

CHILDREN, YOUTH, & FAMILIES
COLLABORATIVE COMMISSION

Shaping our 2026-2027 Policy Agenda & the Next CYCP



The Work We've Done Together This Year



Over the past several months, the Commission has taken an important journey together. We began by listening to young people by reviewing findings from the Youth Needs Assessment and

grounding our work in what students told us they want and need from their schools and community.

From there, each goal group identified a priority area and selected a strategic direction to champion. You then met with community and school partners to better understand what work is already underway, where gaps remain, and where the Commission can have the greatest impact.

Overall Takeaway

Across all three priority areas, Commissioners learned that:

- Strong work is already happening in our community and schools
- The biggest barriers are often coordination, communication, and

access, not lack of programs

- CYFCC's most valuable role is likely to be convening partners, strengthening communication pathways, and elevating youth voice into system decisions.



What Each Group Will Do Next

Now it's time to turn those priorities into action! The work you're shaping will guide the Commission's advocacy agenda for the coming year and directly inform strategies in the next Children & Youth Community Plan.

This is how youth voice becomes policy

direction and how the Commission helps move meaningful change forward.

In your respective goal groups, you will work together to:

- **Review & confirm your group's one-year action.**
- **Build an Action Plan.**



Goal Group: Safety & Belonging

Strategic Direction (long-term focus):

Strengthen student voice and community partnerships to create safe, inclusive spaces for youth free of violence and bullying.

One-Year Action:

CYFCC will work with ACPs, youth-serving organizations, and City communications partners to strengthen pathways for promoting youth programs through school communication systems and increase participation in youth-led safety and wellness initiatives.

What was Learned from Partners

- Many strong youth safety programs already exist
- Participation depends heavily on school communication systems and word of mouth
- Student town halls, Student Voice Survey, Youth Leadership Programs, family meetings, and engagement with Afghan youth seem promising
- Work underway to include more student voice in policy development
- Contracted security staff may benefit from additional relationship-building training
- ACHS open to sharing aggregated school safety data report to the state (via Central Office)

Barriers Identified

- Difficulty reaching less-engaged students
- Limited social media reach thru school channels
- Lack of coordinated announcement systems
- Limited staffing capacity for outreach

Commission Role

- Amplify existing programs
- Improve communication pathways across systems
- Recruit volunteers for youth leadership programs
- Support collaboration between youth and administrators
- Connect youth ambassadors with City communications channels

One-Year Success

- More students are aware of and participating in youth-serving programs and partners have clearer pathways to reach students.



Task: Review & confirm your group's one-year action.



Would you like to make any revisions to the drafted action below?

CYFCC will work with ACPS, youth-serving organizations, and City communications partners to strengthen pathways for promoting youth programs through school communication systems and increase participation in youth-led safety and wellness initiatives.

Task: Build the Action Plan



What Are We Going to Do?

Identify one concrete action for the next 6–12 Months. *What would it actually take to move your One-Year Action forward over the next year? What are the first steps the Commission could realistically take?*



Who are the partners who have a role to play to improve the current conditions?

Identify partners to engage. *Who should be at the table as this action moves forward? Think about partners who are already working on this issue and where the Commission can help strengthen alignment,*

visibility, or coordination. The Commission's role is often to connect people who aren't always in the same conversation.



What Should CYFCC Advocate for in the City Budget?

What investments, staffing supports, program expansions, or coordination resources would help move this action forward?

Consider:

- Are there existing programs that need expanded funding?
- Are there coordination or communication gaps that require dedicated staff time?
- Are there access barriers (transportation, translation, outreach, evenings/weekends) that funding could address?
- Are there student voice structures that need support to function consistently?
- Are there pilot efforts the Commission could recommend scaling?



How Will We Hold Ourselves Accountable?

How much did we do? *How much coordination and communication did the Commission actually produce or support? What could we measure to find out? Select from the examples below or develop your own indicators.*

Example for Measuring Coordination Activities

- # of meetings convened with communications staff

Example for Measuring Communication Pathway Development

- # of communication channels identified (Canvas, morning announcements, Student Square, newsletters, social media, etc.)

Example for Measuring Youth Engagement Supports

- # of outreach campaigns coordinated across partners

How Well Did We Do It? *What was the quality, reach, usability, and alignment of communication pathways? What could we measure to assess whether the promotion strategy actually works across systems? Select from the examples below or develop your own indicators.*

Example of Measuring Partner Participation Quality

- partner satisfaction rates with coordination process

Example of Measuring Communication System Effectiveness

- % of youth programs receiving consistent promotion across schools

Example of Measuring Accessibility & Equity of Outreach

- % of communications reaching less-engaged student populations

Is Anyone Better Off? *How can we measure changes in participation, awareness, connection, and belonging? Select from the examples below or develop your own indicators.*

Examples of Short-Term Outcomes (6–12 Months)

- % increase in students who report knowing how to access safety and wellness programs
- % of youth-serving partners reporting improved ability to reach students through school communication systems

Example of a Mid-Term Outcome (12–36 months):

- % of students reporting they feel connected to at least one supportive program or activity



Goal Group: Affordability for All

Strategic Direction (long-term focus):

Reduce the burden of basic needs through partnerships, with an initial focus on food access.

One-Year Action:

CYFCC will map school-based and community food-access resources across Alexandria, identify coordination and awareness gaps (especially during evenings, weekends, and school breaks), and recommend strategies to improve navigation for families.

What was Learned from Partners

- Alexandria already has a strong food resource network
- Major barriers are awareness, coordination, and logistics, not availability
- Resource access differs across schools
- Families face navigation challenges across systems
- Immigrant families face additional access barriers
- Workforce development partnerships may improve outreach

Barriers Identified

- Limited awareness of available supports
- Uneven access across schools
- Storage/logistics challenges for fresh food
- Weekend/evening access gaps
- Communication channels not reaching families effectively

Possible Roles Considered for the Commission

- Improve coordination between schools and providers
- Strengthen communication pathways to families
- Align Youth Needs Assessment findings with Food Security Assessment
- Elevate navigation barriers affecting immigrant families
- Support mapping across systems

One-Year Success

- A shared understanding of where food access exists, where gaps remain, and a coordinated strategy for improving awareness and access.



Task: Review & confirm your group's one-year action.



Would you like to make any revisions to the drafted action below?

CYFCC will map school-based and community food-access resources across Alexandria, identify coordination and awareness gaps (especially during evenings, weekends, and school breaks), and recommend strategies to improve navigation for families.

Task: Build the Action Plan



What Are We Going to Do?

Identify one concrete action for the next 6–12 Months. *What would it actually take to move your One-Year Action forward over the next year? What are the first steps the Commission could realistically take?*



Who are the partners who have a role to play to improve the current conditions?

Identify partners to engage. *Who should be at the table as this action moves forward? Think about partners who are already working on this issue and where the Commission can help*

strengthen alignment, visibility, navigation, or coordination. The Commission's role is often to connect people who aren't always in the same conversation.



What Should CYFCC Advocate for in the City Budget?

What investments, staffing supports, program expansions, or coordination resources would help move this action forward?

Consider:

- Are there existing programs that need expanded funding?
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- Are there student voice structures that need support to function consistently?
- Are there pilot efforts the Commission could recommend scaling?



How Will We Hold Ourselves Accountable?

How much did we do? *How much coordination, communication, and accessibility did the Commission actually produce or support? What could we measure to find out? Select from the examples below or develop your own indicators.*

Example for Measuring Mapping & Coordination Activities

- # of food-access programs identified across Alexandria

Example for Measuring Info & Communication Outputs

- # of recommendations developed for improving access

Examples for Measuring Family Access Navigation Supports

- # of navigation barriers documented

How Well Did We Do It? *What was the quality of effort, coordination, inclusion, and usefulness of the mapping effort? What could we measure to assess whether the mapping process was credible, inclusive, and actionable? Select from the examples below or develop your own indicators.*

Example for Measuring Alignment Across Systems

- % of partners reporting improved clarity about who provides what services

Example for Measuring Usability of Resource Map

- % including hours of operation (including evenings/weekends/school breaks)

Example for Measuring Accessibility & Equity Considerations

- % of programs serving immigrant families reflected in map

Is Anyone Better Off? *How can we measure changes in access, awareness, coordination, or experience? Select from the examples below or develop your own indicators.*

Example for Measuring Partner-Level Changes

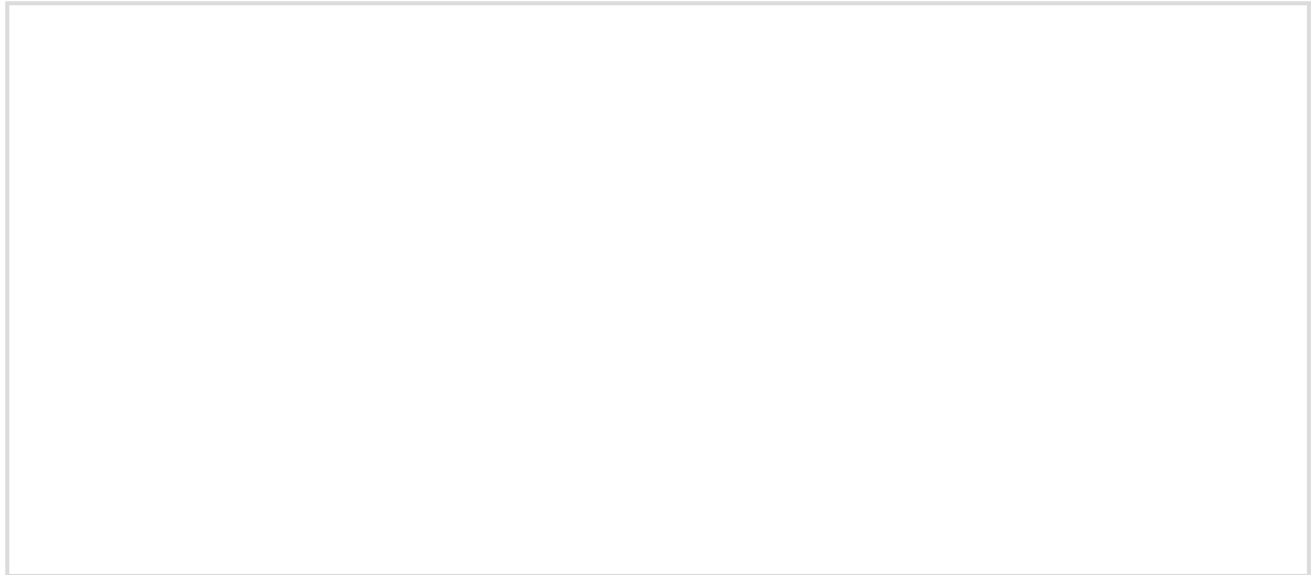
- % of partners reporting improved ability to connect families to resources

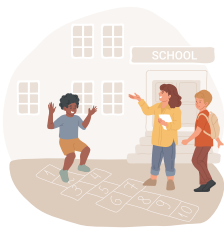
Example for Measuring System Coordination Improvements

- # of identified coordination gaps addressed through collaboration

Example for Measuring Family Navigation Improvements

- % of families reporting increased awareness of food supports

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Goal Group: Supportive & Responsive School Conditions

Strategic Direction (long-term focus):

Center student voice in operational decisions that affect daily school conditions.

One-Year Action:

CYFCC will support and strengthen emerging student–administrator communication structures at ACHS (e.g., Principal Advisory Council) and elevate Youth Needs Assessment findings to school leadership and Nutrition Services to improve transparency and responsiveness to student concerns.

What was Learned from Partners

- Systems already exist to address facilities and school-conditions concerns
- Nutrition programs operate under federal regulatory constraints
- Many student concerns are already being addressed internally
- Students often cannot see or access decision-making pathways
- Advisory structures are emerging but need reinforcement

Barriers Identified

- Limited student awareness of decision processes and how to raise concerns
- Scheduling constraints for student participation
- Limited awareness of accommodation pathways (504 / IEP nutrition supports)

Commission Role

- Strengthen two-way communication pathways
- Elevate YNA findings to leadership
- Support emerging student advisory structures
- Increase transparency of decision processes

One-Year Success

Students know where to raise concerns about school conditions and can point to visible improvements informed by student input.



Task: Review & confirm your group's one-year action.



Would you like to make any revisions to the drafted action below?

CYFCC will support and strengthen emerging student-administrator communication structures at ACHS (e.g., Principal Advisory Council) and elevate Youth Needs Assessment findings to school leadership and Nutrition Services to improve transparency and responsiveness to student concerns.

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Identify one concrete action for the next 6–12 Months. *What would it actually take to move your One-Year Action forward over the next year? What are the first steps the Commission could realistically take?*



Who are the partners who have a role to play to improve the current conditions?

Identify partners to engage. *Who should be at the table as this action moves forward? Think about partners who are already working on this issue and where the Commission can help strengthen student-administrator communication structures,*

transparency, and elevate Youth Needs Assessment findings into decision-making. The Commission's role is often to connect people who aren't always in the same conversation.



How Will We Hold Ourselves Accountable?

How much did we do? *How much engagement, transparency, and communication did the Commission actually produce or support? What could we measure to find out? Select from the examples below or develop your own indicators.*

Examples for Measuring Engagement with School Leadership

- # of meetings held with ACHS leadership
- # of coordination meetings between students and administrators supported

Examples for Strengthening Student Voice Structures

- # of student concerns elevated through advisory structures
- # of student feedback mechanisms reviewed or strengthened

Examples for Communication Transparency Activities

- # of school-condition topics shared with students via formal channels
- # of decision updates communicated back to students



How Will We Hold Ourselves Accountable?

How much did we do? *How much engagement, transparency, and communication did the Commission actually produce or support? What could we measure to find out? Select from the examples below or develop your own indicators.*

Example for Measuring Engagement with School Leadership

- # of coordination meetings between students and administrators supported

Example for Measuring Strengthening Student Voice Structures

- # of student feedback mechanisms reviewed or strengthened

Example for Measuring Communication Transparency Activities

- # of decision updates communicated back to students

How Well Did We Do It? *What was the quality, reach, and usability of strengthening decision-making pathways? What could we measure to assess whether transparency and responsiveness to student concerns was improved? Select from the examples below or develop your own indicators.*

Example for Measuring Participation Quality

- % of invited administrators participating in engagement meetings

Example for Measuring Transparency Improvements

- % of student concerns receiving follow-up responses

Example for Measuring Use of Youth Needs Assessment Findings

- % of administrators reporting YNA findings helped inform decision-making

Is Anyone Better Off? *How can we measure visibility of student voice structures, access to those structures, responsiveness from leadership, changes in transparency, and evidence that student concerns influence decisions? Select from the examples below or develop your own indicators.*

Examples of a Short-Term Outcome (6-12 months)

- % increase in students reporting they know how to share concerns with school leadership
- % of student concerns receiving follow-up communication
- % of administrators reporting increased use of student input in operational decisions

Example of a Mid-Term Outcome (12-36 months):

- % of students reporting school leadership listens to student concerns