

Children and Youth Master Plan Action Steps/Developmental Assets Crosswalk

External Assets

Boundaries and Expectations

Related CYMP Action Steps:

- 1.1.2: Promote the resources provided to residents by the SAPCA, ACAP and the Alexandria Gang Prevention Community Task Force, and expand the offerings of the FACE Center to include education on healthy habits.
- * 1.1.5: Support the efforts of organizations working to decrease and mitigate the effects of child abuse and exposure to violence, and to improve the safety of environments for children.
- * 1.2.2: Ensure that City-supported, out-of-school time programs include adequate access to health, wellness, sports and fitness activities in all areas of the city; are free or low-cost; and are located at neighborhood schools/recreation centers.
- 1.3.4: Support and endorse policies that provide for safe and healthy housing for families in the City and that include mechanisms for supporting the healthy development of children who reside there.
- * 2.2.1: Coordinate with the efforts of ACPS to demonstrate every student achieves at least one year of academic progress annually in reading, writing and math, and greater than one year of progress for each student who is below grade level in those areas.
- * 2.2.2: In instances where students are not meeting grade-level expectations, align in-school and afterschool programs that deliver academic/social enrichment with the school curriculum.
- * 2.2.4: Identify and eliminate the barriers that inhibit high expectations and achievement for all children and youth.
- 2.2.6: Provide cross -training for educators and others involved in supporting children and youth across key transitions, focusing on developing cross-system communication, sharing/using data and strengthening/continuing parental engagement.
- 3.1.2: Expand, coordinate, and align youth mentoring programs to ensure all children have a relationship with a responsible mentor.
- 3.3.2: Use education, recruitment and incentives to encourage youth participation in decision-making bodies.
- * 3.4.7: Support opportunities to diversify afterschool programs and intergroup contact for youth.
- * 4.1.1: Support parenting programs, services and support groups by helping to eliminate barriers to participation (i.e., transportation, childcare, interpreter services, outreach and facilities) and to coordinate joint efforts.
- 4.3.1: Establish and fill seats on relevant City commissions for youth and their families, improve recruitment strategies for those seats, promote participation and provide appropriate orientation to new members and returning commission members.

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Constructive Use of Time

Related CYMP Action Steps:

- 1.1.1: Endorse and support initiatives of the Partnership for a Healthier Alexandria and its affiliate subcommittees, such as ACOAN, that promote the health of children, youth and families, including nutrition awareness and physical activity.
- * 1.2.2: Ensure that City-supported, out-of-school time programs include adequate access to health, wellness, sports and fitness activities in all areas of the city; are free or low-cost; and are located at neighborhood schools/recreation centers.
- 3.2.1: Create awareness of and promote therapeutic recreation services and sports programs for children with disabilities (e.g., Miracle League).
- 3.4.2: Promote awareness of opportunities for the community to support the special needs population, such as volunteering at Miracle League games or attending "Family Day" at therapeutic recreation programs.
- * 3.4.7: Support opportunities to diversify afterschool programs and intergroup contact for youth.

Empowerment

Related CYMP Action Steps:

- * 1.1.5: Support the efforts of organizations working to decrease and mitigate the effects of child abuse and exposure to violence, and to improve the safety of environments for children.
- 1.3.4: Support and endorse policies that provide for safe and healthy housing for families in the City and that include mechanisms for supporting the healthy development of children who reside there.
- 3.1.2: Expand, coordinate, and align youth mentoring programs to ensure all children have a relationship with a responsible mentor.
- 3.3.1: Educate boards, commissions and neighborhood associations about the importance of involving youth in decision-making.
- 3.3.2: Use education, recruitment and incentives to encourage youth participation in decision-making bodies.
- 4.3.1: Establish and fill seats on relevant City commissions for youth and their families, improve recruitment strategies for those seats, promote participation and provide appropriate orientation to new members and returning commission members.

Support

Related CYMP Action Steps:

- 1.3.4: Support and endorse policies that provide for safe and healthy housing for families in the City and that include mechanisms for supporting the healthy development of children who reside there.

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- * 2.2.1: Coordinate with the efforts of ACPS to demonstrate every student achieves at least one year of academic progress annually in reading, writing and math, and greater than one year of progress for each student who is below grade level in those areas.
- * 2.2.4: Identify and eliminate the barriers that inhibit high expectations and achievement for all children and youth.
- 2.2.6: Provide cross -training for educators and others involved in supporting children and youth across key transitions, focusing on developing cross-system communication, sharing/using data and strengthening/continuing parental engagement.
- 3.1.2: Expand, coordinate, and align youth mentoring programs to ensure all children have a relationship with a responsible mentor.
- 3.3.2: Use education, recruitment and incentives to encourage youth participation in decision-making bodies.
- * 3.4.4: Provide diversity training for all City and school staff, focused on developing skills for cross-cultural awareness, understanding and communication.
- * 3.4.7: Support opportunities to diversify afterschool programs and intergroup contact for youth.
- * 4.1.1: Support parenting programs, services and support groups by helping to eliminate barriers to participation (i.e., transportation, childcare, interpreter services, outreach and facilities) and to coordinate joint efforts.

Internal Assets

Commitment to Learning

Related CYMP Action Steps:

- * 2.2.1: Coordinate with the efforts of ACPS to demonstrate every student achieves at least one year of academic progress annually in reading, writing and math, and greater than one year of progress for each student who is below grade level in those areas.
- * 2.2.2: In instances where students are not meeting grade-level expectations, align in-school and afterschool programs that deliver academic/social enrichment with the school curriculum.
- * 2.2.4: Identify and eliminate the barriers that inhibit high expectations and achievement for all children and youth.
- 2.2.5: Examine the assessment practices that lead to disproportionate rates of students of color in Special Education and in Talented and Gifted programs.
- 2.2.6: Provide cross -training for educators and others involved in supporting children and youth across key transitions, focusing on developing cross-system communication, sharing/using data and strengthening/continuing parental engagement.

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2.3.1: Identify and address barriers to successful transitions for secondary school students moving to higher education, career pathways and/or independent living.

Positive Identity

Related CYMP Action Steps:

2.3.1: Identify and address barriers to successful transitions for secondary school students moving to higher education, career pathways and/or independent living.

* 2.3.2: Provide mentoring, coaching and leadership development for youth (including youth with disabilities) fostering job readiness and workforce skills, by engaging the business community to support youth.

2.3.3: Increase the number of partnerships between businesses and the public/private entities to create job opportunities and encourage entrepreneurship among youth, especially in employment sectors that might be growing.

3.1.2: Expand, coordinate, and align youth mentoring programs to ensure all children have a relationship with a responsible mentor.

3.1.3: Develop programs, in partnership between the City and schools, that build skills in healthy decision making, anger management, coping and problem-solving.

3.3.2: Use education, recruitment and incentives to encourage youth participation in decision-making bodies.

Positive Values

Related CYMP Action Steps:

1.1.2: Promote the resources provided to residents by the SAPCA, ACAP and the Alexandria Gang Prevention Community Task Force, and expand the offerings of the FACE Center to include education on healthy habits.

2.2.5: Examine the assessment practices that lead to disproportionate rates of students of color in Special Education and in Talented and Gifted programs.

* 3.1.1: Create an integrated and aligned out-of-school time system that includes review of best practices/quality, assessment of needs and preferences, identification of service gaps, access, affordability and opportunities to develop civic responsibility.

3.1.3: Develop programs, in partnership between the City and schools, that build skills in healthy decision making, anger management, coping and problem-solving.

3.2.2: Seek resources to expand mental health/substance abuse prevention and treatment programs in a variety of settings.

3.3.2: Use education, recruitment and incentives to encourage youth participation in decision-making bodies.

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3.3.3: Increase funding to support more accessible programs for children with special needs and other vulnerable populations.

3.4.1: Create a subcommittee of the CYFCC to focus on cultural competence.

3.4.3: Advocate to include an expanded definition of culture beyond “color” to determine the culturally, linguistically, racially and ethnically diverse groups within the Alexandria community.

3.4.6: Offer a variety of training programs for youth and families that focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and inclusion.

* 3.4.7: Support opportunities to diversify afterschool programs and intergroup contact for youth.

4.3.1: Establish and fill seats on relevant City commissions for youth and their families, improve recruitment strategies for those seats, promote participation and provide appropriate orientation to new members and returning commission members.

Social Competencies

Related CYMP Action Steps:

3.1.2: Expand, coordinate, and align youth mentoring programs to ensure all children have a relationship with a responsible mentor.

3.1.3: Develop programs, in partnership between the City and schools, that build skills in healthy decision making, anger management, coping and problem-solving.

3.4.1: Create a subcommittee of the CYFCC to focus on cultural competence.

3.4.3: Advocate to include an expanded definition of culture beyond “color” to determine the culturally, linguistically, racially and ethnically diverse groups within the Alexandria community.

3.4.5: Host a series of Courageous Conversation sessions to engage the Alexandria community in dialogue about diversity and to promote an understanding of diversity.

3.4.6: Offer a variety of training programs for youth and families that focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and inclusion.

* 3.4.7: Support opportunities to diversify afterschool programs and intergroup contact for youth.