



SUPPORT YOUTH AND FAMILIES





In March 2022, Alexandria City Council adopted six priorities that have been used to provide a cohesive framework for budget and policy decisions for the upcoming fiscal year. City Council developed these priorities at the Council Retreat, held January 29, 2022, and follow-up discussions at two City Council meetings.

Each of the six priorities have a business plan, which together provide the framework for an interdepartmental approach to achieving the goals of the Support Youth and Families priority. By consolidating recommendations and planned initiatives with specific objectives and indicators (which can be updated quarterly), the business plans describe how the City will ensure each priority area is well run and the community receives quality services.

Each City Council Priority Business Plan is viewed through the lens of established principles by asking:

1. **Equity:** Will these initiatives identify and overcome intentional and unintentional barriers in our City's systems and services?
2. **Environmental justice:** Do these initiatives provide equitable access to a healthy environment and take proactive measures to mitigate and adapt to future climate change?
3. **Civility & Respect:** How do we ensure that all interactions associated with these initiatives are done so in a way in which there is a healthy exchange of ideas and perspectives?
4. **Transparency:** Are we operating in a way that is easy for others to see and understand what is happening in these initiatives?
5. **Service:** Do these initiatives put the public's interest first and make a difference in the community?

These priorities do not diminish or change the City's continuing commitment to its ongoing core services and accountability; rather, they bring focus to the concerns of highest need at the time. City Council will re-evaluate the needs and priorities in December 2022 in anticipation of the year ahead and the Fiscal Year 2024 budget.

SUPPORT YOUTH AND FAMILIES

We will explore how to expand academic, social, and emotional services and physical supports to all youth during the out of school time hours.

GOALS

1 Support the development and alignment of equitable access to high-quality out of school time programs



MAJOR INITIATIVES

Work in partnership with the Youth Services Network (YSN) to build a network of out of school providers to develop a Landscape Scan that coordinates an understanding of current and future out of school time needs and program design for all providers within the City

Identify strategies and solutions to expand middle and high school student engagement in out of school time and community-based formal and informal programs and safe spaces

Using information gathered from the Landscape Scan, evaluate issues of equity in out of school time registration systems and policies, including appropriate fee assistance and sliding scales for out of school time programs and transportation options that are available to students

Evaluate need for more flexible drop-in programs and spaces, such as library locations, with trained staff and no financial or registration barrier

Expand LINK club sites, including six new programs on the west-end and four new middle school sites

Hire multi-lingual out of school time staff to improve accessibility for families who are speakers of other languages, including onsite instruction and material supports at existing community hubs and safe spaces





2 Ensure availability of space and staff to accommodate demand for after-school needs

MAJOR INITIATIVES

Using information from the Landscape Scan, determine physical space needs for after-school city supported programs and facilities, including academic enrichment programming

Coordinate future out of school time program needs for capital projects, such as George Mason and Cora Kelly, based on demand data from Landscape Scan

Understand and adapt to new childcare licensing requirements for after school programs, and identify where capacity exists in the city to meet these requirements

Implement compensation strategy for RPCA out of school time staffing, including full-time, part-time, and seasonal staff

Map and analyze open space near providers to identify needs for outdoor space and recreational opportunities and ensure access

“ Being a peer advocate is an amazing way to get involved in the community. I’ve grown up in Alexandria and through peer advocacy I’ve found out about opportunities I wouldn’t have found out otherwise. ”

-Amel Mohdali, 12th grade, Alexandria City High School

3 Expand academic, social, and emotional support during out of school time to ensure that kids know where to safely go to be heard by a trusted listener and that the city can appropriately respond to their specific needs

MAJOR INITIATIVES

Support Out of School Time providers by offering access to training in Social and Emotional Learning (SEL), positive Behavioral Interventions and Supports (PBIS), Adverse Childhood Experiences (ACEs), and Developmental Assets programs and sharing best practices for trauma-informed practice (RAISE) and develop training standards for all city-supported program staff

Recruit more mentors through the efforts of the new Alexandria Mentoring Partnership Coordinator, support enhancement and expansion of mentoring programs, and establish comprehensive training opportunities for caring adults

Implement recommendations based on the youth safety and resilience work

Conduct a Civics Academy for Youth this Fall, in partnership with U.S. Government and Civics teachers of ACPS. The Academy is seven weeks long and introduces a range of City departments to students. This program, which has the potential to reach hundreds of students throughout the year, will also be an opportunity to hear feedback from youth on what support they need

Pilot of a “Resource Corner” at George Washington Middle School, exploring the use of dedicated space at the school where middle school students can meet with service providers on a rotational basis to learn about the resources available to them. If successful, this model could be expanded into other schools and recreation centers after school.

Conduct a needs assessment of professional learning opportunities with staff involved in Division-wide after school programming to collaborate with ACPS for academic services during Out of School Time



Status	Indicators	Current	Trend & Target
●	<p>Total City Sponsored OSTP Sites</p> <p>This indicator measures the number of five-day-a-week Out of School Time Program sites, such as Charles Barret Recreation Center, for school-aged children operated by the City and Campagna. The target for this indicator is to add an additional site this year.</p>	23	<p>Target</p>
●	<p>Total City OSTP Enrollment</p> <p>This indicator measures the enrollment in five-day-a-week Out of School Time Program sites for school-aged children operated by the City and Campagna. The target for this indicator is to reach pre-COVID peak capacity.</p>	1,814	<p>Target</p>
●	<p>Youth with Adult Support</p> <p>This indicator measures the percentage of children and youth who reported having three or more non-parent adult supports. The target for this indicator is to improve on the baseline from the 2016 survey. This indicator is from the Alexandria Public Schools Developmental Assets survey.</p>	38%	<p>Target</p>
●	<p>High School Graduation Rate</p> <p>This indicator measures the percentage of high school students in Alexandria Public Schools who graduated on-time. The target for this indicator is an 92% graduation rate. This indicator is from the Virginia Department of Education.</p>	91%	<p>Target</p>

“ Working at John Adams Summer Camp was a unique and rewarding experience. I worked with a group of individuals who helped create a fun, inclusive, and inviting atmosphere for many different children with different abilities and of different cultures. I was able to build a rapport with the children and their families through communication and collaboration, and I saw growth in each child that entered our program. We helped the children build relationships with other campers and staff which helped to create lasting memories. My favorite parts of the day were 1) the mornings because the children arrived so happy and ready for the day and 2) pickup because they didn't want to leave and would ask their parents why they come so early... even if it was already 6:00pm. ”

- LaKeyda Robinson, City of Alexandria

“ Being a Peer Advocate for the past two years has helped me become adaptable to working with individuals in a different age group than me. I have learned to be empathetic with one’s situation and how I can make my stamp on my community!” Without this program I wouldn’t be able to connect with others like I do now. ”

- Yanelvis Gomez, 12th grade,
Alexandria City High School





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