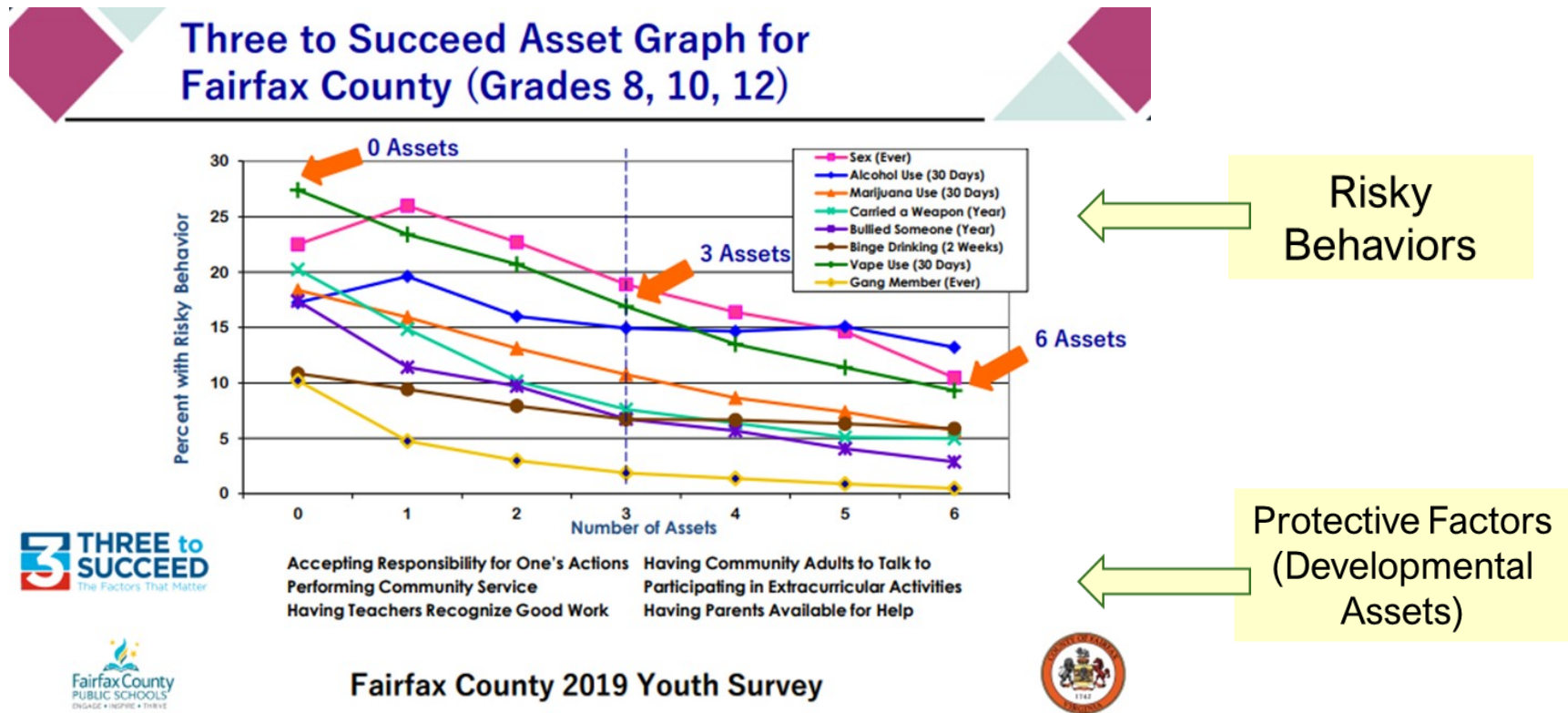
fairfaxcounty.gov/youthsurvey

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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, so that equity and inclusion are "baked in"
- Address systemic barriers by increasing resident involvement and partnerships with cross-systems initiatives
- Deliver the "right fit" resources, programs and services for children, youth, and families, for both individuals and communities

Resources are "one size fits all" and don't meet the needs of most

Resources are inclusive to the unique needs of individuals and communities, and are more effective

Visualizing Health Equity: One Size Does Not Fit All Infographic
https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html

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Community-Driven Goals and Solutions:
Moving from informing the community of our plans to <u>planning that is informed by community voice</u>

ON Ambassadors

ON ambassadors are key subject matter experts for our work. Ambassadors are community resident volunteers who represent specific housing communities in an ON, or who serve as liaisons to racial, ethnic, or faith communities that are well-represented in the ON site. Every ON has a number of communities identified for enhanced outreach and ambassador recruitment. The role of an ambassador is twofold: (1) to assist in raising awareness of available resources or public health information among their neighbors, and (2) to bring the needs, concerns, and ideas of their neighbors to the planning efforts of partners in the ON network.

ON ambassadors complete an orientation, and ongoing training opportunities throughout their term, and typically commit to 15-20 volunteer hours per month, conducted virtually or in-person according to their availability. Depending on their interests and schedules, they may focus on issues that are important to their local neighborhood, lend their voice to broader systems-change efforts, and/or participate in focus groups to improve the programs and services available for their communities. Opportunity Neighborhoods with active community councils or governance teams include strong ambassador representation in their membership.

Community-Driven Goals and Solutions:
Meeting People <u>Where They Are</u>

Meet people where they are:
- This can be taken literally… Go physically to where they live, work, or play
- And figuratively… Make the effort to genuinely understand their perspective, build trust, build on strengths, and value what they bring to the collaboration at this point in their lives

Minimize adding to their to-do list

- Consult with residents where they are already convening (virtually, and in their communities), rather than adding another meeting or obligation
- Connect with them where they are visiting with neighbors outdoors, or accessing services – health care events, food distributions, playgrounds
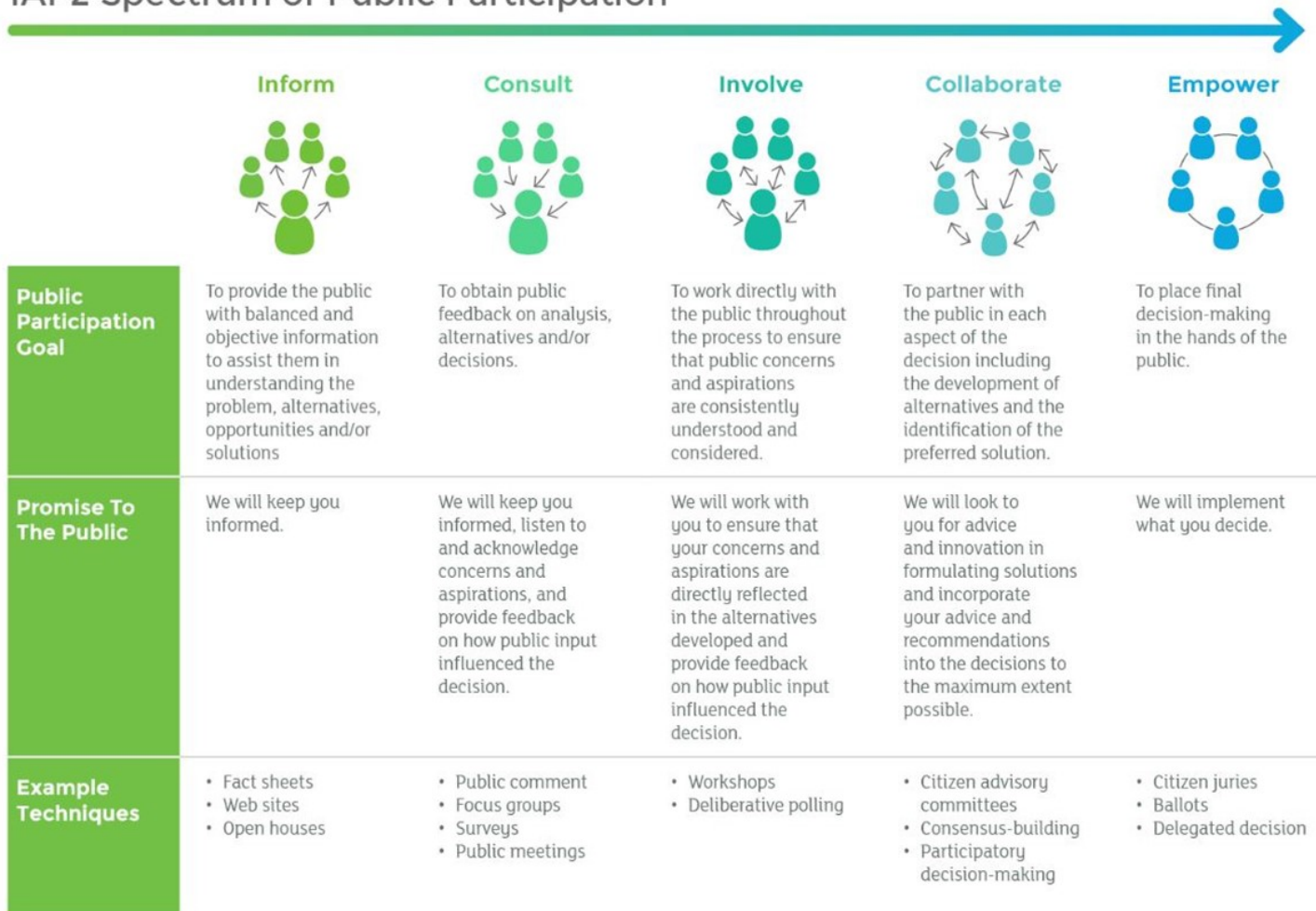
Respect stress management priorities

- People need to find their own balance with meeting basic needs, physical/mental health challenges, work, and other family responsibilities before they may be able to focus on committing to a volunteer opportunity
- Clearly and honestly communicate the commitment level, goals, benefits, and progress of your initiative, without jargon, so that people can make informed decisions about participating

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To be lasting and effective, community change efforts must be informed by inclusive community voice. As the saying goes, "Nothing about us without us." There are several useful models for thinking about how to make ON planning more productive and collaborative with those impacted by the work. One of these is the **Spectrum of Public Participation from IAP2.** More detail about considerations for making opportunities for involvement worthwhile for community residents, and links to Fairfax County's Countywide Engagement Framework and other resources can be found on the ON webpage at *http://bit.ly/opportunityneighborhoods.*

IAP2 Spectrum of Public Participation

	Inform	Consult	Involve	Collaborate	Empower
Public Participation Goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise To The Public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	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.	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.	We will implement what you decide.
Example Techniques	• Fact sheets • Web sites • Open houses	• Public comment • Focus groups • Surveys • Public meetings	• Workshops • Deliberative polling	• Citizen advisory committees • Consensus-building • Participatory decision-making	• Citizen juries • Ballots • Delegated decision

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Collective Impact and Plain Language

Opportunity Neighborhoods practices, now over decade into development, are based on fundamental principles of collective impact. Collective impact principles and terminology have themselves changed over time. They, like ON practices, will continue to evolve as our shared knowledge base and vision grow. As we reflect on the useful changes to collective impact terminology in the chart below, we can ask ourselves: Which messages are most broadly meaningful? How can we tell the stories of our communities with clear language that is accessible to all? How do we keep the focus on the community voices, vision and results, without getting bogged down in jargon and wordsmithing?

Tamarack Institute—Five Conditions for Collective Impact

From	To
Common Agenda	Movement Building
Shared Measurement	Strategic Learning
Mutually Reinforcing Activities	High Leverage Activities
Continuous Communication	Inclusive Community Engagement
Backbone	Containers for Change

From Tamarack Institute's *Collective Impact 3.0*

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ON Focal Areas: ON partners develop infrastructure, community capacity, and partnerships to improve quality and provide equitable access to programming in the five ON focal areas. Possible strategies for each focal area are included below.

<u>**Focal Area 1: Inclusive and connected community**</u>

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

1. Help <u>identify and prioritize</u> community needs

2. Support youth, families, and individuals as they <u>connect</u> with each other, share knowledge of community services and resources, and provide each other with social and emotional support

3. <u>Advocate</u> for youth, families, and individuals

4. Promote and ensure access to opportunities for <u>civic engagement and involvement</u> to lift the voices of under-represented youth, families, and individuals.

5. Promote opportunities to develop <u>leadership skills</u> for youth, families, and individuals to support community development and engagement and communicate needed improvements in civic infrastructure to policy makers

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ON Focal Areas and Strategies, Continued

Focal Area 2: Connected and motivated youth

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

1. Promote out-of-school learning and academic support to youth and families

2. Connect children and youth to out-of-school time activities

3. Promote and support high-quality mentoring for children and youth

4. Coordinate support networks for youth

5. Facilitate opportunities for participating in community service activities for youth, families, and individuals

Focal Area 3: School readiness and early childhood education

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

1. Establish meaningful partnerships with families to grow school readiness opportunities in all communities and support children's optimal development in all settings

2. Foster quality and effective professional learning in all early childhood programs and services

3. Coordinate the work of partners in support of school readiness efforts

4. Reinforce families' annual school readiness efforts by providing access to resources when needed

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ON Focal Areas and Strategies, Continued

Focal Area 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

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 gaps in services and barriers to services to leaders
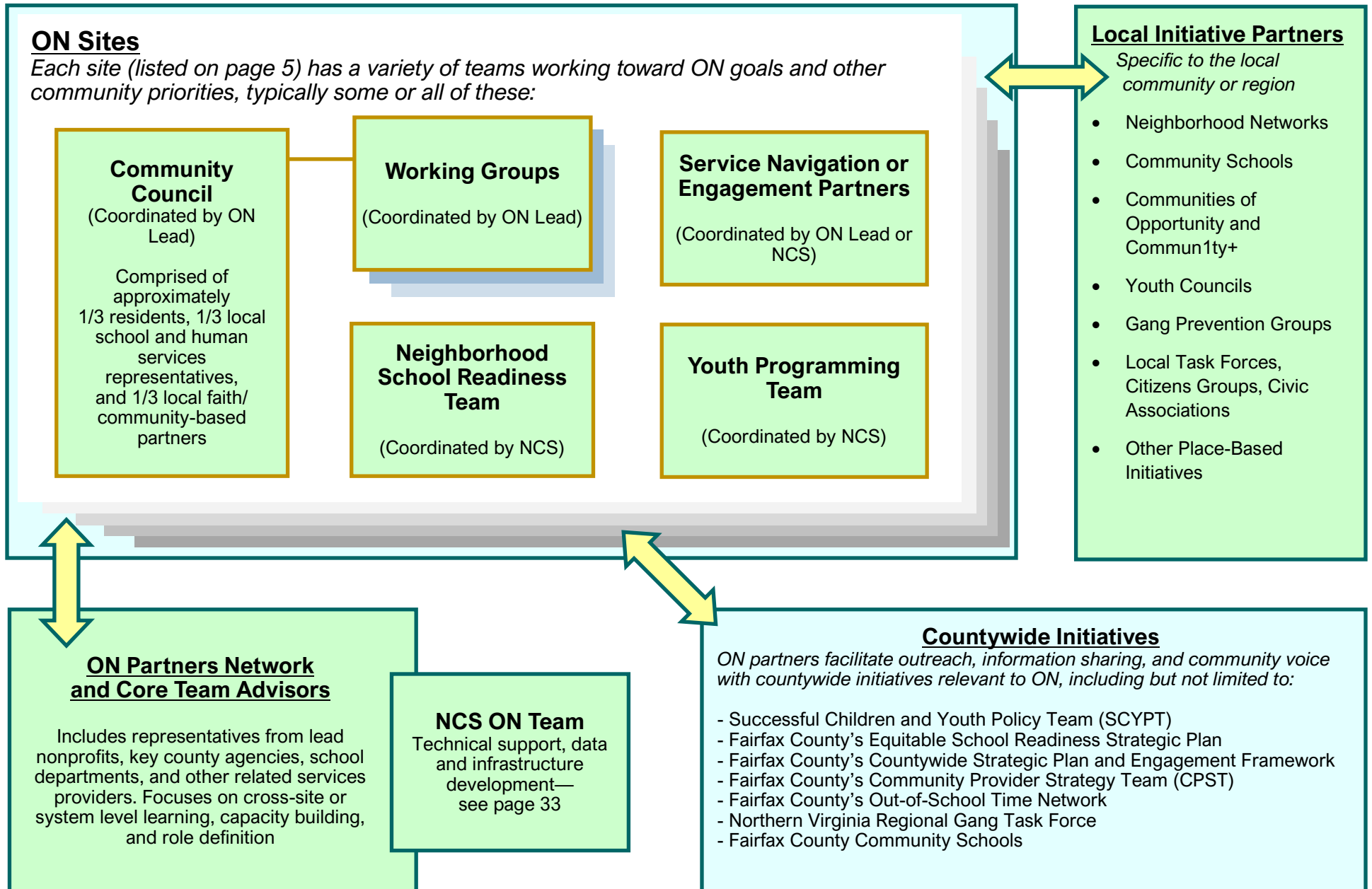
Focal Area 5: Workforce readiness, student career preparedness, and family literacy

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

1. Facilitate preparation for and access to advanced learning, STEAM, college readiness, and career and 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

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Opportunity Neighborhoods Partnerships Organizational Chart

ON Sites
Each site (listed on page 5) has a variety of teams working toward ON goals and other community priorities, typically some or all of these:

Community Council
(Coordinated by ON Lead)

Comprised of approximately 1/3 residents, 1/3 local school and human services representatives, and 1/3 local faith/community-based partners

Working Groups
(Coordinated by ON Lead)

Service Navigation or Engagement Partners
(Coordinated by ON Lead or NCS)

Neighborhood School Readiness Team
(Coordinated by NCS)

Youth Programming Team
(Coordinated by NCS)

Local Initiative Partners
Specific to the local community or region

- Neighborhood Networks
- Community Schools
- Communities of Opportunity and Commun1ty+
- Youth Councils
- Gang Prevention Groups
- Local Task Forces, Citizens Groups, Civic Associations
- Other Place-Based Initiatives

ON Partners Network and Core Team Advisors
Includes representatives from lead nonprofits, key county agencies, school departments, and other related services providers. Focuses on cross-site or system level learning, capacity building, and role definition

NCS ON Team
Technical support, data and infrastructure development—see page 33

Countywide Initiatives
ON partners facilitate outreach, information sharing, and community voice with countywide initiatives relevant to ON, including but not limited to:

- Successful Children and Youth Policy Team (SCYPT)
- Fairfax County's Equitable School Readiness Strategic Plan
- Fairfax County's Countywide Strategic Plan and Engagement Framework
- Fairfax County's Community Provider Strategy Team (CPST)
- Fairfax County's Out-of-School Time Network
- Northern Virginia Regional Gang Task Force
- Fairfax County Community Schools

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SECTION #2

OPPORTUNITY NEIGHBORHOODS ANNUAL PLANNING CYCLE

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Opportunity Neighborhoods—Annual Planning Cycle

Planning, implementation, and evaluation follow a consistent timeline which repeats each fiscal year

Fourth Qtr: April 1—June 30
- May: Fairfax County and FCPS budgets are finalized
- May: Identify primary activities and draft work plan; get feedback from community members and other partners
- June: NCS introduces updated reporting tools and offers refresher training for leads
- Mid-June: Work plans for the following fiscal year are received by NCS, a cross-site *planned activities chart* is created, and work plan revisions are completed as needed

First Qtr: July 1—September 30
- 7/1 Program year begins, work plans and updated reporting tools are implemented
- August—September: NCS conducts and releases results of previous year's evaluation

Ongoing: consulting with community residents and other partners

Third Qtr: January 1—March 30
- Community surveys and assessments occur
- Leads consult with community resident leaders and partners to assess progress on current activities and begin establishing goals for following year

Second Qtr: October 1—December 31
- Gather and review data on relevant trends, share with community leaders and other partners

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SECTION #3

OPPORTUNITY NEIGHBORHOODS FY2023 THEMES AND ACTIVITIES

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Section 3: Themes and Activities

FY23 Themes

The NCS ON team has developed four themes for FY23, consistent with *Opportunity Neighborhoods focal areas and strategies,* based on our consultations with ON community ambassadors and teen council members, established working groups in the five sites, our planning meetings with partners over the past quarter, and the current priorities of the Successful Children and Youth Policy Team (SCYPT).

Current SCYPT priorities include behavioral health access, school readiness, career readiness, and Community Schools. The ON lead nonprofits, liaisons with FCPS and NCS, and other key ON partners are closely involved in much of this work.

This year, Opportunity Neighborhoods will focus on pursuing established community-identified priorities within the sites, supporting SCYPT initiatives, and specific activities that address needs related to one or more of the FY23 themes.

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Section 3: Themes and Activities

Organizing our work around these themes will allow us to better express and pursue shared goals, involve our full array of stakeholders, connect community voice and support to related countywide initiatives, address resident access barriers, and measure progress within and across the five ON sites.

The four themes for FY23 (with relevant ON focal areas in brackets) include:

Career and Asset Development, e.g. financial assistance and financial literacy, postsecondary planning and internships, resources for small business owners, soft skills and language development, etc. [FA4, FA5]

Community Safety and Security, e.g. violence and crime prevention, living conditions, safe play spaces, etc. [FA4]

Enrichment for Children, Youth, and Teens, e.g. access to and quality of out-of-school time programming, early childhood education, child care, etc. [FA1, FA2, FA3, FA4, FA5]

Welcoming Communities of Service, e.g. volunteer service opportunities, community building events, resources for new neighbors, etc. [FA1, FA2, FA4]

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Planned Activities

Most ON sites are actively working on initiatives related to these four themes. The goal for FY23 is to do a reset and select a subset of activities that are attainable, evidence-informed, manageable, and sustainable. As we outline in the next section, there are many ways to prioritize efforts when resources are limited.

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Scope of Impact: ON lead staff are responsible for identifying needs in the communities, convening partners, and working toward solutions, as detailed on the left side of the ON logic model (page 29). They do not coordinate direct service programming. There are several useful tools for assessing the existing landscape for a need in the community. Many of our partners use a pyramid visual to depict the layers of support available or needed around a particular issue or population. In these models, resource needs grow as you move up the pyramid, but the size of the population affected decreases.

FCPS Multi-tiered Systems of Support (MTSS)/ Responsive Instruction (RI)
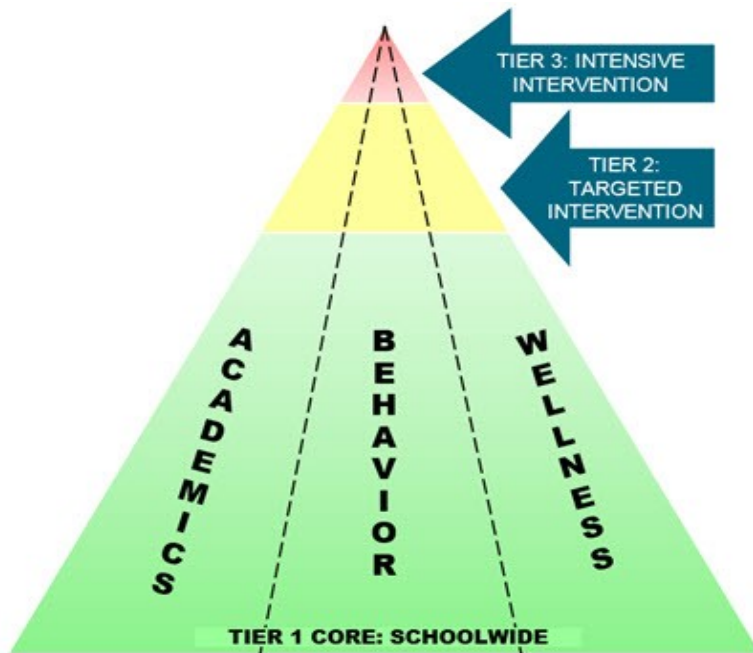
Partnership for a Healthier Fairfax/ Community Health Improvement Plan (CHIP) Health Impact Pyramid

Adopted from: Thomas R. Frieden, "A Framework for Public Health Action: the Health Impact Pyramid," *Am J. Public Health*, (April 2010).
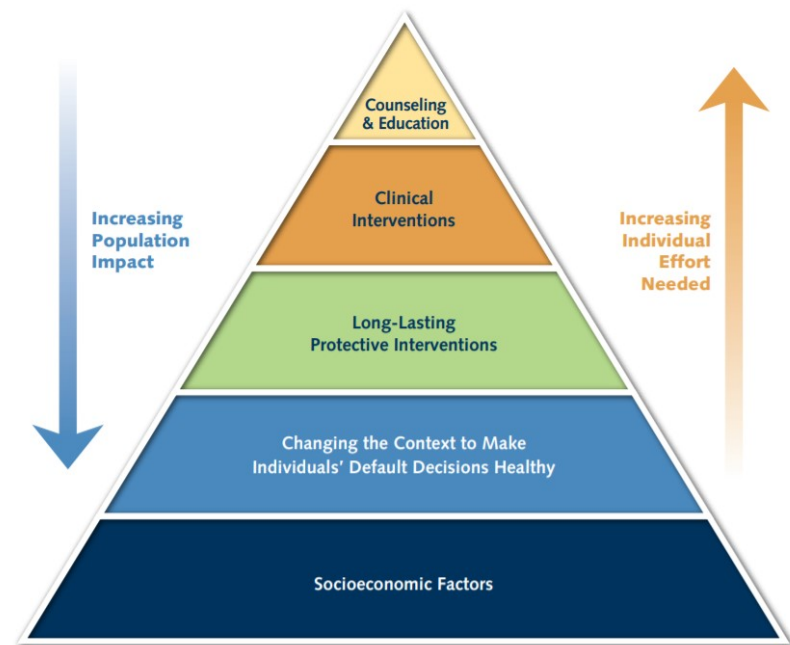
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This visual, based on the tools in use by partners, can be used to map expected impact of issues, services, partners, and/or goals.
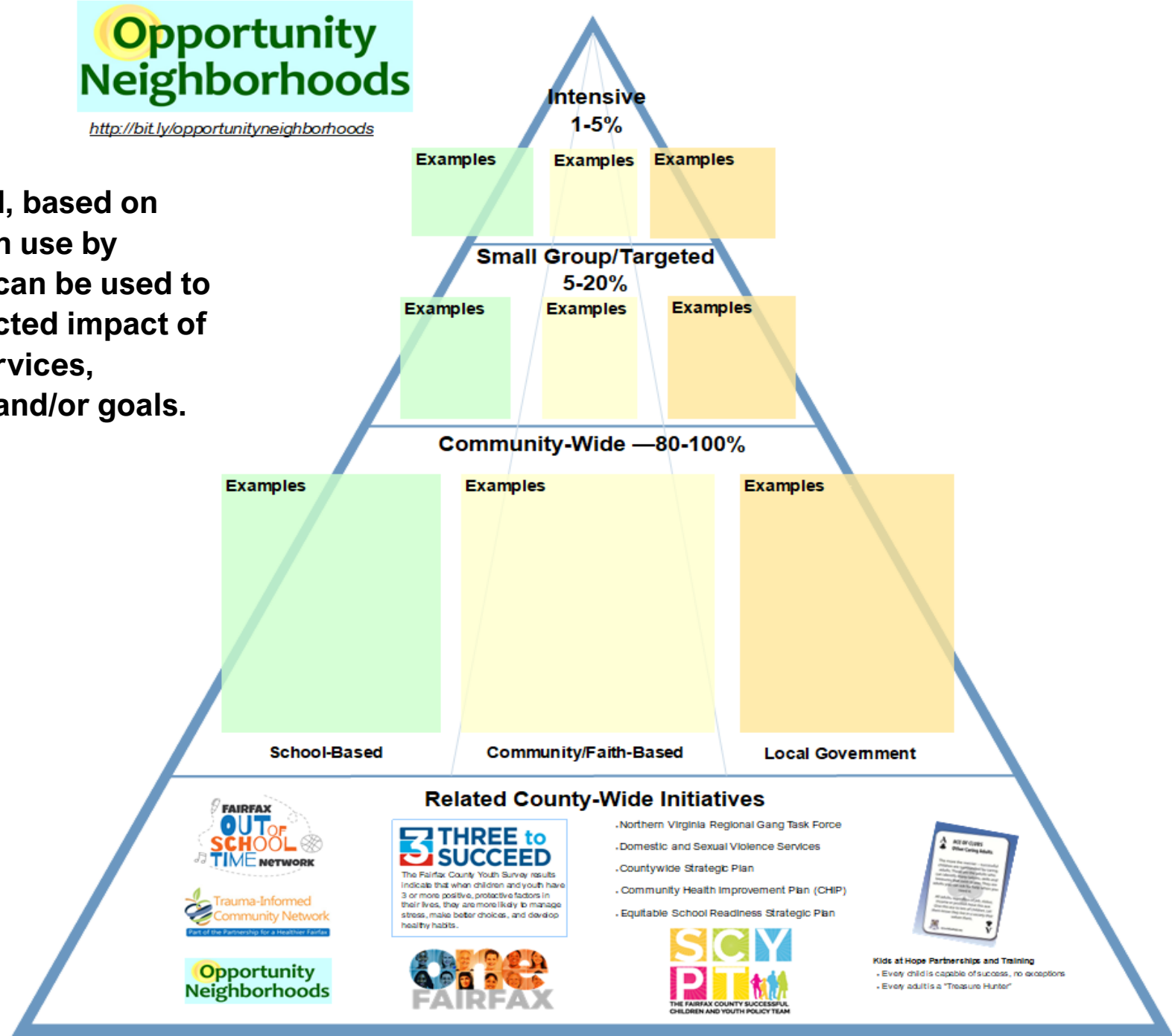
SECTION #4

OPPORTUNITY NEIGHBORHOODS WORK PLANS AND LOGIC MODEL

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Section 4: Work Plans and Logic Model

The examples included on page 24 are not the only areas of work that are relevant to the FY23 themes; and they only represent part of the planned work across Opportunity Neighborhoods. However, they show the broad, but interrelated needs and priorities expressed by residents and partners working in ON communities. Organizing our work around them will help us define and clarify our shared plans for the coming year. The themes can also help us better align with and support partner initiatives active in ON communities.

As part of planning for the coming year, each ON will identify specific collective impact activities **related to the Enrichment for Children, Youth, and Teens theme and at least one additional FY23 theme**, based on input from their local resident leaders and community partners. Examples of collective impact activities can be reviewed on the left hand side of the ON logic model.
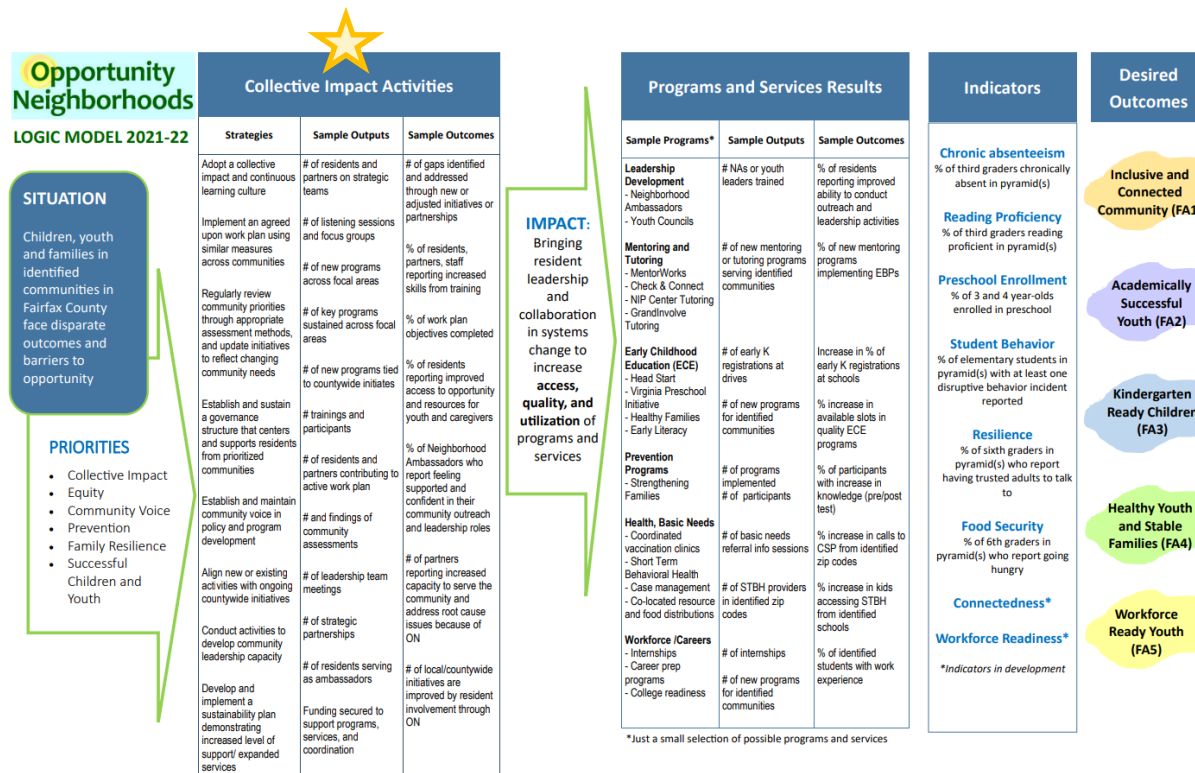
Section 4: Work Plans and Logic Model

Work Plans

ON leads will enter their short list of planned collective impact activities that are attainable, evidence-informed, manageable, and sustainable into the work plan template, or a similar format used by their organization. NCS ON staff will also enter the activities into the reporting tool. These activities will form the foundation of ongoing planning with community resident leaders, NCS, and partners, for the duration of the program year.

Opportunity Neighborhoods Work Plan Template 2023

Focal Area(s):
STRATEGY #

Milestone/Activities	Action Steps	Timeline		Lead	Key Partners	Outcome Measures
		Start (MM/YYYY)	End (MM/YYYY)			
	1. Equity: 2. 3.					•
	1. Equity: 2. 3.					•
	1. Equity: 2. 3.					•

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ON Outcomes versus Programmatic Outputs

Programmatic outputs are often emphasized in evaluations and reporting. These are things like
- 43 participants accessed tax filing assistance
- 34 children were enrolled in a soccer program
- 14 students were matched with a mentor

Opportunity Neighborhoods work focuses on collective impact outcomes around the development of infrastructure and capacity building to improve community conditions.

These outcomes are things like
- 45 residents who completed meeting facilitation and conflict resolution training reported being more confident and effective community leaders as a result
- 13 teens reported improved access to caring adults and a support network through their involvement in the teen council
- 12 community ambassadors/leaders were actively involved in partner initiatives to address issues prioritized by their community
- 5 local mentoring programs serving 214 mentees increased capacity to deliver quality mentoring through involvement in best practices training
- 7 new community-based partner orgs began contributing resources as strategic partners for programs providing financial assistance and literacy for young adults

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Section 4: Work Plans and Logic Model

ON Sites and Neighborhood Initiatives ("NIP") Centers
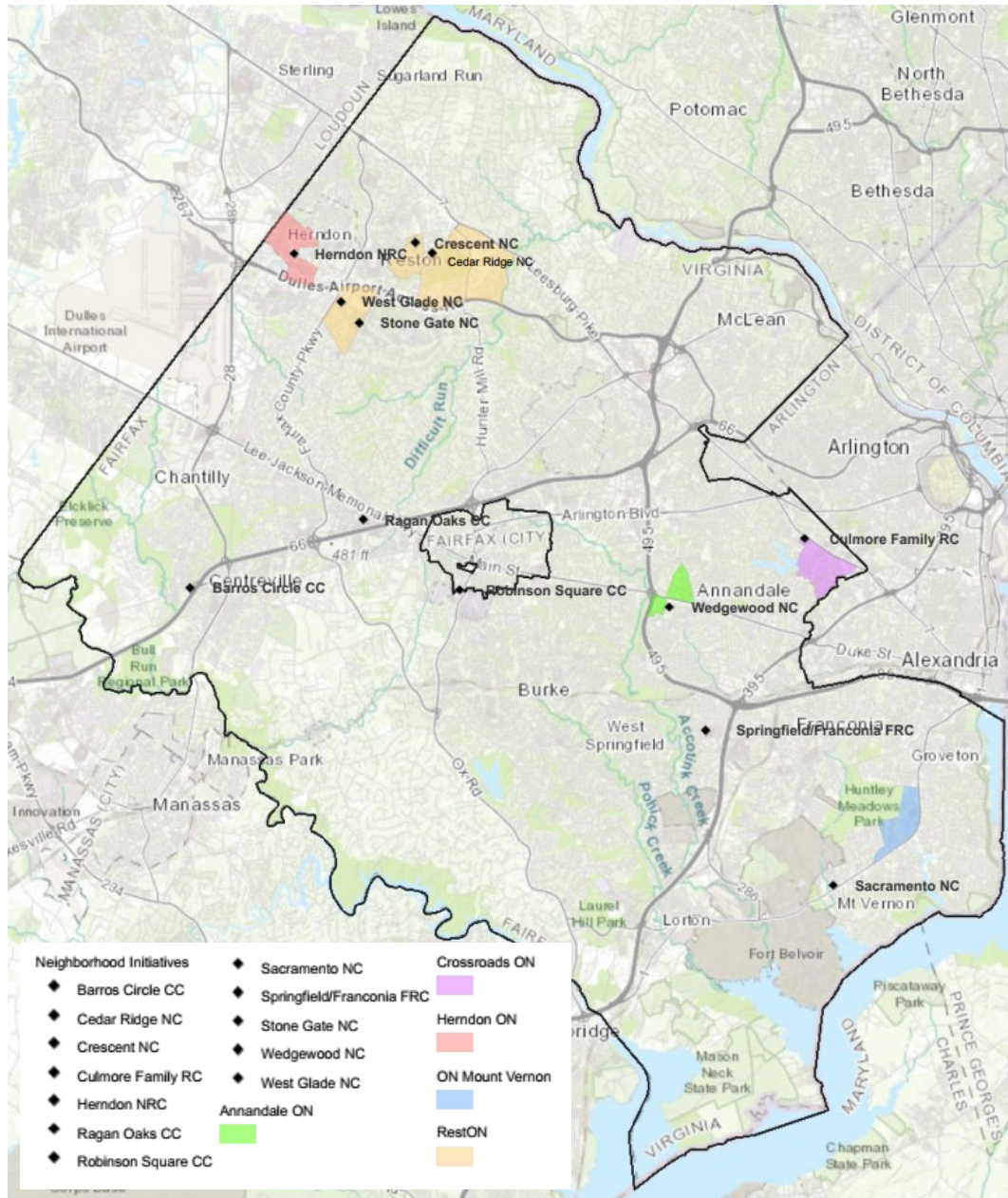
The five ON sites are each led by a nonprofit agency as part Neighborhood Initiatives Program (NIP) of NCS. This initiative also includes center-based programs and services in a dozen sites around the county, as well as a community school site.

The ON lead nonprofits operate several of the NIP centers that are in or near the ON sites. These centers are sometimes called "community connected sites/CCS" or "education and community development/ECD centers". When NIP centers are in or next to an ON site, they are vital locations for community residents to connect with their neighbors and to resources. Other nearby community centers and services are also key partners working with ON.

NIP center program staff have specific goals and outcomes that they are supporting, things like organizing out-of-school time programming for youth, or assisting adults in accessing community resources.

ON lead staff have goals and outcomes that are distinct from centers. They focus on things like building greater capacity for needed resources community-wide, or providing opportunities for partners to improve quality of services (see previous page).

The roles of individuals in ONs or NIP centers are distinct, but should be well-coordinated in the spirit of collective impact, with a shared vision and plan for desired outcomes developed with local community residents.

Cross-site Support

Challenges and barriers experienced by children, youth, and caregivers within ON sites are often part of broader, systemic dynamics. NCS ON support staff ("the ON team"), the ON Core team (an advisory group), and other partners with a cross-county lens contribute to identifying and implementing solutions to the issues raised by community residents and service providers. NCS ON team will continue providing technical support, centering community voice, and developing pathways to better results for youth and their caregivers in prioritized communities across the five ON sites. Our role includes:

- **Data development:** Identifying useful metrics, and highlighting barriers to presenting necessary data
- **Evaluation:** Developing methods to measure success and identify areas for growth for diverse activities, within and across sites
- **Common language:** Providing professional development and capacity building resources for community resident leaders, community-based partner networks, and the human services partnerships community
- **Common agenda:** Ensuring that partners pursuing similar goals within sites are aware of opportunities to work together, pool resources, and avoid duplication of efforts, with a shared vision

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