



Year-One Action Plan Review & Implementation Readiness

Youth Services Coordinating Council

October 13, 2026





How We Got Here:

Youth Needs Assessment & Follow-Up Engagement with Youth

Between Fall 2024-Fall 2025:

- **90 youth and adults** were trained to engage
- **1,800+ middle and high school students** through
- **137 Youth Listening Sessions**
- Youth analyzed data, identified root causes, and proposed solutions
- **8 planning sessions** with the YSCC

This work will shape the next Children & Youth Community Plan (CYCP). It's updated every five years to guide citywide efforts around shared goals, align partners, and advance equity.





Today's Goals



By the end of today, we aim to:

- Ensure the three Year-One Action Plans reflect what we've agreed to accomplish.
- Ensure these plans are realistic and we have identified the right indicators and deliverables.



How we will review each plan



5 MIN

See the big picture & confirm indicators of success

10 MIN

Do the action steps reflect what we want to accomplish in our first year?

5 MIN

Check readiness and next steps



Safety & Belonging

What would we measure?

Problem:

Youth experience frequent peer conflict but have inconsistent opportunities to develop conflict-resolution and coping skills. Existing programs and approaches are fragmented and poorly coordinated.

Result:

- Youth consistently learn and practice conflict-resolution and coping skills.
- Partners know what supports exist, where gaps remain, and how to connect youth to them.
- Schools and community organizations coordinate their approaches to helping youth navigate conflict.

Strategy:

Build conflict-resolution and coping skills among youth

Indicators:

Incident Reports by Type (Fighting/Assaults)

Been in a physical fight in past year

% of youth reporting interpersonal competence

% of youth reporting peaceful conflict resolution

Data Source:

ACPS School Safety Data Reports

Youth Risk Behavior Survey

Developmental Assets Survey

Are these the right signs of progress?



Safety & Belonging

What would we accomplish in the first year?

Year-One Action:

Assess and strengthen coordination of existing conflict-resolution and coping-skill programs by documenting available programs, training resources, and implementation approaches; identifying gaps and opportunities for collaboration; and developing actionable recommendations for the next implementation year.

Implementation Steps:

1ST & 2ND QUARTERS

- Map existing conflict-resolution and coping-skill programs, approaches, and training resources;
- Review evidence-based practices.
- Engage ACPS concurrently to understand restorative-practice implementation and evaluation

3RD QUARTER

Synthesize findings and identify gaps and opportunities for stronger coordination

4TH QUARTER

Validate findings and finalize recommendations for Year Two

Deliverables:

Inventory of existing programs and training resources; brief research summary.

Summary of ACPS practices, training capacity, & existing evaluation efforts.

Findings summary identifying priority gaps & coordination opportunities.

Agreed priorities & recommended next steps for Year Two.

**Do the action steps reflect what we want to accomplish?
Is the timing realistic?**



Safety & Belonging

Implementation Readiness Check

Use this link:

form.menti.com/s/al6qgk5vtmod

to give your feedback on the readiness of the
Safety & Belonging Year-One Action Plan
(1-2 questions)





Affordability for All

What would we measure?

Problem:

Many youth and families don't know what resources are available or how to access them. Information gaps, complicated systems, language barriers, and stigma make seeking support difficult.

Result:

- Youth and families can easily find clear, accessible information about available resources.
- People learn about resources through trusted people, places, and communication channels.
- Community partners coordinate outreach and help connect families to appropriate supports.

Strategy:

Make it easier for families to find help and feel welcome asking for support.

Indicators:

% of youth reporting they know where to go when they need help

% of youth/families reporting resource information is easy to find

% of youth/families who report that information is clear and helps them understand how to access support

Use of campaign resource pathway

of referrals, inquiries, or service connections attributable to the campaign

Data Source:

Youth Survey (to be designed)

QR Scans/Web Analytics

Service providers

Are these the right signs of progress?



Affordability for All

What would we accomplish in our first year?

Year-One Action:

Pilot a coordinated Youth Resource Campaign that creates a clear, youth-friendly pathway to existing resources and promotes it through trusted messengers, communication channels, and locations where youth and families already spend time.

Implementation Steps:

1ST QUARTER

Select the resource destination, pilot locations and communication channels, and trusted messengers; incorporate youth input.

2ND & 3RD QUARTERS

Create youth-friendly campaign materials, finalize simple monitoring measures, and launch the pilot.

4TH QUARTER

Review campaign reach and feedback; identify what worked and what needs adjustment.

Deliverables:

- Updated resource information;
- agreed campaign approach, locations, and channels.

- Campaign materials;
- monitoring plan;
- pilot launched
- initial reach data collected.

- Year-One learning summary
- recommended improvements for Year Two

**Do the action steps reflect what we want to accomplish?
Is the timing realistic?**



Affordability for All

Implementation Readiness Check

Return to the same poll & scroll down to find
“Affordability for All Year-One Action Plan” and
give your feedback on its implementation
readiness

form.menti.com/s/al6qgk5vtmod





Supportive & Responsive School Conditions

What would we measure?

Problem:	Students want to improve their schools but often don't know how their feedback influences decisions. Opportunities for meaningful dialogue and follow-up vary, and community partners lack clear roles in supporting student voice.		
Result:	• Students have meaningful opportunities to share input on school conditions and understand what happens next. • School leaders consistently communicate how student input is considered, what can change, and why. • Community partners have clear roles in supporting student-identified priorities.		
Strategy:	Strengthen communication and feedback loops between students, school leadership, and community partners so student input can inform school operations, policies, and culture.		
Indicators:	% of students who report that adults at school listen to what students have to say	% of students who believe they have meaningful opportunities to influence decisions affecting their school	% of students who know how to raise a concern or suggestion about school conditions & receive a response
Data Source:	ACPS student survey (to be designed)		

Are these the right signs of progress?



Supportive & Responsive School Conditions

What would we accomplish in our first year?

Year-One Action:	Strengthen YSCC's existing partnership with ACPS Social Studies to support annual Civic Action projects by coordinating community participation, connecting students with relevant partners and decision-makers, and establishing a consistent process for documenting student recommendations, gathering partner responses, and reporting back to future student cohorts.			
Implementation Steps:	1ST QUARTER Agree on partner roles, identify meaningful questions for students, recruit facilitators, and conduct listening sessions.	2ND & 3RD QUARTERS Connect Civic Action projects with relevant adults who can provide context, discuss feasibility, and identify ideas worth exploring further.	3RD & 4TH QUARTERS Share final student recommendations with relevant partners and track responses, progress, and unresolved issues.	YEAR 2, 1ST QUARTER Report back to the next student cohort on what happened and what remains unfinished.
Deliverables:	• Partner roles and student engagement plan; • Facilitator roster; • Listening sessions completed	Students receive initial feedback to inform and refine their recommendations.	• Recommendations shared with partners; • Response and progress tracker established	Student-friendly report-back and record of issues available for continued student advocacy

**Do the action steps reflect what we want to accomplish?
Is the timing realistic?**



Supportive & Responsive School Conditions

Implementation Readiness Check

Return to the same poll & scroll down to find
“School Conditions Year-One Action Plan” and
give your feedback on its implementation
readiness

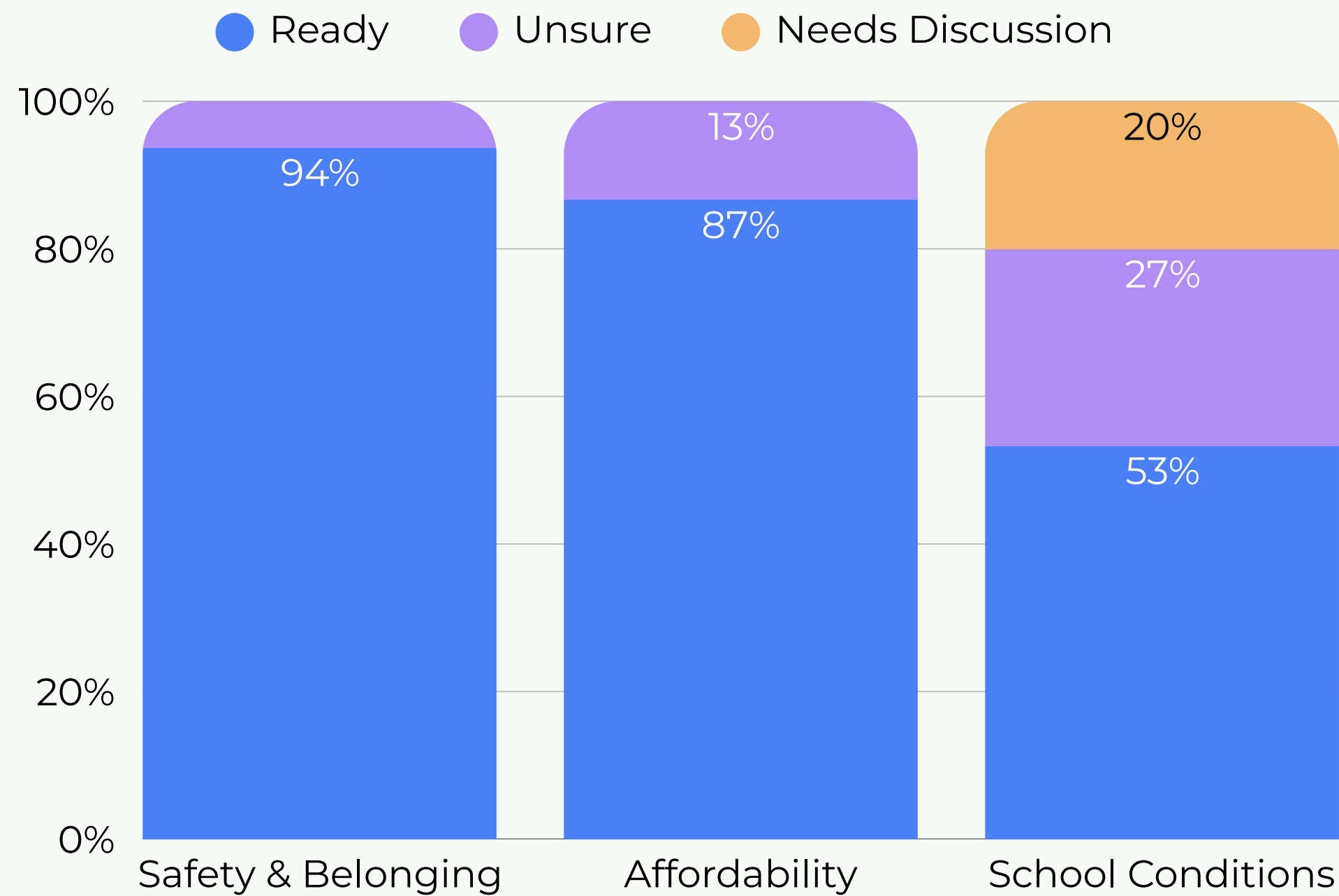
form.menti.com/s/al6qgk5vtmod





Poll Results

Readiness by Strategic Area



[Mentimeter](#)



What Comes Next

Based on the discussion and poll results:



Safety & Belonging Strategy:

Finalize and begin implementation.

- Added the interpersonal competence as a metric
- Extended the landscape-assessment timeline
- **November:** Begin ACPS engagement & landscape-assessment

Affordability for All Strategy:

Finalize and begin implementation.

- Separated the resource-access measures
- **November:** Discuss & select the resource destination

School Conditions Strategy:

Continue developing while moving forward with existing Civic Action activities.

- Bring back a narrower, more concrete proposal that emphasizes what the YSCC can do now and seek further ACPS input
- **November:** Recruit facilitators & engage students in Civic Action Kickoff



Civic Action Kickoff - An Opportunity to Partner with Students!

U.S. Government Classes at ACHS
November 2026 (actual dates TBD)

Interested in facilitating?

An online sign-up will be shared soon!

4 Classrooms

1. Affordability for All
2. Safety & Belonging
3. School Conditions
4. Navigating Resources

3 Rounds

1. 9:00 - 9:45AM
2. 10:00 - 10:45AM
3. 11:00 - 11:45AM

Students will review and provide feedback on a proposed CYCP action, helping us strengthen plans before implementation.

What other questions about our proposed actions would benefit from students' perspectives?



Mental Health & Wellness Fair

November 9, 2026 during Advisory (~11:57AM - 1:45PM) | ACHS King Street & Minnie Howard campuses

Students have repeatedly told us they don't know what mental health resources are available or how to access them. We're partnering with ACHS Student Leadership classes to help close that gap. The goal is for students to leave knowing where to go and how to take the next step.

We're seeking school, City, and community partners to:

- Introduce students to mental health and wellness supports.
- Offer an engaging activity or conversation that makes asking for help feel approachable.
- Explain how students can connect themselves or a friend to support.

The event combines a resource fair + experiential wellness activities (i.e. self-care kits, art therapy or other wellness activities, games, reflection on how students are feeling after first quarter, and a "passport" or similar mechanism encouraging students to visit several stations)

Interested in participating?

Sign up here: forms.cloud.microsoft/g/pxibpSi8Px





Thank you!

Contact

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