Appendix C: Children and Youth Community Plan 2025 Action Plans

Contents

Goal One: All Children, Youth, and Families will be Physically Safe & Healthy

Strategic Area: Increase participation in early childhood education & care

Strategies for: Increasing participation in early childhood education and care	
Champion: Smart Beginnings Alexandria	**Point of Contact**: SBA Executive Director
Supporting Plan: [Smart Beginnings Alexandria Common Agenda](#)	
Population Level Measurements	

Health	Academic	Social-Emotional
- Increased participation in prenatal care - Healthier birth weights - More medical homes - More immunizations - Healthier Body Mass Index (BMI)	- More pre-K experience - Increased kindergarten readiness in reading and math - Increased 3rd grade proficiency in reading and math - Fewer English Language Learners requiring services upon kindergarten entry - Increased developmental screenings	- Increased kindergarten readiness in socio-emotional domains - Better self-regulation - Better knowledge of self

Action Plan for early care and education

Strategy: Foster a coordinated system of equitable access, capacity, enrollment, and funding. (Access)			
Action	**Timeline**	**Performance Measurements**	**Point of Contact**
Action a: Complete a preschool space audit for program continuity and/or expansion opportunities	☐1-2 years ☐2-4 years ☐4+ years	**How much was done/Deliverable**: *Progress Measurement: Preschool space audit* *Progress Measurement: An annual preschool delivery strategy* *# of funding streams* **How well it was done**: *% of providers and professionals acting as a resource and referral to other relevant providers or families* *% of participants satisfied with their experience* **Is anyone better off:** *% of programs and services that have sufficient capacity to serve all of Alexandria's vulnerable children* *#/% of children and families enrolled*	SBA Executive Director
Action b: Create an annual preschool delivery strategy and optimize funding streams supporting it.	☐1-2 years ☐2-4 years ☐4+ years		
Action c: Continue to refine enrollment processes to enable families to have a more transparent understanding of their eligibility for various programs.	☐1-2 years ☐2-4 years ☐4+ years		
Action d: Develop a coordinated enrollment process with one point of entry.	☐1-2 years ☐2-4 years ☐4+ years		

Strategy: Establish meaningful partnerships and channels of information sharing with families to support families as their child's first teacher. (Family Connections)

Action	Performance Measurements	Point of Contact
Action a: Develop stronger feedback mechanisms for families to engage with providers in a culturally and geographically accessible way.	**How much was done/Deliverable**: • *Progress Measurement: Stronger feedback mechanism in place* • *# of families engaging with providers* • *# of families with children transitioning between pre-K and grades K-3* • *# of Basic Awareness Campaign activities* • *# of connections among health and education providers* • *# of ways SBA can support comprehensive prenatal care, a comprehensive medical home approach, and more referral conduits* **How well it was done**: • *% of providers using feedback mechanism* • *% of Campaign strategies implemented* • *% of providers reporting strong collaboration* **Is anyone better off:** • *% of families who understand the importance of holistic child development* • *% of families who have better knowledge of and access to available early care and education resources* • *% of families are actively voicing needs to providers*	SBA Executive Director
Action b: Ensure stronger transitions between pre-K and grades K-3, with greater information sharing across early learning pathways.		
Action c: Implement the Basics Awareness Campaign		
Action d: Forge connections among health and education providers, particularly in the prenatal to 3-year-old space, in order to identify specific ways SBA can support comprehensive prenatal care, a comprehensive medical home approach, and more referral conduits between health-focused and other programs		
Action e: Promote parent and family engagement in education around child development by supporting efforts of City and non-profit partners to establish universal developmental screening for families who have children birth to age 5 years of age	**How much was done/Deliverable**: • *# of families engaged* • *Progress Measurement: Universal Developmental Screening established* **How well it was done**: **Is anyone better off:** • *% of families who gained knowledge of child development*	DCHS Early Childhood Division

Strategy: Develop and coordinate professional learning opportunities for all early care and education providers to ensure equitable high-quality, culturally responsive learning experiences for young children. (Quality)		
Action	**Performance Measurements**	**Points of Contact**
Action a: Increase the number of childcare centers, preschools, and family childcare homes that are accredited, maintaining accreditation status annually, and/or participating in the Quality Rating and Improvement System (QRIS).	**How much was done/Deliverable**: • *# of childcare centers, preschools, and family childcare homes that are accredited, maintaining accreditation status annually, and/or participating in the Quality Rating and Improvement System (QRIS).* • *Progress Measurement: Professional Learning Continuum in place* **How well it was done**: • *% of educators who are qualified to provide high-quality instruction that is both culturally and linguistically responsive* • *% of participants satisfied with their experience* **Is anyone better off:** • *#/% of children and families with the greatest need receiving individualized services*	SBA Executive Director
Action b: Develop a professional learning continuum that is based on provider professional goals, licensure requirements, and observational data.		
Action c: Develop a system for ongoing IMH consultation by providing professional development and training opportunities	**How much was done/Deliverable**: • **Progress Measurement**: System Developed • # of training opportunities provided • # of professionals trained **Is anyone better off:** • % of children receiving ongoing IMH consultation	DCHS Early Childhood Division
Action d: Develop a system to evaluate the impact of IMH services	**How much was done/Deliverable**: • **Progress Measurement**: System in place **Is anyone better off:** • % of IMH services making a positive impact	DCHS Early Childhood Division

Strategy: Foster a coordinated system of equitable access, capacity, enrollment, and funding. (System Alignment)	
Action	**Performance Measurements**
Action a: Develop a data system and data sharing agreements with key partners to capture how children are being served by and benefiting from the early care and education system.	**How much was done/Deliverable**: • *Progress Measurements: Data system and Sharing Agreements* • *Progress Measurements: Longitudinal data tracking system*

Action b: Implement a longitudinal data tracking system to track children as they move to and through the early care and education system.	• *Progress Measurements: Shared vision for change within Alexandria's ECE system* • *# of key partners involved*
Action c: Better understanding of the gaps and opportunities related to existing funding streams and capacity, including how to better combine and optimize funding for a more equitable, sustainable, and family and child- centric system.	**How well it was done**: • *% of providers using the data systems* **Is anyone better off:** • *% of providers reporting strong collaboration within Alexandria's ECE system* • *% increase of the amount of funding to support Alexandria's ECE work*

Strategic Area: Promote health, wellness, and wellbeing

Action Plan for healthy eating

Strategy: Increase the number of plant-based entrees on the ACPS school lunch menu	
Strategy Champion: ACPS Nutrition Services	
Action	**Performance Measurements**
Action a: Implement "Around the World Wednesday" menu to students, a pop-up of globally inspired dishes that are plant-based.	**How much was done**: # of Around the World Wednesday meals served **How well it was done:** Cultural variety of menu items **Is anyone better off:** % of students satisfied with the menu. % of youth who feel valued; % of youth Places high importance on getting to know people of other racial/ethnic groups
Action b: Implement ACPS's Farm to School "Harvest of the Month" program. Nutrient-dense products like microgreens, mushrooms, and pea shoots will be brought from local growers into ACPS schools as one-part education and another consumption.	**How much was done**: # of meals served **How well it was done:** Cultural variety of menu items **Is anyone better off:** % of students satisfied with the menu. % of youth who feel valued; % of youth who pay attention to healthy nutrition and exercise

Action Plan for health care

Strategy: Connect students to health care resources and services		
Strategy Champion:		
Action	**Performance Measurements**	**Point of Contact**
Action a: Work with city and nonprofit partners to address the health, social service and academic needs of students and their families	**How much was done:** **How well was it done:** **Is anyone better off:**	ACPS Rep

Action b: Engage students and families in identifying needed supports and services and offering them in schools while monitoring utilization of existing and new resources	**How much was done:** **How well was it done:** **Is anyone better off:**	ACPS Rep
Action c: Develop communications materials to increase awareness of health resources and services available to students and families in the City of Alexandria. • Work with partner agencies to compile and leverage existing resources and identify communication gaps. • Develop a communications plan for targeted audiences with the City of Alexandria's OCPI, the Alexandria Health Department Communications Team, and the ACPS Office of Communications • Work with communication professionals to raise awareness about immunizations to City youth and families. • Work with communication professionals to raise awareness about access to insurance to City youth and families. • Work with communication professionals to raise awareness about children being connected to a medical home to City youth and families. • Work with communication professionals to analyze how target populations access information.	**How much was done:** • A communications plan is created • # of materials created • Identified communication gaps **How well was it done:** • # of partner agencies involved in compiling resources • Plan utilizes a variety of communication methods. **Is anyone better off:** • Plan addresses communication gaps that have been identified • % of youth immunized in the City of Alexandria (Virginia Annual Immunization Survey) • % of adults immunized in the City of Alexandria (Behavioral Risk Factor Surveillance System) • % of children insured through Medicaid CHIP in the City of Alexandria (Census?) • % of adults that are insured in the City of Alexandria (Census?) • % of children in the City of Alexandria that have a "medical home" or a "usual" doctor or health center they go to when sick (YRBS)	Emma Beall, Maxwell Tankersley, Rachel Philpott, Allen Lomax, Lisette Torres; Madeline Canas; Melissa Riddy; Cassidy Pyke; Thatcher; Zacharias
Action d: Create services (e.g., health clinic, day care, quality food access, etc.) in multi-functional space at housing units/ apartment complexes, etc.	• A list of needed services is developed by geographic location. • Agreements are approved to provide specific services at housing units/apartment complexes, etc.	Partnership for a Healthier Alexandria

Action Plan for physical health

Strategy: Enhance and expand sports/recreational programs and activities for students
Strategy Champion: Children and Youth Community Plan Work Group

Action	Performance Measurements	Point of Contact
Action a: Through outreach, scholarships, grants, donations, fundraisers and sponsorships, mobilize resources and funding to expand access to physical activities among youth Increase outreach to promote available financial assistance for all RPCA programs Increase outreach and reduce barriers for equity and inclusion in all sports and recreational programs including contracted classes/camps and affiliate programs Fully use and support systems for acquiring scholarships, grants, donations, fundraisers and sponsorships through other agencies, affiliate sports groups, and partnerships Grant Programs that enable families to fund their children's involvement in activities. Grant Programs to fund sports so that sports are offered to families for free. (21stCentury Grant, CBDG) Organize a charity walk to raise funding for access to physical activities	**How much was done**: • # of funding streams subsidizing activities • # of families using financial assistance **How well it was done:** • Amount of funding raised • Diversity of funding streams • Amount of discounts/fee assistance and scholarships provided **Is anyone better off:** • # of children participating in sports programs • # of children participating in after school programs • # of children participating in summer camps • Diversity/demographics of children participating	RPCA Youth
Action b: Strengthen advocacy to include more physical activity into the school day • Advocate with the schools to include more physical activity into the school day	**How much was done**: • # of advocacy activities • # of advocates **How well it was done:** • Diversity of advocacy activities **Is anyone better off:** • Amount of time dedicated to physical activity during school day • % of students engaging in 30 minutes or more of physical activity a day	CYFCC Public Health Advisory Board SHAB Youth worker
Action c: Improve and expand access to play spaces throughout Alexandria • Implement DRPCA's Capital Improvement Program (CIP)	**How much was done**: • # of play deserts identified • Amount of funding raised	RPCA Staff (Judy Lo)

• Other DRPCA projects	• # of play deserts eliminated **How well it was done:** • Zip codes of where play deserts were addressed **Is anyone better off:** • % of residents engaged in recreation and fitness (Alexandria Resident survey) • % of residents pleased with city parks (Alexandria Resident survey)	
Action e: Increase engagement in physical activity and healthy lifestyles to improve health. • Offer sports, aquatics, healthy lifestyles, and fitness programs with instruction or coaches for all ages. • Ensure and enhance opportunities for self-directed exercise and activities at parks, fitness facilities, pools, and trails. • Promote play throughout the city. • Strengthen programming to engage girls in safe physical activities	**How much was done:** • # of fitness programs for youth • # of youth sports program participants • # of opportunities to promote play and self-directed exercise **How well it was done:** • Evidence-based programming • Zip codes where programming is available **Is anyone better off:** • % of residents engaged in recreation and fitness (Alexandria Resident survey)	RPCA Staff (Tamika Coleman) (703) 746-5408
Acton d: Expand opportunities to free and low-cost physical activity *Sub-actions:* Promote walking and other physical activity through ALEXMoves	• (a) Social media page created for sharing information and promotion • (b) Platform created for community members to engage in physical activity together • (c) Number of people who visit the Platform • (d) Number of "likes/follows" on the page: Engagements • (e) Number of people who participate in ALEXMoves events annually	Partnership for a Healthier Alexandria
Partner with ACPS to sponsor monthly "walk the block" events for students, parents, staff and community members	• (a) Number of people participating in "walk the block" events • (b) Number of likes, photos and videos on social media	

Partner with and/or leverage physical activity groups such as Meet-Up	•
Develop dog walking program for owners	• (a) Number of people engaged in the dog walking program • (b) Number of participants per quarter • (c) Number of walks held annually
Advocate for safer streets for people of all ages	• (a) Number of walk audits done • (b) Number of deficiencies identified as a result of walk audits • (c) Number of improvements made to streets due to walk audits' findings
Establish and implement a youth physical activity scholarship program to cover all fees for households where a child receives a free or reduced lunch at an Alexandria City School.	• (a) Program established • (b) Fundraising started • (c) First set of scholarships are awarded • (d) Number of eligible youth who receive scholarships in the first year of the program • (e) Number of eligible youth who receive scholarships over three years • (f) Fundraising goals met to sustain the program

Action Plans for mental health

Strategy: Structure the school day to better facilitate student mental wellness		
Strategy Champion: Children and Youth Community Plan Work Group		
Action	**Performance Measurements**	**Point of Contact**
Action a: Continue and increase mindfulness and movement Practices • Provide training to school teams in social emotional and academic learning programs • Include mindfulness and conflict resolution tools in Tier 1 curriculum • Explore the feasibility of providing Mental Health Breaks. Explore ways to support better mental health with youth leadership	**How much was done:** • # of schools implementing SEAL, • # of trainings completed **How well it was done:** • YRBS data, ACPS Equity Audit (climate) **Is anyone better off:** • YRBS data, ACPS Equity Audit (climate)	ACPS Rep

Action c: Professional Development	How much was done:	ACPS Rep
• Invest in professional development so educators and support staff can learn how to incorporate social emotional learning approaches into the school day • Scale up efforts that already exist to reach partners across and outside of the school system	• #/% of educators and school staff trained in trauma-informed approaches • #/% of educators and school staff trained in mental health awareness **How well it was done**: YRBS, Equity Audit **Is anyone better off:** YRBS, Equity Audit	

Strategy: Increase access to mental health and wellness services, supports, resources, and dialogues		
Strategy Champion: Children and Youth Community Plan Work Group		
Action	**Performance Measurements**	**Task Team**

Action a: Increase Access to Family Mental Health Services via Schools
  i. ACPS and DCHS Child & Family Behavioral Health Services (CFBHS) collaborate to strengthen communication and outreach to diverse communities in support of access to mental health services within and outside of ACPS
  ii. ACPS and CFBHS collaborate to ensure streamline referral processes
  iii. ACPS, CSA, CFBHS and private providers collaborate to strengthen and increase providers available for Tier II and Tier III group and individual interventions for students and families, to include use of telehealth
  iv. ACPS and CFBHS ensure team members are trained in and supported to implement trauma-informed and anti-racist practices.
  v. ACPS and CFBHS will strengthen recruitment and retention efforts to ensure support team/mental health practitioners and supervisors are representative of the student body.
	How much was done:
	• # ACPS psychologists, counselors, and social workers
	• # mental health support partnerships established to provide services to children and youth
	• # mental health providers seeing students during the school day in school buildings or via telehealth
	• # of calls/emails to DCHS Youth Central Intake
	• # of youth and families receiving mental health services (in school or not) through CFBHS
	• % increase in funding for public family behavioral health services
	How well it was done:
	• Staff retention rate
	• % of ACPS staff trained in evidence-based practices
	• % of CFBHS providers implementing evidence-based practices
		• LEAD: Tricia Bassing, DCHS CFBHS rep

Action b: Strengthen Community-based Education, Outreach and Access around Family Mental Health • DCHS Child & Family Behavioral Health Services (CFBHS), ACPS, City Recreation, DCHS Early Childhood Team and RAISE collaborate to strengthen communication and outreach to public and private entities (i.e., recreation centers, private schools, early childhood care providers, faith communities, etc.) to reach diverse communities for		

the purpose of education around trauma, mental health and how to access family mental health services.	• % of youth and families receiving CFBHS services reporting having been treated with respect • % of youth and families receiving CFBHS services reporting they got their needs met • Average wait time for students referred for DCHS services • % race and ethnicity DCHS provider/client match • % bilingual staff **Is Anyone Better Off:** • Rates of depression and suicidal ideation among youth as measured by the Youth Risk Behavior Survey	
Action c: Mental Health Trainings & Education • Continue to provide free Youth Mental Health First Aid trainings to youth service providers, educators and the community and promote Peer to Peer Kognito. • Youth can support the mental wellbeing of their peers by taking Peer to Peer Kognito.	**How much:** • # of Trainings delivered • # of participants trained **How well:** • % of participants who report an increase in their YMHFA knowledge • % of participants who report finding the training helpful **Is anyone better off:** • Rates of depression and suicidal ideation among youth	• DCHS –Youth Development Team, • ACPS Rep • Youth Rep • RPCA Rep • School program Rep • Sports program Rep • ACPS Clubs Rep
Action d: Mindfulness and Movement Practices in OSTP • Integrate mindfulness and movement activities across out of school time programming.	**How much was done**: # of programs integrating mindfulness and movement activities; # of participants **How well it was done:** Frequency; level of preparedness; participant satisfaction rates **Is anyone better off:** Rates of depression and suicidal ideation among youth	

Action e: Engage students and families in identifying needed supports and services and offering them in schools while monitoring utilization of existing and new resources	How much was done: How well it was done: Is anyone better off:	ACPS Staff
Action f: Support existing statewide efforts to develop a system to screen and assess the mental health needs of children birth to 5 by developing an informational and marketing campaign designed to raise awareness of Infant Mental Health (IMH) that include a consideration of prenatal care and parent mental health as it relates to infant mental health	How much was done: How well it was done: Is anyone better off:	DCHS – Early Childhood Staff
Action g: Support efforts to establish an IMH network comprised of public and private agencies, organizations, coalitions, community groups, and others that incorporate essential components of "promising practices" for Infant Mental Health	How much was done: How well it was done: Is anyone better off:	DCHS – Early Childhood Staff

Strategic Area: Prevent Risk-Taking Behaviors

Action Plans for preventing youth substance use

Strategy: Provide community with information about substance use and raise awareness about the impacts of substance use	
Strategy Champion: SAPCA	
Action/Tactic	**Performance Measurements**
Action a: Hold annual substance-specific town halls (alcohol, marijuana, e-cigarettes/vaping, prescription and over-the-counter medication)	**How much was done**: • Total # of parents/caregivers/adults attending events each year • Total # of events held each year • Demographic break down of individuals reached **How well it was done:** % of participants that reported satisfaction with town halls annually **Is anyone better off:** • % of participants that reported knowledge increases because of annual town halls • % of participants that reported attitude shifts because of annual town hall
Action b: Provide information about substance use and abuse	*Information Dissemination* **How much was done**: • # of youth reached annually • # of adults reached annually **How well it was done:** • Perception of risk of substances increases

	Is anyone better off:
	• Decrease in youth substance use
	Presentations
	How much was done:
	• # of youth reached annually
	• # of adults reached annually
	• Demographic break down of individuals reached
	• # of presentations delivered
	How well it was done:
	• % of participants that reported satisfaction with presentations each year
	Is anyone better off:
	• % of participants that reported knowledge increases after event
	• % of participants that reported attitude shifts after event
Action c: Host Healthy Conversations events	**How much was done**:
	• # of youth reached annually
	# of adults reached annually
	• # of events held annually
	• Demographic break down
	How well it was done:
	• % of participants that reported satisfaction with presentations annually
	Is anyone better off:
	• % of participants that reported knowledge increases after the event
	• % of participants that reported attitude shifts after the event
Action d: Support the School Health Advisory Board Family Life Education (SHAB FLE) Subcommittee to incorporate substance abuse prevention information into the Human Growth and Development Curriculum	**How much was done**:
	• # of SHAB FLE subcommittee meetings held annually
	• # trainings/consultations provided to teachers by SAPCA
	• # of teachers/grades implementing revised FLE curriculum
	• # of students who participate in FLE
	• # of FLE lessons provided to students
	• # of grade levels adopting FLE annually
	How well it was done:
	• Recommended revisions to FLE for all grade level are completed, implemented by teachers with fidelity

	• SAPCA provides regular consultation, training and support to ACPS **Is anyone better off:** • SOL/pre-post test #s • YRBS and Assets survey show increases in perceived risk of substance use • YRBS and Assets survey show decreases in substance use • FLE SOLs/program evaluation demonstrate increased student knowledge

Strategy: Modify access to alcohol and tobacco products

Strategy Champion: SAPCA

Action/Tactic	Performance Measurements
Action a: Provide information about the legal consequences of adults providing alcohol and/or tobacco products to minors and minors purchasing, possessing or using alcohol and/or tobacco products	**How much was done**: • # of stores visited during Sticker Shock • # of stores visited during Take Down Tobacco Day • Demographic breakdown of students participating • # of youth that participated **How well it was done:** • % of youth that perceived the project as successful • % of youth that reported interest in participating in future projects **Is anyone better off:** • Alcohol compliance check passage rate increases • SYNAR rate decreases • Decrease in youth reporting alcohol access from retailers in YRBS • Decrease in youth reporting tobacco access from retailers in YRBS

Strategy: Provide healthy alternative to substance use

Strategy Champion: SAPCA

Action/Tactic	Performance Measurements
Action a: Host quarterly Titan Takeover Teen Nights	**How much was done**: • # of youth reached annually • # of events held annually • Demographic breakdown **How well it was done:** • % of youth that report satisfaction about the event

	Is anyone better off:
	- Increase perception of risk of substance use - Decrease youth substance use (long term)

Strategy: Enhance connections to and bonding with adults, peers and organizations in the community

Strategy Champion: SAPCA

Action/Tactic	Performance Measurements
Action b: Hold an annual Youth Leadership Conference	**How much was done**: # of youth who participate in the conference annually # of adults who participate in the networking session annually - Demographic breakdown - Organizational sector breakdown **How well it was done:** # of youth that report feeling better prepared to be a leader after the conference # of youth that report interest in becoming active in the Alexandria community # of adults that report satisfaction with networking session **Is anyone better off:** - Increase in youth that report feeling valued by adults in their community (Assets survey) # of youth that report connection to leadership positions after the conference

Action Plan for preventing youth violence and court-involvement

Strategy: Support healthy youth development in communities and groups that are disproportionately affected by youth court involvement and gang/violence

Champion: Court Services Unit

Action	Performance Measurements
Action a: Help court-involved youth develop skills to prevent violence, solve conflicts peacefully, and engage in healthy behaviors	**How much was done:** #of youth engaged in skill-building programs **How well it was done:** - Evidence-based programming implemented - Duration/Frequency of program % of youth satisfied with the program **Is anyone better off:** % of participants who increased their skills

	• # of Court involved youth • # of gang and/or youth violence incidents
Action b: Provide case management, counseling, restorative services, education, and evidence-based services that help you build anger management and life skills	**How much was done:** • # of participants engaged in evidence-based services that builds moral reasoning, anger control, and life skills **How well it was done:** • % of staff trained in trauma-informed care • % of staff trained in developmental assets • % of staff trained in positive youth development • % of youth satisfied with the services **Is anyone better off:** • % of participants who increased their skills • # of Court involved youth • # of gang and/or youth violence incidents
Action c: Provide systems-involved youth with therapeutic services that are designed to help them process traumatic events, manage trauma-related distress, and develop effective coping strategies and skills	**How much was done:** • # of participants engaged in therapeutic services **How well it was done:** • % of staff with required certifications • % of staff trained in trauma-informed care • % of staff trained in developmental assets • % of staff trained in positive youth development • % of youth satisfied with the services **Is anyone better off:** • % of participants who met their goals/increased their skills • # of Court involved youth • # of gang and/or youth violence incidents
Action d: Collectively develop, coordinate and implement gang prevention, intervention and education programs within the region to lessen harms of violence exposure and prevent further involvement in violence	**How much was done:** • # of coordinated activities implemented • # of partners involved **How well it was done:** • Timeliness of programs implemented **Is anyone better off:** • # of gang and/or youth violence incidents

Action e: Support families at-risk of youth violence by creating and strengthening policies to improve household financial security, strengthen access to high quality childcare and education, and implement Trauma-Informed services	**How much was done:** • # of policies created or strengthened **How well it was done:** • % of staff trained in trauma-informed care **Is anyone better off:** • % of Alexandria households living in poverty • % of children with a preschool experience • # of trauma-informed agencies/systems • # of Court involved youth • # of gang and/or youth violence incidents
Action f: Identify youth at-risk of gang involvement and connect them with quality mentors and programs that foster social interaction and strengthen social connectedness	**How much was done:** • # of participants engaged in quality services • # of participants engaged in quality mentoring programs • # of youth engaged in programs that foster social connectedness **How well it was done:** • % of youth engaged in programs offered • Demographics of mentees & programs participants • % of staff trained in trauma-informed care • % of staff trained in developmental assets • % of staff trained in positive youth development **Is anyone better off:** • % of youth connected to a caring adult • % of youth who have 31 or more assets

Action Plan for preventing unintended teen pregnancy

Strategy: Support ACPS in providing comprehensive K-12 sex ed that's LGBTQ inclusive and includes consent, violence, prevention, and refusal skills
Strategy Champion: Alexandria Campaign on Adolescent Pregnancy

Action	Performance Measurements
Action a: Establish and staff Family Life Education (FLE) workgroup with community/content experts to review current FLE curriculum and make recommendations for revisions and enhancements	**How much was done**: • # of teachers/grades implementing revised FLE curriculum • # of students who participate in FLE • # trainings/consultations provided to teachers by ACAP • Dosage/# of FLE lessons provided to students

Action b: Through the Alexandria Campaign on Adolescent Pregnancy's (ACAP) Personal Responsibility Education Program (PREP), provide supplemental sexual health education and technical assistance/support for ACPS Health and P.E./Human Growth and Development Program	**How well it was done:** • Recommended revisions to FLE for all grade level are completed, implemented by teachers with fidelity and implemented • ACAP/ACPS establish/maintain strong relationship and ACAP provides regular consultation, training and support
Action c: Advocate at local and state level for policies that improve student access to comprehensive sexual health education.	**Is anyone better off:** • SOL/pre-post test #s • YRBS sexual activity/behaviors #s • FLE SOLs/program evaluation demonstrate increased student knowledge • 4+ years: YRBS shows decrease in teen sexual activity for 8th, 10th and 12th graders

Strategy: Prevent unintended teen pregnancy by targeting resources for prevention education and health services specifically for communities and groups that are disproportionately affected by teen pregnancy (i.e. Black and Latina girls, girls ages 18-19)	
Strategy Champion: Alexandria Campaign on Adolescent Pregnancy	
Action	**Performance Measurements**
Action a: Implement ACAP's Latino Outreach Plan to provide prevention messaging and information to Latino community	**How much was done**: • # of activities from ACAP Latino Outreach plan implemented • # of Latino youth and adults engaged/reached through outreach activities
Action b: Through ACAP's PREP, implement the "El Camino" curriculum with Black and Latino youth, youth in the International Academy, and youth involved in the criminal justice system across various community-based locations	• # of participants in El Camino • # of youth/adults reached through new student enrollment/# of materials distributed with enrollment packets
Action c: Identify opportunities to provide prevention information/resources to newly arrived students and families completing enrollment within ACPS	• # of Healthy Conversations taking place and # of participants • # of condom dispensers installed at targeted sites and # of condoms distributed
Action d: Provide "Healthy Conversations" or other family engagement program in multiple languages to build family skills related communication about sexual health/pregnancy prevention	**How well it was done:** • % of Healthy Conversations participant who indicate satisfaction with program and knowledge gain
Action e: Through ACAP's "Wrap Up, Alexandria" condom dispenser initiative, install condom dispensers at various community sites where disproportionately impacted groups reside, work and attend school	• Teen Wellness Center remains fully staffed and funded **Is anyone better off:** • **Program Level:** • Increased intent to use safer sexual practices or abstinence
Action f: Advocate for resources and funding for Teen Wellness Center and other Alexandria health centers that provide culturally competent sexual health services and education	• **Population Level:**

	• Increase in condom use among target populations • Teen pregnancy rate for Black and Latina girls • YRBS sexual activity % for Black and Latino populations

Action Plan for preventing sexual and domestic violence and building healthy relationships

Strategy: Offer programs to empower youth, build self-confidence, and foster healthy relationships with a focus on attracting BIPOC youth participation	
Strategy Champion: Alexandria's Sexual Assault Center	

Action	Performance Measurements
Action a: Convene trained facilitators of the DO YOU curriculum and implement DO YOU programs across the City	**How much was done**: # of DO YOU Facilitators, # of DO YOU sessions, # young people attending/completing the DO YOU empowerment program **How well it was done:** 75% of youth participants rate their DO YOU program experience excellent or very good **Is anyone better off:** Pre/post assessment: growth in knowledge about healthy relationships, growth in self-esteem and sense of empowerment
Action b: Collaborate with City and non-profit leaders and implement programs that focus on healthy relationships and violence prevention with boys/young men (i.e. the Coaching Boys into Men curriculum)	**How much was done**: # partnerships, # City and Non-profit leaders participating, # boys participating in/completing programs **How well it was done:** 75% of youth participants rate their program experience excellent or very good **Is anyone better off:** Pre/post assessment: growth in knowledge about healthy relationships, growth in self-awareness and ability to support and engage in healthy relationships
Action c: Serve as a resource to ACPS staff and teachers on domestic and sexual violence prevention and response (i.e. connecting students with safety resources, providing trainings on SV/DV and healthy relationships, etc.)	**How much was done**: # trainings/awareness events with ACPS staff or students, # students served **How well it was done:** on training surveys, 75% of students/staff rate training excellent or very good **Is anyone better off:** increase in student client numbers will show that the SAC/DVP are accessible and are being referred by ACPS staff. Post assessment from trainings will show an increase in knowledge of local SA/DV resources.

Strategy: Support peer to peer education and advocacy through the Keep it 360 Peer Advocate program	
Strategy Champion: Alexandria's Sexual Assault Center	

Action	Performance Measurements

Action a: Collaborate to hire and train teen peer advocates in sexual and domestic violence prevention, substance abuse prevention, sexual health education, and general advocacy and presentation skills	**How much was done**: # peer advocates hired, # training opportunities for peer advocates **How well it was done:** 90% of peer advocates rate their training experience excellent or very good **Is anyone better off:** Pre/Post assessment shows growth in knowledge of sexual and domestic violence prevention, substance abuse prevention, sexual health education, and general advocacy and presentation skills
Action b: Empower peer advocates to educate youth across Alexandria about healthy relationships and prevention through workshops, social media, and forums	**How much was done**: # workshops/presentations/forums, # social media posts **How well it was done:** 75% of workshop/presentation/forum participants rate their experience excellent or very good **Is anyone better off:** Post assessment shows increase in knowledge about prevention and healthy actions
Action c: Provide opportunities for peer advocates to engage with City service providers and leaders for exchange of information and perspectives	**How much was done**: # peer advocates serving on City leadership bodies (boards/task forces) **How well it was done:** 75% of peer advocates rate their experience excellent or very good **Is anyone better off:** Post assessment shows that peer advocates serving on leadership bodies better understand City government and felt that their ideas were heard and respected

Strategic Area: Connect families to transportation, economic, employment, and housing resources

Action Plan for connecting families to transportation

Strategy: Expand access to public transportation among children, youth, and families			
Supporting Plan: Environmental Action Plan 2040			
Action	**Timeline**	**Performance Measurements**	**Point of Contact**
Action a: Improve and expand Alexandria's public transit system so that passenger rail and bus systems are safe, reliable, accessible, convenient, attractive, efficient, and equitable	FY2023	**How much was done**: • Regionally-integrated, mobile-friendly platform deployed; • # of users • Progress made with West End Transitway **How well it was done:** • Accuracy of information; • % of satisfied commuters • Timeliness of project completion; Budget **Is anyone better off:** • Rate of commute times • Expanded bus rapid transit	EAP Coordinator

Action b: In collaboration with DASH, increase access to transportation for students and families	1-2 years	**How much was done:** • Ridership **How well was it done:** • Quality of relationship and discussions with DASH leadership **Is anyone better off:** • Rates of Ridership	ACPS (Kurt Huffman)
Action c: Conduct an evaluation of school transportation with a focus on timeliness and safety of buses (from ACPS Plan)	2-4 years	**How much was done:** • Evaluation Completed **How well was it done:** • The percentage of objectives achieved and length of time to achieve **Is anyone better off:** • Stakeholder feedback, to include number of recommendations	ACPS

Action Plan for connecting immigrant and refugee families to resources

Strategy: Empower the voices and experiences of immigrant and refugee communities to identify and address inequities and system gaps	
Strategy Champion: DCHS Immigrant and Refugee Work Group	
Action	**Performance Measurements**
Action a: Bridge system gaps by improving resource sharing among local agencies serving immigrant populations • Hold a resource roundtable between DCHS and community partners including faith-based organizations, resettlement agencies and other non-profits serving immigrant populations	**How much was done**: • # of roundtable participants and attendees • # of resources shared **How well it was done**: • Diversity of community partners • Quality of resources/resource sharing **Is anyone better off**: • System gaps identified & closed

Action b: Determine the needs of the immigrant community and the systems that serve them by conducting outreach to staff and clients
 	
• Hold focus groups to learn from clients what are the pros and cons are of services
• Acknowledge legal trends and inform DCHS staff on legal matters related to residents
   ○ Invite immigration attorney to speak to staff about public charge law
   ○ Create a list of legal resources
	How much was done:
	• # of outreach activities
	• # of clients and staff engaged
	• A list of Pros & Cons of services
	• # of DCHS staff informed on legal matters
	• # of legal resources compiled
	How well it was done:
	• Variety of methods to determine the needs of immigrants
	• % of staff with increased knowledge of legal trends
	Is anyone better off:
	• Immigrant needs identified & met

Action c: Promote diversity and inclusion by hosting cultural events and facilitating community dialogues and conversations about culture • Facilitate Listening and Informing Panel events related to staff requests on diversity/cultural differences • DCHS Immigrant and Refugee Workgroup will invite guest speakers from immigrant advocacy groups and open these sessions to staff • Partner with other DCHS groups such as Hispanic Heritage to support their events and activities	**How much was done**: • # of cultural events • # of community dialogues and conversations about culture • # of event & conversation attendees **How well it was done**: • Participant satisfaction rates **Is anyone better off**:

	• Diversity and inclusion metrics
Action d: Promote equity and inclusion through truth and storytelling to help staff understand the experiences of refugees and immigrants living in Alexandria • Invite refugees and immigrants from the community to share their stories • Include stories in DCHS Newsletter • Hold an event with guest speakers • Participate in Racial Truth and Reconciliation VA Campaign	**How much was done**: • # of refugees and immigrants who share their stories • # of stories featured in DCHS Newsletter • # of events • Participation in RTR Campaign/ # of RTR Campaign activities **How well it was done**: • Demographics of story-tellers and guest speakers **Is anyone better off**: • % of staff with increased understanding of experiences • Equity and inclusion metrics

Action Plans for connecting parents to employment resources

Action	Performance Measurements
Strategy: Increase access to employment resources and opportunities. Promote the expansion of current economic development opportunities for youth and families	
Strategy Champion: CHIP Poverty Work Group (of the Partnership for a Healthier Alexandria)	
Enhance work-based learning opportunities and expand the number of opportunities for youth	(a) Implement plans to expand program(s) (b) Number of youth work programs expanded from summer only to year-round (c) Number of additional slots or available hours for youth work programs (d) Number slots filled (e) Number of applicants
Create a neighborhood-based communications and outreach infrastructure pilot project that (1) provides peer guides and mentors and (2) a technical network for access to all services, resources and opportunities to advance opportunities for upward mobility.	(a) Funding obtained for a pilot project. (b) Pilot project evaluated. (c) Program expanded to more neighborhoods. (d) Percentage of funding obtained from a foundation/funding applied for (e) Number of peer guides/mentors established (f) Number of individuals linked to peer guide/mentor (g) Individuals have more referrals to services and resources than before having a peer guide/mentor (h) Large percentage of individuals had positive experiences with their peer guides/mentors

Monitor and engage with the City project to create a mechanism for collecting and mapping minority and immigrant businesses to strengthen existing businesses and encourage new businesses.	(a) Number of Steering Committee meetings on the City's project to create a mechanism for collecting and mapping minority and immigrant businesses (b) Number of Steering Committee members who participate in community meetings on the City's project to create a mechanism for collecting and mapping minority and immigrant businesses (c) Number of proposals submitted by the Steering Committee on the City's project to create a mechanism for collecting and mapping minority and immigrant businesses
Identify and assess best and promising practices for providing assistance to small businesses to help ensure their sustainability.	(a) Assessment completed on best and promising practices (b) Increase number of small businesses report better assistance (c) Increased number of small businesses succeeding over a three-year period.

Action Plan for connecting families to their basic needs

Strategy: Create the conditions for families to meet their basic needs and move out of poverty	
Strategy Champion: CHIP Poverty Work Group (of the Partnership for a Healthier Alexandria)	
Action	**Performance Measurements**

Action a: Increase quality, equity, and relevance of education for youth in and out of schools.
  a) Monitor and engage with the Out of School Time Work Group
  b) Increase awareness among youth (starting at grade 6) and their parents and guardians on the process, requirements, and techniques for participating in higher education
  c) Support efforts to advocate for and implement restorative justice in ACPS
  d) Integrate ACPS Industry Advisory Boards and Career and Technical Education into ACPS middle schools
	a) Number of quarterly check-ins with the Out of School Time Work Group
	b) Percentage of youth who have greater awareness of the higher education application process; Percentage of youth who are the first in their family to attend higher education
	c) Identified campaigns, events, or workshops focused on restorative justice in ACPS hosted by Tenants and Workers United and/or Alex Teens to support
	d) Number of career & technical programs expanded into ACPS middle schools

Action b: Increase availability and lower costs of childcare and programming.
  a) Advocate for policy changes at the federal and state level to make childcare more accessible including revising childcare subsidy amounts and eligibility requirements.
  b) Develop a multimedia resource guide and create an awareness campaign that describes all types of childcare available,
	a) Policy is changed to expand eligibility
	b) Multimedia resource guide published and disseminated to key stakeholders and trusted community leaders; Number of multimedia resource guide views, shares, downloads, etc.
	c) Advocacy campaign developed. Funding increase allocated to childcare programs, facilities and workers. Increased median pay of childcare workers in Northern Virginia/Alexandria

including any eligibility requirements, and have the information translated into the four major languages used in Alexandria
  c) Advocate for greater investments, at the local and state levels, in childcare including subsidized childcare, funding for childcare facilities and higher pay for childcare workers.
  d) Expand the number of child care providers who operate in the evenings and on weekends.
	d) Benchmark study completed that identifies barriers and solutions to providing childcare during alternative hours. Plan to address the barriers is developed and results are shared with the community. The plan is implemented. Number of childcare providers who operate in evenings and weekends is increased from the time the study was done. Number of families on waitlists for alternative hours childcare is decreased from the time the study was done.

Action c: Establish policies that advance wage equity and hiring opportunities
  a) Advocate for adoption of a $15 minimum wage in Virginia before January 1, 2026 (the date currently set by Virginia State Code).
  b) Create and promote a "Hire Alexandrians" initiative for all development/building projects in Alexandria
  c) Advocate for adoption by Alexandria businesses of a voluntary Alexandria Living Wage certification Program.
	a) Campaign advocating for adoption of a $15 minimum wage in VA before 01/01/2026 is developed and launched. Raising the minimum wage to $15 per hour in the City's annual legislative agenda. Number of legislative proposals to raise the minimum wage to $15 per hour. Minimum wage of $15 per hour in effect before January 1, 2026.
	b) Hire Alexandrians initiative created by December 2021. Hire Alexandrians initiative launched. Number of local news stories about the Hire Alexandrians initiative annually. Number of Alexandria development/building projects that meet the employment criteria of the initiative.
	c) Number of Alexandria businesses that provide wages of (a) $15.70/hour, (b) $14.13/hour, (c) $11.23/hour. Number of Alexandria businesses' employees who earn (a) $15.70/hour, (b) $14.13/hour, (c) $11.23/hour. Number of Alexandria businesses that provide wages of (a) $15.70/hour, (b) $14.13/hour and (c) $11.23/hour by the end of calendar year 2025.

Action d: Fund tech or other skills training for vulnerable populations
  a. Identify existing opportunities in the City for career exploration and workforce development programs.
  b. Identify sources for financial support for career exploration and workforce development programs.
  c. Explore partnerships with Northern Virginia Community College, Alexandria Campus, and nonprofits to provide case management (i.e., wrap around services) to low income students attending the Community College's Alexandria Campus
	a) Assessment of existing opportunities for career exploration and workforce development programs completed. A "menu" of options available in the City developed. Share "menu" with agencies and groups with available programs to ensure that menu is accurate and up-to-date. Disseminate/publish menu (Measure downloads, shares, etc.)
	b) Funding opportunities for career exploration and workforce development programs are identified. Career exploration and workforce development programs receive supplemental funding. Amount of dollars received in relationship to total dollars applied for.

| | Number of programs that received funding. Number of applications submitted |
| | c) Number of partners providing wrap around/case management services to low income students. Number of students receiving these services |

Action	Performance Measurements
Action e: Expand opportunities for community-centered financial resources. a) Expand the Virginia Cooperative Extension's Master Education Financial program to include people who are not fluent in English. b) Advocate for community banking policies that are friendly to low-income individuals and families **c)** Expand access to credit for low wealth individuals in Alexandria	a) Increase number of classes offered to non-English speaking students. Number of classes offered in different languages increased. Before and after classes knowledge testing results of participants. Number of non-English speaking students who enroll in new courses each semester b) Advocacy campaign developed and launched. Number of banking policies changed that are friendlier to low-income individuals and families. c) Number of financial training programs provided. Number of individuals who participated in the training programs. Access expanded to microbusinesses, etc.

Action Plan for connecting families to safe and affordable housing

CYMP Strategy: Make Alexandria a more affordable place to live, especially housing, for low-income families and the city's workforce		
Supporting Document: City of Alexandria Housing Master Plan		
Action	**Performance Measurements**	**Point of Contact**
Goal 1: Preserve the long-term affordability of committed affordable and market affordable/workforce affordable housing.	**How much was done:** • # of privately owned, publicly assisted units preserved • # of existing market affordable and workforce affordable units preserved • # of ARHA units rehabilitated or replaced **Is anyone better off:** • market affordable and workforce affordable housing preserved as % of total multifamily housing	Housing Analyst, Office of Housing
Goal 2: Secure long-term affordable and workforce rental housing through strategic new development/redevelopment.	**How much was done:** • # of committed affordable rental units secured through development process • # of committed workforce affordable rental units secured through development process **Is anyone better off:** • affordable and workforce rental housing as % of total new market-rate rental (re)development	

Goal 3: Secure affordable and workforce affordable for-sale housing through strategic development/redevelopment and support affordable and workforce home purchase opportunities for Alexandria residents and workers.	**How much was done:** • # of residents provided with counseling • # of first-time homebuyers assisted • # of committed affordable homeownership units secured through development process **Is anyone better off:** • # of eligible residents and workers who become homeowners using the City's Flexible Homeownership Assistance Programs	

CYMP Strategy: Support healthy, well-designed, and energy efficient housing that fosters the well-being of Alexandria residents.		
Supporting Document: City of Alexandria Housing Master Plan		
Action	**Performance Measurements**	**Point of Contact**
Strategy 7.1 Assist rehabilitation of existing multifamily properties and encourage improved housing conditions, including energy efficiency and indoor air quality.	**How much was done**: # of multifamily properties, including affordable communities, rehabilitated or improved through city investment and city-supported EE programs; **How well it was done:** Amount invested **Is anyone better off:** # of households benefiting from city investment and city-supported EE programs	Housing Analyst, Office of Housing
Strategy 7.2 Promote smoke-free air policies within all committed affordable housing units and encourage owners to offer residents access to effective smoking cessation services.	**How much was done**: • % of multifamily property owners promoting smoke-free air policies; • % of owners offering residents access to effective smoking cessation services **How well it was done:** How policies were promoted **Is anyone better off**: % of residents with healthy, well-designed, and energy efficient housing [technically this should be focused on smoking]	
Strategy 7.3 Assist homeowners in assessing energy efficiency and indoor air quality through home audits and assessments. Provide access to affordable loan products for improving the quality of their immediate living environment	**How much was done**: • # of home audits and assessments performed; • # of loans issued **How well it was done:** Audits and assessments done with qualified staff or contractors **Is anyone better off**: # of households served	

Strategic Area: Preserve our natural environment

Action Plan for a healthy natural environment

CYMP Strategy: Protect the health and sustainability of Alexandria's natural environment			
Supporting Plans: • Environmental Action Plan 2040 • RPCA Strategic Plan 2023			

Action	Timeline	Performance Measurements	Point of Contact
EAP Goal 4.1: Preserve and expand a healthy urban tree canopy	2035	• Average overall tree canopy will be a minimum of 40 percent	EAP Coordinator
EAP Goal 4.2: Increase open space quantity and improve the environmental quality, management, and social benefits of open space		• Ratio of 7.3 acres of publicly accessible open space per 1,000 residents maintained	
EAP Goal 5.1: Recover resources and reduce GHG emissions and other forms of pollution by optimizing and safely handling the collection and processing of solid waste	2023	• FY2019 GHG emissions base year established for the collection and processing of solid waste, • Emissions measured at least annually, • Emissions rate reduced by at least 12 percent	
EAP Goal 5.2: Reduce total solid waste collected from City-served residential customer	2023	• Total solid waste per household reduced by five percent as compared with a base year of FY2018	
EAP Goal 6.1: Make Alexandria's waterbodies fishable and swimmable	2023	• Stormwater managed to enhance the quality of local waterways and their ecological, public health, social, and economic benefits	
EAP Goal 6.2: Ensure safe and adequate infrastructure for drinking water supply, stormwater management, and wastewater treatment		• Safe and adequate drinking water supply, reduced risk of flooding, and improved water quality	
EAP Goal 7.1: Aggressively promote vibrant, human-scale city streets that prioritize people's access and mobility so that all Alexandria residents and visitors have access to the commercial and cultural resources of the city using low-carbon modes of transportation, consistent with the following level of precedence: pedestrians, bicyclists, public transportation, shared motor vehicles, freight vehicles and private motor vehicles	2023	• Total average vehicle miles traveled (VMT) per capita reduced by at least 1 percent per year	

EAP Goal 8.2: Create a City-wide team to investigate mold complaints in residential properties and to provide advice and assistance to residents on remediation strategies	2021	• Task force created	
EAP Goal 9.1: Reduce air pollution from all types of sources and assist the Northern Virginia Region in complying with all National Ambient Air Quality Standards (NAAQS) for criteria pollutants	2023	• Compliance with 2015 ozone NAAQS of 70 ppb and other pollutants achieved	
RPCA's Strategy: Conserve and manage our open space.	1-2 years	**How Much Was Done:** • # Tree Service Requests responses • # Trees planted on public property • # acres natural areas actively managed **How Well Was It Done:** • # Volunteer Hours committed to projects **Is Anyone Better Off:** • # of Environmental Education program participants • % tree canopy coverage • Open space ratio per 1,000 residents	RPCA Staff (Bob Williams) (703) 746-4688

CYMP Strategy: Introduce environmental education at younger age		
Supporting Plan: • Environmental Action Plan 2040 • RPCA Strategic Plan 2023		
Action	**Performance Measurements**	**Point of Contact**
Action 10.1.3: By FY2020, initiate a collaborative effort to update environmental education in the Alexandria City Public School curriculum, focusing on City-specific sustainability issues. This work may include creating resources to facilitate student education and outreach.	**How much was done**: • Updated environmental education and resources created • % of students educated using curriculum **How well it was done:** • Evidence-based curriculum; • % of schools using curriculum; • Curriculum implemented with fidelity; • level of collaboration **Is anyone better off:**	EAP Coordinator

	Increased awareness of environmental challenges	
Action c: Increase the presence of environmental education in schools.	**How much was done**: • # of programs conducted at area schools (ACPS and private) • # of student/teacher participants **How well it was done:** • Program evaluation completed by teacher/coordinator **Is anyone better off:** • Pre-post student evaluation (has not yet been implemented)	RPCA Staff (Colleen Litzenberger) (703) 746-5522

Goal Two: All Children will be Academically Successful and Career Ready

Strategic Area: Foster Supportive Learning Environments

Action Plan for educational equity

Strategy: Promote equity and inclusion at the school and classroom level		
Strategy Champion: ACPS		
Action	**Performance Measurements**	**Point of Contact**
Action a: Engage students and families in identifying needed supports and services and offering them in schools while monitoring utilization of existing and new resources. Provide student supports in all schools based upon their assessed need; Create structures within the school schedule for the delivery of social, emotional, and academic learning (SEAL) through restorative practices and community circles at each school in ACPS.	**How much was done**: • # of schools implementing SEAL and MTSS **How well it was done:** **Is anyone better off:** • Percentage of students who feel safe, valued, and engaged in their learning (survey) • % of youth who feel safe in their school, neighborhood, or home (Developmental Assets Survey)	ACPS Admin.
Action b: Improve students' and families' experiences during key transitions in their educational journey (ACPS Strategic Plan)	**How much was done**: • % of 8th graders with completed Academic and Career Plans **How well it was done:** • Disproportionality rate of students in advanced coursework at the secondary level by school and student group	ACPS Admin.

	Is anyone better off: • Dropout rate by student group	
Action c: Identify and remove educational barriers and provide supports to students who are identified as experiencing homeless as defined by the McKinney-Vento Act • Educate school staff and community partners of the signs of homelessness and how to refer families to the Homeless Education • Complete Needs Assessment (a tool used to gain information regarding the student's education, mental health and basics needs) for every student who is identified as experiencing homeless • The data from the Needs Assessment is used to link/refer the family to school and community agencies	**How much was done**: **How well it was done:** **Is anyone better off:** • # of students provided immediate school enrollment, free school meals, school transportation, school supplies, linked to their school social worker and counselor, etc. • # of referrals made to Alexandria Community Services Board • # of partners with community agencies for clothing and food gift cards, shelter referrals and housing assistance	Homeless Ed Liaison (Rhae Goff)
Action d: Identify and remove barriers to higher education among Latino students	**How much was done:** • # of barriers identified • # of barriers removed **How well it was done:** • Evaluation methods **Is anyone better off:** • Graduation rates among Hispanic students • Drop out rates among Hispanic students • Enrollment rates among Hispanic students	DCHS Immigrant & Refugee Work Group
Action e: Ensure that all eligible youth with intellectual and other developmental disability diagnoses are assessed and placed on the Developmental Disabilities Waiver Services waiting list by age 18 years to ensure a seamless transition from high school to higher education, career readiness or other desired plan for independence		DCHS - Early Childhood Staff

Strategy: Strengthen technology infrastructure in the classroom
Champion: ACPS

Action	Performance Measurements
Action a: At minimum, maintain funding for purchasing, maintaining and coordinating technology and for building capacity for its use through professional learning	TBD
Action b: Provide a reliable, scalable and transparent technology infrastructure that facilitates the operation of the school division and supports greater access and equity	TBD
Action c: Fund tech or other skills training for vulnerable populations	TBD

Strategic Area: Light pathways to college and careers

Action Plan for college and career success

Strategy: Increase youth access to the resources they need for educational and career success		
Supporting Plan: ACPS Strategic Plan 2025		

Action	Performance Measurements	Point of Contact
Action a: **Engage business partners to expand opportunities for students.** • Develop plans for use of high-tech hub opportunities in Northern Virginia • Create a systemic approach to building career pathways for students	TBD	ACPS Rep
Action b: Implement the High School Project. • Support the Industry Advisory Board partnership to provide opportunities for students to experience different careers.	TBD	ACPS Rep
Action c: Fund tech or other skills training for vulnerable populations.	TBD	Partnership for a Healthier Alexandria
Action e: Equip Alexandria's youth for economic success through training, employment, entrepreneurship, and leadership development • Reimagine Workforce Development's access and services that provided to youth by leveraging social media, different communication channels (and languages), and engagement methods with community organizations. • Assemble a team/task force to understand the organizational needs of the business services personalized for youth.	• Office hours • # of digital resources, • presence in schools, • Amount of support for transportation, • Amount of awareness of Workforce Development Center, • # of youth served	DCHS Workforce Development Center staff

• Create varied leadership and mentoring programs to support youth. • Increase work-based learning opportunities for youth through internships, externships, and apprenticeships. • Expand the scope of marketing to be able to deliver equitable services (language) and create a focused channel of communication and information sharing (cultural insightfulness) • Tailor current career readiness curriculum to address the diverse needs of youth which can include job exploration, choosing a major, college and career access, life skills, adulting 101, test preparation etc.	• Amount of promotion to youth about Workforce Development Center services • skillset of staff working with, assessing, and delivery of services to youth based on their needs • # of employers who hire youth • # of CoA community organizations (non-profits, detention center) who work with youth • inter-departmental communications • Amount of new streams of funding	

Action Plan for work-based learning opportunities

Strategy: Advocate for programs that enhance youth leadership skills, workforce skills, and Virginia's 5 c's	
Supporting Plan: **ACPS Strategic Plan 2025**	
Action	**Performance Measurements**
Action a: **In coordination/collaboration with CTE, ACPS will develop and implement a sequence of work-based learning opportunities for students in middle and high school**	**How much was done**: • # of WBL opportunities available for students **How well it was done:** • # of students participating in WBL opportunities **Is anyone better off:** • Dropout rate by student group

Goal Three: All Children, Youth, and Families will have Positive Experiences

Strategic Area: Build safe, stable, and nurturing relationships and environments

Action Plan for positive experiences at home

Strategy: Minimize and prevent exposure to ACEs and trauma in the household			
Strategy Champion: Center for Children and Families Senior Management			
Action	**Timeline**	**Performance Measurements**	**Point of Contact**

Action a: Increase community access to behavioral health and substance use services for all Alexandrians • Continue implementing STEP-VA, which includes Same-Day Access, Mobile Crisis Supports, Outpatient services, and primary care screening to connect individuals to the services and supports they need • Provide family behavioral health services and parent peer support	1-2 years	**How much was done:** • #s of Same Day Access clients (CSB) • # of individuals being seen (CSB) • #s of individuals screened (CSB) • % of clients receiving basic health counseling (CSB) • # of families with family support partners (FSPs) **How well it was done:** • Funding for implementation (CSB) • % reporting they were treated with respect (FSP) • % reporting their strengths were recognized (FSP) • % reporting their opinions were considered (FSP) • % reporting satisfaction with service (FSP) • % reporting provider was available when needed (FSP) • % reporting service time and location was convenient (FSP) **Is anyone better off:** • Rate of reunification of youth with families (CWS) • Alexandrians experiencing 5 or more poor mental health days a month (COA Resident Survey) • % reporting they got the help they wanted (FSPs) • % reporting they are more hopeful about the future (FSPs) • % reporting they feel better about themselves (FSPs)	• Alexandria CSB (Phil Caldwell) • Chief of Child & Family Behavioral Health Services
Action b: Provide education, information, and resources to reduce incidents of/exposure to sexual assault and intimate partner violence Continue Community Outreach and Engagement efforts	1-2 years	**How much was done:** • # of training provided • # of individuals trained **How well it was done:** • % of participants reported an increased knowledge of factors that promote healthy relationships and/or factors that perpetuate sexual and/or domestic violence.	Chief of Sexual Assault Center and Domestic Violence Program

		• % of participants reported that they learned new information or acquired a new skill and/or resource that they can use to promote healthy relationships and counteract factors that support violence. **Is anyone better off:** • % of participants reported an increased awareness of community resources. • % of participants reported that they learned new information that will help them identify and respond to sexual and/or domestic violence. • % of participants who reported an increased understanding of sexual and/or domestic violence • % of participants reported that they gained a new skill and/or resource that will improve their response/services	
Action c: Engage families in creating and maintaining supportive, nurturing, and structured environments *CWS activities* Provide information and resources to families to reduce incidents of/exposure to abuse Connect families to community-based resources to enhance parenting skills, family relationships, and child development Partner with CAC to provide Learn and Play Groups Provide Mandated Reporter trainings in the community (to include public and private schools, police department, health care providers, mentors) *Early Childhood activities* Support early childhood home visitation options through family day homes, PIE program, early Head Start programs	1-2 years	**How much was done:** • # of screenings • # of mandated reporter trainings • # of families served (assessments, evals, & treatment) • # of family engagement meetings • # of treatment team meetings • # of community wraparound meetings **How well it was done:** • % of staff with required credentials/training hours • % of staff trained in TIC/TI Self Assessment **Is anyone better off:** • % of children reaching Social Emotional milestones at various developmental stages • % of children receiving CWS that didn't have additional findings of child abuse and neglect in 12 months • % of children timely permanency with family **CFBHS:** **How much was done:**	Chief of Child Welfare Services Chief of Early Childhood **Key Partners**: SCAN, CAC, Healthy Families of NOVA

Work with childcare providers to develop lens of childhood development and promoting early childhood wellness Work with private preschool programs to implement developmental screenings early childhood development ***CFBHS activities*** Engage children, youth and families in evidence-based trauma informed assessment, care coordination, case management and treatment services.		• # of children & families served • # of families with family support partners **How well it was done:** • % reporting they were treated with respect • % reporting their strengths were recognized • % reporting their opinions were considered • % reporting satisfaction with service • % reporting provider was available when needed • % reporting service time and location was convenient **Is anyone better off:** • % reporting they got the help they wanted • % reporting they are more hopeful about the future • % reporting they feel better about themselves	
Action d: Resource/Support child-centered systems of care that effectively meet the needs of systems-involved youth and their families through collaborative interagency efforts that ensure the alignment of service plans, management, and delivery • Track the following funding sources to quantify the amount of funds allocated to systems of care: Children's Services Act, Fund for Alexandria's Child, Alexandria Fund for Human Services • Track the following collaborative interagency efforts to monitor the alignment of systems, service plans, management, and delivery: Smart Beginnings Alexandria and the Crossover Youth Practice Model (CYPM)	1-2 years	**How much was done:** • Amount of funds allocated to systems of care • Congregate Care Placements (total # placed) • # of children receiving intensive care coordination services • # of racial equity activities Alexandria Community Policy Management Team participated in (i.e. trainings, caucuses, building allyship skills, etc.) • CYPM Collaborative Agreement in place • CYPM completed **How well it was done:** • % families reporting satisfaction with FAPT experience. • % of IEP Wraparound Funds used to provide services in the home or community for children and families • All elements (training, changes in protocol, etc.) of CYPM are activated • % youth and families reporting they felt heard in the process of receiving services	• CSA Coordinator • Chief of Early Childhood • Chief of Child Welfare Services • Chief of CFBHS

		• % of professional reporting improvements in collaboration • % of professional reporting increased knowledge and use of trauma informed practices **Is anyone better off:** • # of children that benefited from Funds • # of youths crossing over and becoming dually-involved; • # of youths placed in out-of-home care; • Disproportionality rates of youth of color, particularly in the crossover population	

Action e: Address disparities in the criminal justice system
  a) Support the sustainability of the Alexandria Treatment Court
  b) Advocate for mental health diversion from arrests
  c) Monitor the implementation of the Marcus Alert legislation
  d) Advocate for mental health treatment in youth and adult Detention Centers
  e) Explore youth criminal justice best practices such as restorative justice, youth court and other similar programs.
  f) Monitor and engage in the establishment and implementation of the Alexandria Community Police Review Board
  g) Advocate for more public data and greater transparency of data and accountability involving Alexandria Police interactions with the public, including School resource Officers
  h) Through the implementation of the Cross-Over Youth Practice Model (CYPM),
	a) 2021
	b) 2021
	c) 2021
	d) 2021
	e) 2022
	f) 2021
	g) 2021
		a) See grant measures
		b) Baseline # or % of arrests that should have been diverted for mental health reasons. Number or percentage of individuals with mental health needs that are connected to healthcare instead of arrested
		c) Number of alerts issued quarterly; Evaluate the effectiveness of the alerts
		d) Existing need for mental health services in Alexandria/NOVA detention centers (e.g. # of patients in treatment, on waitlists, & unmet treatment needs) quantified. Best practices for increasing access to mental health care in detention centers identified. Identified best practices are shared with the community and discussed. State and local policies aimed at improving access to mental health services in youth and adult detention centers are adopted. Number of patients treated annually, # of encounters (patient visits), # of prescriptions, & # of services/resources provided/available since implementation of new policies & program.
		e) Best practices identified and assessed for their applicability in Alexandria
			a-g: Partnership for a Healthier Alexandria Steering Committee
			• h: Chief of CFBHS

Alexandria will develop and improve practices that have an impact on the day-to-day experiences of youth who are at risk of or are fluctuating between the child welfare and juvenile justice systems		f) Number of Steering Committee meetings establishment and related processes of Alexandria Community Police Review Board is discussed. Number of Steering Committee members who participate in community meetings on the establishment and implementation of the Alexandria Community Police Review Board. Number of proposals submitted by the Steering Committee on the establishment and implementation of the Alexandria Community Police Review Board. Inclusiveness and social and racial equity principles and actions included in Alexandria City Council resolution No. 2974, All Alexandria Committing to Race and Social Equity are met. g) Assessment of current data transparency and report sufficiency completed. Conversation held with the Alexandria Police Department regarding results of assessment. Issues or concerns identified in the assessment are satisfactorily resolved **How well it was done:** • % of professional reporting improvements in collaboration • % of professional reporting increased knowledge and use of trauma informed practices • % youth and families reporting the felt heard in the process of receiving services • CYPM Collaborative Agreement in place • CYPM developed **Is anyone better off:** • Reduction in the disproportionate representation of youth of color, particularly in the crossover population • Youths incarcerated, as measured in child-care days	

Action Plan for positive experiences in the community

Strategy: Strengthen and maintain relationships with Alexandria's Law Enforcement

Strategy Champion: Alexandria Police Department Community Relations Division (CRD)				
Supporting Plan: Alexandria Police Department's Strategic Initiatives 2022				
Action	**Timeline**	**Performance Measurements**		**Point of Contact**
Action a: Maintain and support meaningful relationships with ACPS and private schools. • Participate and facilitate discussions with school staff regarding issues, needs, and responses. • Collaborating with School Social Workers to find appropriate resource referrals and to develop service plans for youth.	4Q2021	**How much was done:** • # of discussions; • # of school staff in attendance; • # of schools involved • # of options explored **How well it was done:** • Frequency of discussions; • Issues resolved • viable option found **Is anyone better off:** • Stronger relationships and collaboration (measured by surveys) • plan for expanding staff coverage		CRD Commanders and Supervisor
Action b: Support youth and community outreach efforts with ACPS students and faculty • Mentor at-risk students. • Participate and support after-school programs and tutoring programs. • Developing and coordinating various prevention and intervention programs for youth and families in need of services.	Ongoing	**How much was done:** • # of mentoring relationships • # of SROs participating in after-school programs. • # of children participating in after-school programs **How well it was done:** • Frequency of mentoring activities; • High-quality mentoring standards met • Frequency of participation **Is anyone better off:** • % of youth with increased developmental assets; • % of mentored youth who don't become court-involved		SROs / All Officers CRD Commanders, Supervisors, and Officers
Action c: Develop positive relationships with youth in the community • Attend community and school events	Ongoing	**How much was done**: • # of events attended; • # of staff • # of youth participants **How well it was done:** • level of collaboration		CRD Commanders, Supervisors and Officers

Action	Timeline	Performance Measurements	Point of Contact
		• Evidence-Based programming **Is anyone better off:** • Developmental Assets	
Action d: Create and maintain partnerships with other city youth agencies • Evaluate best practices, current policies, racial equity and procedural justice for juveniles.	2Q2021	**How much was done**: • Evaluation/Assessment; • # of recommendations **How well it was done:** • Evaluation/Assessment done with fidelity and qualified staff **Is anyone better off:** • Racial equity	CRD Commanders and Supervisors
Action e: Establish and maintain existing partnerships with Faith-Based groups and individuals.	Ongoing	**How much was done**: • # of outreach activities/events; • # of community members engaged **How well it was done:** • the level of effort, commitment, and preparedness of the staff **Is anyone better off:** • Strong partnerships	CRD Commanders, Supervisors and Officers

Strategy: Expand access to and availability of physical spaces with trusted, caring adults, where youth can feel safe when not in school			
Supporting Plan: Department of Recreation, Parks, and Cultural Affairs Strategic Plan 2023			
Action	**Timeline**	**Performance Measurements**	**Point of Contact**
Action a: Ensure teens have access to safe spaces and engaging programming to develop into healthy adults.	1-2 Years	**How much was done**: • # of teens sites/programs • # of programming offered for teens • # of program participants **How well it was done:** • Use of evidence-based practices • Teen sites / program locations • Access to teen sites/program **Is anyone better off:** • % of youth participating in programming	RPCA Staff (Harold Little) (703) 746-5446

	• % of youth reporting • Average daily attendance	

Action Plan for positive experiences at school

Strategy: Maintain the physical environment of school buildings and school grounds as well as the physical safety of students			
Strategy Champion: Alexandria Police Department and ACPS			
Action	**Timeline**	**Performance Measurements**	**Point of Contact**
Action a: Ensure effective policing strategies to address crime at all public and private schools. • Decrease school-based crime through awareness, prevention education, Crime Prevention through Environmental Design, and investigative efforts. • Utilize department databases and analytical abilities to counter crime and safety issues within the schools. • Ensure SROs are effectively trained and professionally developed. • Provide emergency response and active shooter training and awareness in collaboration with ACPS and the Emergency Readiness Division in APD	4Q2021	**How much was done:** • # of awareness, education, CPTED, and investigative efforts • # of SROs trained • # of active shooter trainings delivered • # of people trained in active shooter **How well it was done:** • Use of database • Quality of trainings **Is anyone better off:** • School-based crime rates • % of youth who report feeling safe at school	• SROs, • SRO Supervisor • CRD Commanders
Action b: Ensure the safety of the children as they walk to and from school • Ensure crossing guards are effectively trained and equipped. • Evaluate crossing guard post locations.	4Q2020	**How much was done:** • # of crossing guards trained • # of evaluations **How well it was done:** • Quality of trainings • Quality of evaluations **Is anyone better off:** • Rate of children's safety as they walk to and from school.	ADP's School Crossing Guard Unit

Action d: Implement 10-year Capital Improvement Program (CIP) plan which includes funding for security upgrades and projects	1-2 years	**How much was done**: • # and types of projects completed **How well it was done:** • % of project completion and number of work orders submitted after projects are completed **Is anyone better off:** • Stakeholder feedback; work order requests	ACPS Rep
Action e: Continue to focus on preventative maintenance within ACPS facilities	TBD	TBD	ACPS Rep

Strategy: Prevent bullying by providing education, building developmental assets, and growing awareness among community	
Strategy Champion: Alexandria Mayor's Campaign to End Bullying (MCTEB)	
Action/Tactic	**Performance Measurements**
Action a: Advocate and work for the creation of a system to comprehensively report and track bullying reports in the City of Alexandria.	**How Much was Done:** • An agreement is created between the City and ACPS regarding data validity and reliability. • Common definitions are developed related to bullying reports.
Action b: Provide bully prevention education and awareness programs for youth each October during National Bully Prevention Month.	**How Much was Done:** • # of people reached **Is anyone better off:** • % of participants that report learning something new, as a result of the program • % of participants that report feeling more comfortable speaking up or intervening if they see someone being bullied, as a result of the program.
Action d: Develop and implement a communications plan to deliver bullying prevention information to the community (City e-newsletter, neighborhood newsletters, ACPS Express, social media, local TV/Cable channels, comprehensive website (City and ACPS), print materials and promotional items). Materials should be developed in multiple languages.	**How much was done:** • # of people reached each year • # of brochures distributed each year **How well it was done:** • # of people that report they are familiar with the Mayor's Campaign to End Bullying

Action e: Establish calendar of four "Unity Days" (awareness days) per year in the City of Alexandria.	How much was done: • Calendar established with four Unity Days per year.
Action f: Advocate for adoption of bullying prevention curriculum and Positive Behavioral Interventions and Supports (PBIS) programs in every school and in out of school time programs.	How much was done: • Bullying prevention curriculum is adopted by ACPS. • Bullying prevention curriculum is delivered in out of school time programs annually. • PBIS programs are adopted by ACPS • PBIS programs are delivered in out of school time programs annually.
Action g: Seek out and advocate for an appropriate level of funding to support bully prevention awareness programs and special events on an annual basis	How much was done: • Amount of funds allocated to the MCTEB • # of grant applications submitted to support bullying prevention efforts. • Amount of funds raised/donated to support bullying prevention efforts.

Strategic Area: Adopt trauma-informed practices and build community resilience

Action Plan for building community resilience

Strategy: Create a more trauma-informed and resilient Alexandria by informing, supporting, and elevating our community	
Strategy Champion: RAISE	
Action	**Performance Measurements**
Action a: Support existing efforts that aim to promote community wellness and resiliency	How much was done: • # of efforts "elevated" in RAISE eNewsletter • # of local efforts promoting community wellness and resiliency **How well it was done:** • Partners feel supported **Is anyone better off:** • Community awareness
Action b: Promote the use of the equity lens in decision making	How much was done: • # of decisions made with equity lens **How well it was done:** • Frequency of use • Competence in using tool **Is anyone better off:** • People most impacted by decisions are centered

Action c: Deliver trainings focused on ACEs, trauma, and resilience	**How much was done**: • # of community members trained in ACEs, Trauma, & Resilience • # of trainings delivered • # of trainers **How well it was done:** • Satisfaction rate among trainee attendees • Demographics of communities trained **Is anyone better off:** • #/% of trainees who increased their knowledge & skills in trauma-informed approaches • #/% of trainees who changed their behavior
Action d: Support organizations becoming trauma-informed by providing them with technical assistance in transforming their spaces, policies, and procedures	**How much was done**: • # of organizations using the same trauma-informed agency self-assessment • # of organizations implementing trauma-informed policies **How well it was done:** • Satisfaction rate among organizations receiving assistance from RAISE **Is anyone better off:** • Satisfaction rate among clients seeking services/programs in trauma-informed organizations • Trauma-Informed supervision self-assessment results • Trauma-Informed organization self-assessment results
Action e: Elevate the voices and experiences of marginalized communities to promote healing, reconciliation, and justice and advance policies that dismantle systems that perpetuate racial trauma and inequity	**How much was done**: • RAISE representative on Racial Truth & Reconciliation Campaign • # of events RAISE participates in or leads that promote healing • # of equity policies elevated/endorsed **How well it was done:** • % of RTR meetings attended • Diversity of voices/communities centered **Is anyone better off:** • # of policy changes that advance equity and anti-racism

Strategies for building Developmental Assets®

Action Plan for asset building

Action	Performance Measurements
Strategy: Support schools and organizations in adopting the Developmental Assets framework	
Strategy Champion: Asset Building Task Team (of the Children and Youth Community Plan Work Group)	
Action	**Performance Measurements**
Action a: Provide technical assistance and trainings • Build a cohort of local trainers who could provide Developmental Assets trainings across the community and in multiple languages (short term) • Advocate for Developmental Assets training to become an offering for school staff (aligned to Social-Emotional Learning priorities), encouraged/required for community-based youth and family-serving staff; (medium term) and build training into the requirements for Fund for Human Services grantees. Highlight the value of informal mentoring relationships between teachers and students, fostering positive relationships and culture inside the school but outside the structure of the classroom. (short term) • Dedicate resources to add "Developmental Relationships" to list of Developmental Assets trainings offered in the City (medium term) • Adapt trainings and establish strong focus on parents/caregivers and everyday community members, and promote to civic associations etc. (medium term)	**How much was done**: • # of people trained as trainers • # of trainings provided • # of people trained in DA • # of schools engaged with DA training for teachers **How well it was done:** • DA Training evaluation results **Is anyone better off:** • % of youth with 31 or more assets
Action b: Create a Resource Clearinghouse where people can go for Assets resources and to request and register for trainings • Develop a Developmental Assets Information Page on City Website where people can go for Assets info/resources/tools and to request and register for trainings • Link to this information in the pathways where our target populations visit. • Identify pathways used by diverse populations in the city to assure equitable access to the Clearinghouse	**How much was done**: • Creation of a Clearinghouse page • # of organizations that include a Clearinghouse link on their website **How well it was done:** • Diversity of populations served by linking organizations **Is anyone better off**: • User Evaluations/Feedback Surveys(?) • How many clicks and downloads are recorded
Action c: Roll out a Messaging Campaign on the importance of asset building • Launch Developmental Assets messaging/public awareness campaign • Develop a video like "How to Show Kids You Care" that links to more info about Developmental Assets	**How much was done**: • # of campaign strategies implemented **How well it was done:**

	• Campaign utilizes a variety of communication methods & languages
	Is anyone better off:
	• % of youth with 31 or more assets

Action Plan for social connectedness

Strategy: Provide fun and free community activities, clubs, and social events that promote social connectedness	
Strategy Champion: Social Connectedness Task Team (of the Children and Youth Community Plan Work Group)	
Action	**Performance Measurements**
Action a: Develop communications materials to increase awareness of fun and free community activities, clubs, and social events to students and families in the City of Alexandria. **Strengthen Communication (provide information, increase awareness & knowledge)** • Develop a communications plan for targeted audiences (youth of color, immigrants, parents and guardians) with the City of Alexandria's OCPI, the Alexandria Health Department Communications Team, and the ACPS Office of Communications. • Develop a consistent reporting system for partners to measure youth served, including demographics reached.	**How much was done**: • A communications plan is created with communications professionals. • # of materials created. **How well it was done:** • Plan utilizes a variety of communication methods. • Plan addresses communication gaps that have been identified. **Is anyone better off:** • Increase in # of youth participating in free community events • Increase in # of youth registered for Parks and Recreation programs
Action b: Create trauma-informed and inclusive spaces and practices when facilitating positive youth development. Create signage letting LGBTQ kids know that they are welcomed in youth spaces Practice Language and Cultural Humility in each space Ensure all youth spaces are ADA Compliant and trauma informed Train staff to implement adaptive programming and use inclusive language to support students of all abilities and strengths	**How much was done**: • # of staff in non-profits, City agencies, faith-based communities and community organizations that participate in cultural humility trainings. • # of staff in non-profits, City agencies, faith-based communities and community organizations that participate in bias trainings. • # of spaces that post LGBTQ inclusive signage. • # of spaces that are ADA compliant. • # of staff in non-profits, City agencies, faith-based communities and community organizations that participate in trauma-informed trainings. • # of organizations that complete a trauma-informed assessment.

	How well it was done:
	• % of spaces using multi-media • % of spaces displaying signs in multiple languages **Is anyone better off:** • # of youth that report feeling welcome in programs attended
Action c: Strengthen access, quality, and quantity of programs, community activities, clubs, and social events that promote social connectedness Provide opportunities for all youth for recreation, sports, and out of school time programs (access, quality, and quantity) Encourage and support gatherings that bring together people of different ages that create a sense of community and belonging	**How much was done**: • # of free recreation, sports and out of school time programs provided • # of participants that received a subsidy for recreation, sports and out of school time programs • # of evidence-based recreation, sports and out of school time programs provided • # of recreation, sports and out of school time programs provided in the east end • # of recreation, sports and out of school time programs provided in the west end • # of multi-generational events held **How well it was done:** • *CYFCC will conduct research on performance measures.* **Is anyone better off:** • *CYFCC will conduct research on performance measures.* • % of adults that report feeling a sense of community in their neighborhood (Resident Survey) • % of program participants that report feeling socially connected as a result of program participation

Action Plan for youth empowerment

Action	Performance Measurements
Strategy: Promote youth empowerment by sharing decision-making power with youth	
Strategy Champion: Youth Empowerment Task Team (of the Children and Youth Community Plan Work Group)	
Action	**Performance Measurements**
Action a: Provide youth with the training, support, and encouragement needed to lead and make decisions, and provide adults with the training, support, and encouragement needed to engage youth **For youth:**	**How much was done**: • # of conferences and trainings, • # of people attended conferences and trainings, • Youth Citizens Academy created,

• Host Youth Leadership Conference (YLC) • Create Alumni Association for YLC to keep youth engaged and connected • Work with Civics, History, and US Government educators to promote training opportunities and Academy for youth • Create a cohort for youth serving in leadership positions to meet quarterly and discuss successes and challenges • Create a Youth Citizens Academy modeled after the City's Citizens Academy **For Adults:** • Create youth empowerment definition and skills • Create and offer youth engagement training to youth service providers and all adults who interact with youth. Explain benefits of youth engagement training and offer incentives (incentive/policy) • City Council recognizes trained providers (incentive/policy) • Develop digital interface training on civic engagement at the local and state levels • Incorporate Developmental Assets training into list of required trainings for all youth service agencies, organizations, Boards, and Commissions (policy) • Develop youth manual with youth input that provides adults with detailed guidance re: best practices for working with young people	• Youth empowerment definition created, • Youth manual created, • cohort of youth serving in leadership positions created, • YLC alumni association created **How well it was done:** • Participant surveys from conference and trainings, • internal process evaluation of conferences and trainings, • demographics reached/participated reflects City, • evidence-based practices followed **Is anyone better off:** • # of youth in leadership roles, • % of adults feel more equipped to empower youth, • % of youth feel more empowered
Action b: Increase access to information about youth engagement opportunities • Engage and encourage youth insight and feedback through social media youth use • Create formal partnership with ACPS Communications for organizations to promote opportunities on social media and Canvas • Train youth serving organizations in rules for good web-writing for youth • Create a centralized location (online and in-person) for youth to access opportunities, resources and provide feedback • Disseminate a guide to assist organizations with hiring youth to create (and post) social media content targeted toward their peers • Alexandria Teen Life Instagram and Twitter accounts shared by ACAP, SAPCA, and SAC posts youth related matters, resources, leadership opportunities, and other content. Youth help develop the base of youth users and content	**How much was done**: • Centralized location (online and in-person) created for youth to access info and provide feedback, • # of youth serving organizations trained in web-writing, • # of social media followers on Alexandria Teen Life, • # of posts created by youth, guide created for organizations on hiring youth **How well it was done:** • varied media sources, • content in multiple languages, **Is anyone better off:** • increase in youth engagement participation,

Action	Performance Measurements
	- % of youth who feel more informed of opportunities, - % of youth reporting using location and social media for information
Action c: Provide leadership and decision-making opportunities for youth using an equity lens - Create and maintain youth seats on appropriate Alexandria boards and commissions. Identify nonprofit boards and commissions that actually have seats dedicated to youth (baseline data) - Intentionally recruit youth, particularly those from underrepresented communities, to fill those vacant youth seats - Youth equal rights voting amendment - Identify equitable approaches to communicate with diverse array of youth audiences (communication) - Host youth forums on a quarterly basis - Create more opportunities for youth to engage in planning; encourage youth voice in planning and zoning meetings	**How much was done**: - # of seats filled by youth on boards and commissions, - equal rights voting amendment created, # forums held, - # of youth opportunities to engage in planning **How well it was done:** - youth leaders are reflective of City demographics, - # of youth on boards and commissions **Is anyone better off**: - youth on boards and missions report feeling heard, empowered, and have a decision-making role

Action Plan for caring adults

Strategy: Ensure that every young person is embedded in a web of positive relationships with trusted, caring adults	
Strategy Champion: Caring Adults Task Team (of the CYCP Work Group)	
Action	**Performance Measurements**
Action a: Focus mentoring efforts to close the gaps that exist in communities of color and among males - **Launch Activity**: Identify gaps and points of contacts within communities and target recruitment where we need to recruit mentors - Use SWOT Analysis done for AMP to identify gaps in mentoring (short term) - Target recruitment among communities of color in the Communications Plan (short term) - Partner with faith-based communities and sororities and fraternities to encourage mentoring	**How much was done**: - # of trainings done - # of people who participated in training - Research completed on barriers to mentoring - Virginia Mentoring Partnership established in Alexandria - # of partnerships formed with Black and Latino organizations **How well it was done:** - Assets surveys - Demographic data of mentors and mentees **Is anyone better off**:

• Examine barriers and consider ways to eliminate things that get in the way of adults becoming mentors (short term) • Support and encourage adults, including those from communities of color, to build relationships with young people (medium term) • Provide adults with trainings in assets, racial equity, allyship, and trauma-informed care so they know how to work well with young people (longer term) • Establish a Virginia Mentoring Partnership satellite office in Alexandria for high-quality trainings for mentors and mentor programs (long term)	• Disparities in mentoring • Assets data
Action b: Include the importance of mentoring in the Assets Messaging Campaign • Work with the Alexandria Mentoring Partnership, Alexandria Campaign on Adolescent Pregnancy, and DCHS Communications to ensure that mentoring is included in the Assets Campaign • Partner with Visit Alexandria/Alexandria Economic Development Partnership to promote mentoring (including career mentoring) opportunities and provide guidance to develop mentoring incentive programs • Identify a contact person from ACPS who can serve as a liaison between ACPS and Alexandria Mentoring Partnership	**How much was done**: • Communications Plan • # of partnerships secured • response rates to recruitment efforts **How well it was done:** • Languages used to communicate • # of platforms used to reach populations most at-risk **Is anyone better off:** • # of people recruited • # of mentoring relationships
Action c: Strengthen community settings so they inspire youth-adult relationships and asset building • Use volunteer opportunities advertised by Volunteer Alexandria, City, and nonprofits to connect youth and adults • Identify local business that can provide mentoring opportunities/low cost-no cost activities for youth/adults • Encourage partners in places where youth live and gather to commit to supporting youth-adult relationships by dedicating space for mentoring, running out of school programs for free, and welcoming youth to spend time safely after school with trusted adults	**How much was done**: • Amount of dedicated time and space in public community buildings **How well it was done:** • Formal MOUs and partnerships are put in place **Is anyone better off**: • % of youth reporting more Caring Adults (Developmental Assets data)
Action d: Leverage resources to support mentoring programs and ongoing mentor development and retention within the Alexandria Mentoring Partnership	**How much was done**: • # of resources developed that support the mentoring relationship • # of partnerships with local businesses that provide free activities to mentors

• Through grants and leveraging innovative partnerships with the corporate sector, mobilize resources and funding to sustain and expand mentoring programs, administer the Developmental Assets Survey, and support 4+ years mentoring relationships • Develop activities and conversation starters for mentors to have with their mentees virtually • Dedicate resources and funding to support 4+ years mentoring relationships • Partner with local businesses that can provide free opportunities for mentors to engage their mentees in fun activities	**How well it was done:** • # of mentors and caring adults who received resources that support their mentoring relationships • # of mentors accessing resources/free activities to mentors **Is anyone better off**: • Mentor retention rates • % of mentors who report feeling supported
Action e: Incentivize the workforce to work with young people • Encourage employers to incentivize mentoring of an hour or two a week • Encourage supervisors to support their staff dedicating work time to building relationships with young people	**How much was done**: • # of employers providing incentives to their employees **How well it was done:** • # of employees engaged in mentoring • Amount of time staff dedicate to building relationships with youth **Is anyone better off**: • # of youth mentored because of the workplace incentive

Action Plan for service to others

Action	Performance Measurements
Strategy: Create more and expand opportunities for youth to volunteer in their community	
Strategy Champion: Service to Others Task Team (Of the CYCP Work Group)	
Action	**Performance Measurements**
Action a: Expand and enhance opportunities to volunteer • Young people will work with Volunteer Alexandria to launch ASCEND Alexandria, a student-led program that aims to raise awareness of climate change and environmental issues in the city (Launched). • Expand alternative Spring and Summer programming for service learning through BWI (Breaks With Impact) • Promote and increase membership in school-based volunteer clubs and organizations • Increase the number of school-based volunteer clubs and organizations connected to Volunteer Alexandria	**How much was done**: • # of youth participants • # of volunteer events for youth • # of students involved in volunteer clubs/organizations • # of schools connected with Volunteer Alexandria • # of school-based volunteer clubs/organizations **How well it was done:** • Survey data from volunteer opportunities (participant satisfaction/feedback) • How much was completed during the event (if quantitative data is available)

• Reach out to ACPS (FACE Center) to increase volunteer clubs/volunteers • Continue to provide support and enhance the volunteers program by continuing the APD's Community and Youth Academies	**Is anyone better off:** • Youth feel empowered/engaged after volunteering (see Volunteer Alexandria survey)
Action b: Inform young people of the available volunteer opportunities • Expand volunteer opportunities to youth through an online database maintained by Volunteer Alexandria. Students are free to search for opportunities with different non-profits, government agencies, and other organizations. • Create a communications plan utilizing Youth Leadership Conference list of attendees and social media platforms including Alexandria Teen Life Instagram, Volunteer Alexandria's Twitter, Facebook, Instagram accounts, Canvas for ACPS students.	**How much was done:** • # of youth who have an account through Volunteer Alexandria • Creation of a communications plan • # of times volunteer opportunities were posted (through the communications plan) **How well it was done:** • How many youths/students reached through Volunteer Alexandria's newsletter and social media accounts as well as through Canvas and other platforms • # of advertisements/postings created in multiple languages **Is anyone better off:** • % of youth reporting service to others (DA survey)

Action Plan for out of school time programs

Strategy: Support the development and alignment of and equitable access to high-quality out of school time programs		
Strategy Champion: Youth Support Network		
Action	**Performance Measurements**	**Task Team**
Action a: Prepare afterschool providers for the post-COVID transition by disseminating information about Adverse Childhood Experiences (ACEs) science and sharing best practices for trauma-informed practice	**How much was done:** • # of afterschool staff who attended webinar series • # of afterschool staff who attended ACE Interface workshop • # of afterschool staff who attended Trauma-Informed Training **How well it was done:** • # of afterschool providers/organizations represented at trainings/workshops • Evaluation Results **Is anyone better off:** • % of staff who feel more prepared/confident for the post-COVID transition • % of staff with an increase in knowledge of ACEs • % of staff with an increase in knowledge about trauma's impact	OSTP Task Team

	• % of staff were able to identify at least one new way to redirect challenging behavior • % of afterschool providers adopting trauma-informed practices/approaches	

Action b: Improve impact of out-of-school learning opportunities
• Conduct a needs assessment of professional learning opportunities with staff involved in Division-wide after school programming. (ACPS Strategic Plan 2025)
	How much was done/Deliverable:
	  •Needs assessment was done
	How well:
	  •Thoroughness of assessment
	Is anyone better off:
	• Assessment's Findings/Recommendations lead to improvements
		ACPS Staff Member

Action c: Conduct outreach to underrepresented populations in out of school time programs to increase enrollment
• Develop neighborhood advocates/mentors to promote OSTP and make community members aware that opportunities exist and the funds available (scholarships, waiving costs, etc.)
    o Stipends, trainings, formalize the process, determining the funding sources, leveraging tech resources to reach people
• Engage families in affordable housing programs
    o Present programming opportunities to students and parents at the same time through school newsletters, PEP programs, parent liaisons, PTAs, etc.
    o Work with Teen Works to map where activities take place (community mapping)
	How much was done:
	• # of advocates/mentors
	• # of trainings offered/Attendees
	• # of families or youth engaged (distribution and reach)
	• # of partners engaged
	How well it was done:
	• Diversity of communities engaged (socio-economic, race/ethnicity, gender, family composition)
	• # of times programming delivered in community-based settings (community mapping results)
	• Amount of Funding raised/mobilized
	• Quality of Trainings
	Is anyone better off:
	• OSTP Enrollment rates	

Action d: Encourage and support OSTP Providers to adopt the developmental relationships approach	**How much was done:** • # of young people engaged • # of OSTP staff trained in Developmental Relationships • # of parents engaged in learning and support groups	Youth Support Network

• Meeting young people where they are and connecting them with caring adults through arts, games, creative activities, community gardening etc. • Provide adults with ideas on how to build relationships • Foster trust building activities • Connect young people with positive mentors who look like themselves • Provide experiential learning opportunities • Engage parents in support groups and groups that bolster their learning and education • *See Building Developmental Assets Action Plans for training OSTP providers in Developmental Relationships/Assets*	**How well it was done:** • # of times programming delivered in community-based settings • Demographics of mentor/mentee matches • Quality of experiential learning opportunities **Is anyone better off:** • % of OSTP providers who have formally adopted the DA approach • Search Institute's Evaluation	
Action e: Provide Professional Development Trainings to OSTP Network including • Assessment of what trainings OSTP providers already require; take a baseline measurement • Recommend additional trainings if gaps exist • Research trainings already available and accessible to OSTP staff o Darkness to Light training • Provide educational opportunities that help enhance virtual learning experiences for families • Provide OSTP providers with educational opportunities/ trainings that help them engage with youth	**How Much was Done:** • Assessment done • Research done • # of trainings provided • # of OSTP Staff attending trainings • # of educational opportunities that help enhance virtual learning experiences for families **How Well it was Done:** • Quality of Trainings • Training Participant Satisfaction Rates • Diversity of OSTP providers attending trainings **Is anyone better off:** • % of OSTP staff more knowledgeable of available trainings • % of OSTP staff enrolled in trainings • % of families reporting positive experience with virtual learning • Program participant satisfaction rates	Youth Support Network

Action f: Conduct a needs assessment of professional learning opportunities with staff involved in Division-wide after school programming	How much was done/Deliverable: • Needs assessment was done How well: • Thoroughness of assessment Is anyone better off: • Assessment's Findings/Recommendations lead to improvements	
Action g: Improve impact of out-of-school learning opportunities	•	ACPS Staff Member

Overarching Strategy: The City School Staff Group will ensure that each of the CYMP Goal Areas is reinforced with coordinated and equitable systems.

Strategic Area: Systematically address racism and advance equity

Strategy 1: Design, implement, and evaluate solutions that undo racism, end discrimination, and advance equity	
Tactics	**Measuring Progress**
Action a: Elevate youth and family voice in decisions that affect their lives (include advocacy) • Provide community members the opportunity to develop and use their skills in advocacy. • Collect baseline number for measuring amount of youth representation on boards, commissions & programs • Fill more commission seats with youth • Case planning will be done with youth & families • Student Advisory Board • Youth Outreach to develop CHA and CHIP • Student reps on the ACPS committees, community chats, and school board • Work with the DA WG to engage youth in civic engagement • Work with various youth leadership structures to assess impact each year. Set priorities/strategies w/youth every year • Gather feedback from youth and family program participants for evaluation (OSTP)	**How much:** • #/% of programs or services integrating youth & family voice in decisions • # of students serving on boards and commissions • # of City Strategic Plans developed with youth involvement • # of youth engaged in annual assessments/prioritization activities
	Is anyone better off: • % of youth who feel valued • # of policy changes where youth and family voice were part of the process • % of youth and families report feeling involved in decision making • Impact on racism, discrimination and equity (measures)

Action b: Provide effective, equitable, and respectful quality care, services, and personnel that are responsive to and respectful of diverse cultural beliefs and practices, preferred languages, levels of literacy and other communication needs • Recruitment of staff that are reflective of the community served • Use of evidence-base practices • Invest in and require city and school staff to attend equity trainings and continuous learning	**How much:** • Demographics of staff • # of equity trainings delivered to staff • # of staff trained in equity practices **How well:** • Staff retention rates • # of programs using evidence-based practices • # of bilingual staff • Cultural competence – look at assessment tools **Is anyone better off:** • Quality of Life Indicators • Governance Indicators • Program outcomes • % of staff with increased confidence, knowledge, and competence • Impact on racism, discrimination and equity (measures)
Action c: Adopt the consistent use of the racial equity and empowerment lens when making key decisions • Work with Equity Leads/Liaisons to train City Government on race equity and build work plans	**How much:** • #/% of City and State Departments/programs and partnering entities using racial equity tools **How well:** • % of staff prepared to use tools **Is anyone better off:** • Racial and Social Disparities • Impact on racism, discrimination, and equity (measures)

Strategic Area: Strengthen organizational capacity

Strategy 2: Strengthen organizational capacity in the areas of staffing, infrastructure, funding, planning, monitoring, evaluation, and professional development	
Tactics	**Measuring Progress**

Action a: Develop and use a common system of measurement to improve the delivery of services
    • Align with city OPA
	How much:
	    • Measurement System in Place
	How well:
	    • System's Capacity
	    • System's Utilization among stakeholders
	Is anyone better off:
	    • Accountability
	    • Improvements/Changes made based on data
	    • Organization's Capacity measurements in relevant areas

Action b: Equip the workforce with the tools, funding, and resources they need to support young people and provide them with high-quality care
    • Support individuals attending trainings
    • Invest in employee wellbeing
	How much:
	    • #/% of workforce feeling equipped
	    • Professional Development budget
	    • Investment in Employee wellness initiatives
	How well:
	    • Amount of time staff attend trainings
	    • Staff Retention Rate
	    • Service Provision Quality
	Is anyone better off:
	    • Outcome Improvement
	    • % of staff feeling better off (look at employee engagement survey)
	    • Organization's Capacity measurements in relevant areas

Action c: Assess and strengthen the current mechanisms (CSSG, YSCC, and other cross-systems bodies) for collaboration, information sharing, and problem-solving across child- and youth-serving agencies.
    • Annually setting priorities/expectations for our collaborative work
    • Developing shared metrics
    • Annually report out on collaborative work done
	How much:
	    • Priorities Set
	    • # of shared metrics
	    • Annual Report
	How well:
	    • Quality of Collaboration
	Is anyone better off:
	    • Improved effectiveness
	    • Increased Capacity
	    • Program outcomes

Action d: Strengthen marketing (branding and framing), communication, and ease of access to information so youth, families, and service providers know what resources are available	**How much**: • # of Communication Strategies Used **How well:**

• Link all communications systems across departments that serve children and youth to build a communications plan • Connect with multicultural and multi-channel media	• Secret shopper test results?? • % of responses in the form of subscriptions, replies, hits, etc. • Communications in multiple languages **Is anyone better off:** • # of people engaged • Organization's Capacity measurements in relevant areas