

About the Youth Council

The Youth Philanthropy Council is a program **designed by youth for youth** with the purpose of providing Alexandria youth the decision-making power and resources to **address key youth issues** within the community.

This year, 13 students from various high schools were selected through a competitive application process to represent Alexandria youth and participate in philanthropic initiatives to improve their community.



Today's Program


Welcome & Introductions

Overview

- Environmental Factors
- Disability Accommodations
- Middle school to High school Transition

Conclusion & Q/A

Refreshments



How does the divide
between the East
and West affect the
youth in Alexandria?

Presented to you by the 2023 Youth Council



EQUITY FOR ALL

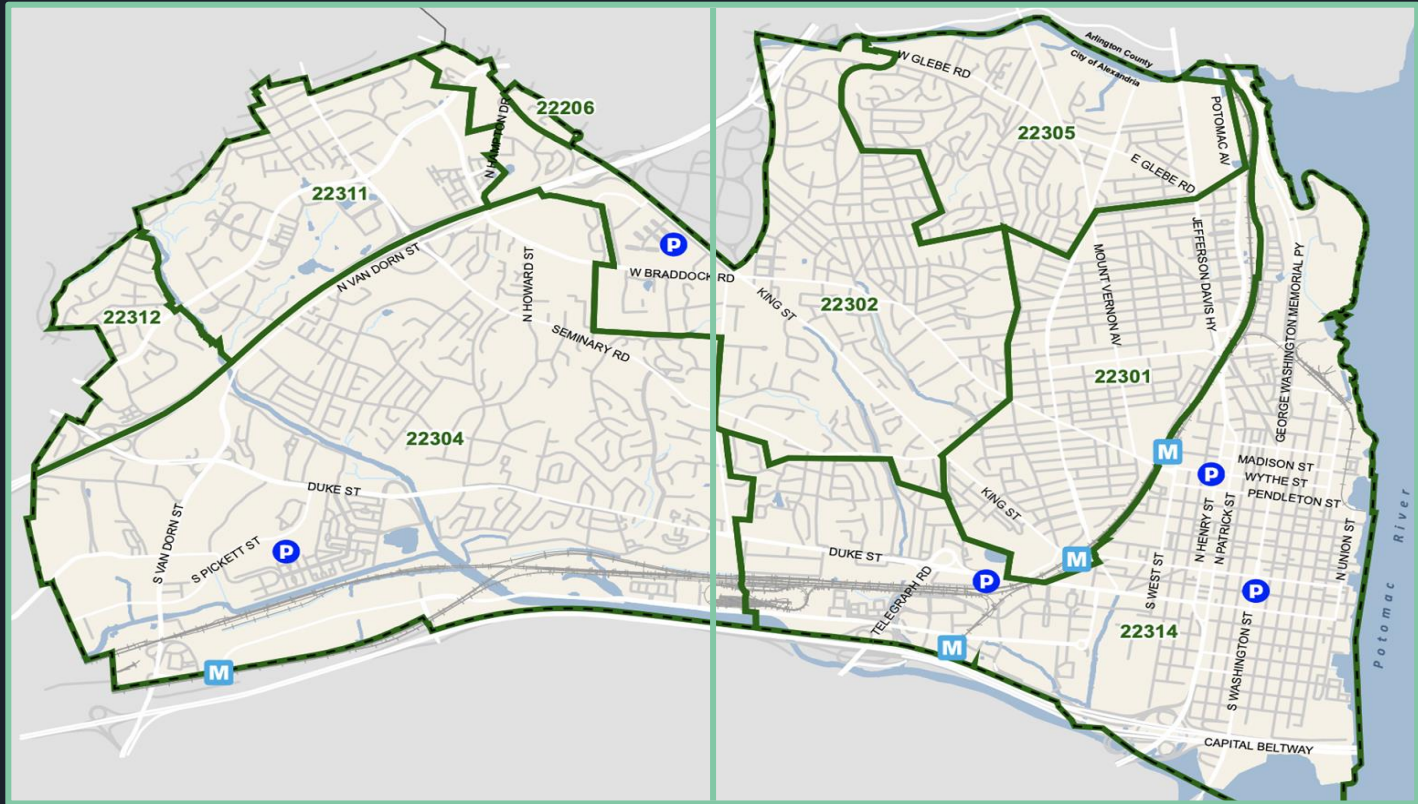


ALEXANDRIA CITY PUBLIC SCHOOLS

Strategic Plan 2020-2025

West

East



West End

Demographics

Two or More races

4.1%

Other Race

10.8%

American Indian Or

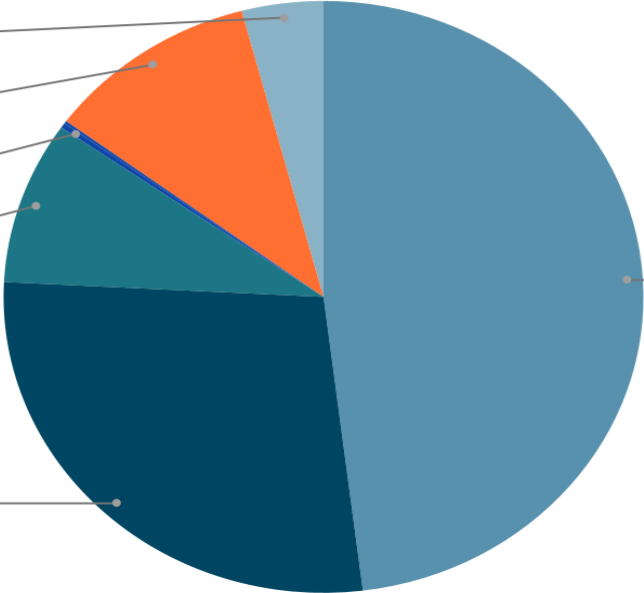
0.3%

Asian

8.9%

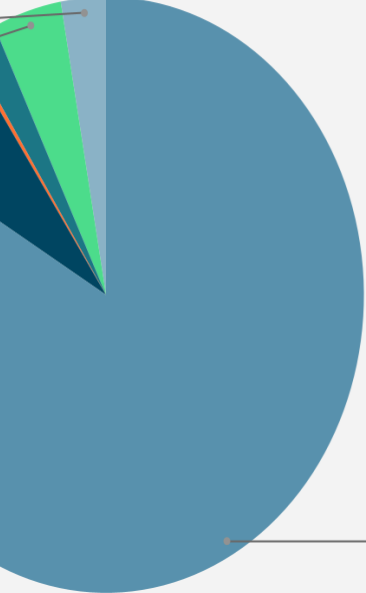
Black

27.8%



White

48.0%



White

83.6%

East End

Demographics

Two or more races

2.8%

Other race

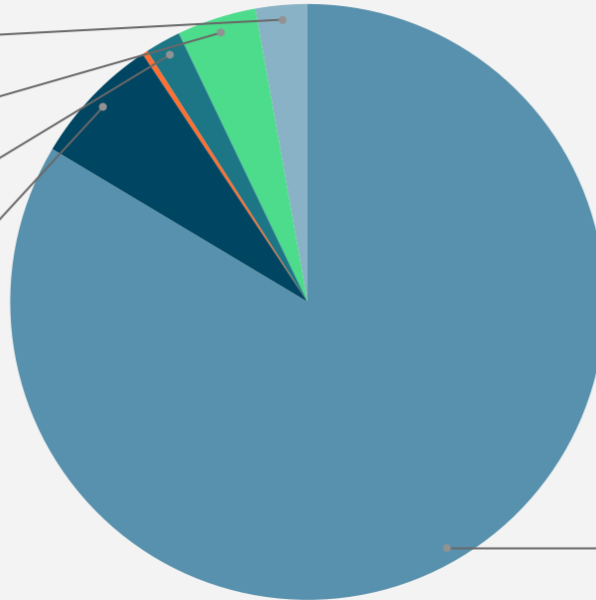
4.3%

Asian

1.9%

Black

7.1%



White

83.6%

Median Household
Income

100,000 - 160,000

Poverty Rates

0 - 4.9%

Employment Rates

62 - 90%

Limited English proficiency

7 - 15%

Bachelor's Attainment

64 - 86%

West End

Median Household Income
70,000 - 73,000

Poverty Rates
16 - 20%

Employment rates
59 - 90%

Limited English Proficiency
55 - 58%

Bachelor's Attainment
34 - 48%

East End

Median Household Income
100,000 - 160,000

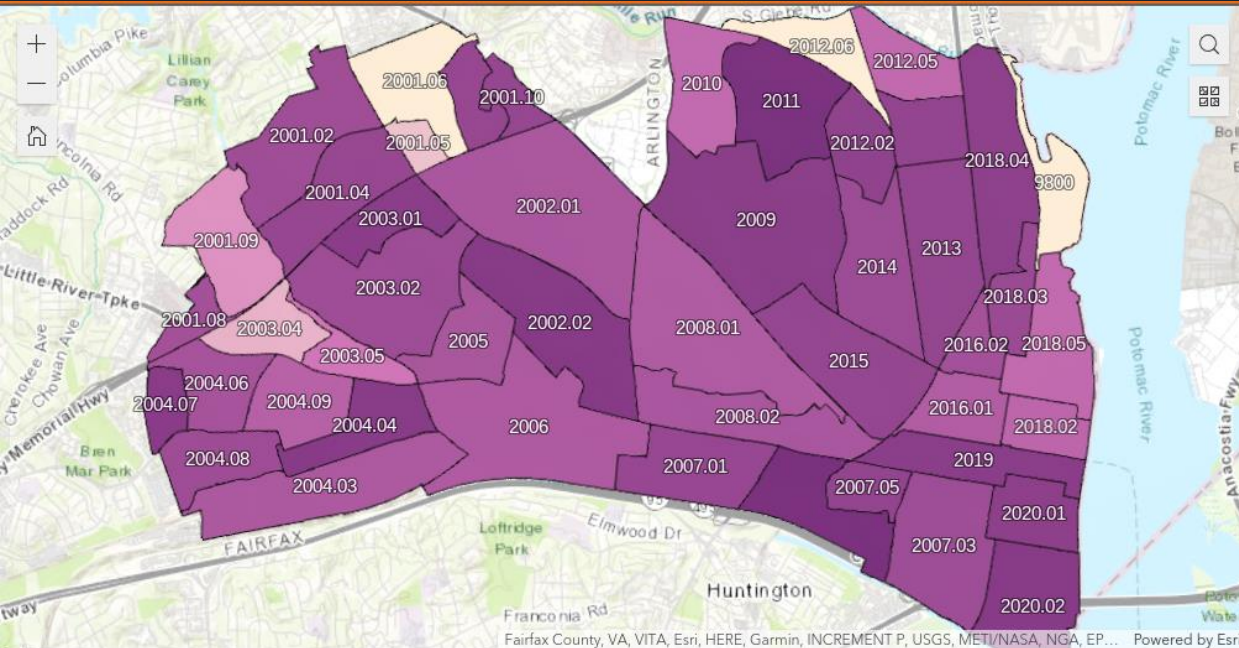
Poverty Rates
0 - 4.9%

Employment Rates
62 - 90%

Limited English proficiency
7 - 15%

Bachelor's Attainment
64 - 86%

Household Resources



The east lowest percentage of households with internet is 90% with its highest of 100%. The lowest for west is 80%.

What does this mean?

The opportunities given to the east are much more than the west. Better care and resources are given, which leads to students having a better education and more opportunity.



Background Research

Environmental Disparities

Pollution- Throughout the US, global majority communities experience a disproportionate pollution burden due to a long history of system racism.

What does the pollution burden look like throughout Alexandria?

Education

Are students in Alexandria receiving environmental education? Is this education reaching students in both the West and East ends?

Recycling

Do students in Alexandria know how to recycle? Do they actively participate in recycling?

Data Collection and Limitations

Collection: We interviewed 4 people from 22312 and 3 people from 22314 in order to hear about their personal experiences. From there, we constructed personas based on what we learned from these interviews

Limitations: The sample size was extremely small. This was intentional, as we wanted to hear individual stories on a more personal level, but it means that we do not have generalizable results.

Additionally, when it comes to environmental disparities, often, residents may not be aware that they are being affected by them. (For example: indoor pollution is worse in lower quality housing with heating and cooling systems that are in poor maintenance, as this allows outdoor pollutants to get indoors. A resident may not easily notice this, as these pollutants are invisible)

Interviews and Personas

22312

- Iffat is a 16 years old and goes to ACHS and is a 1st generation immigrant. She is the middle child of three children and lives in an apartment building. She has never been to a recycling center and her family does not recycle. The only education she has received on environmental issues is through her AP Environmental Science class.
- Lily is 17 years old and goes to Thomas Edison High Schools. She is an only child and went to a private day school form Pre-K to 8th grade where environmental education was incorporated in their curriculum. She is neither a 1st, 2nd, or 3rd generation immigrant. Lily's family is aware of and does glass recycles

22314:

- Alexander is 16 years old and attends ACHS, he lives in a townhouse near highway and green areas where recycling is collected, he does not recycle glass, but is aware of how to. Environmental education was good in elementary school (mount vernon). Though most things learned in high school have to be sought out
- Ari is a 16 year old 2nd generation immigrant female who does not know a whole lot of environmental education, lives in an apartment near 495 and lots of trees and green spaces, she is not aware of recycling and waste management and does not recycle glass but lives near/walking distance to recycling centers.

Solutions/Recommendations

- A program in place beginning in elementary schools throughout ACPS to education.
- ACPS must provide a unified approach for recycling at the each school.
- Alexandria City should pick up glass at residential homes for recycling instead of expecting residents to transport it themselves.
- Glass recycling centers are not equally accessible to both the East and West End of Alexandria, making it harder for some residents to have access to this type of recycling.

Barriers to Receiving Student Disability Accommodations

Composites

East Side Persona

Sam is a junior attending ACHS.

Sam was diagnosed with ADHD at age eight.

Sam's parents are salaried workers with flexible hours and strong health insurance.

Sam loves soccer and competes regionally.

West Side Persona

Kevin is also a junior at ACHS.

Kevin struggles in school with restlessness and poor task prioritization.

Kevin's parents are gig workers with limited English proficiency.

Kevin loves acting but he doesn't have time to participate in school productions.

Gathering Information

What is the issue?

Survey

140 teens rated the applicability of statements about education and health services to their lives

Why is it occurring?

Focus Group

Three west side teens explained the family circumstances behind their reported barriers

How can we respond?

Professional Interview

The Special Education Parent Resource Center gave insight into paths to accommodations

Analyzing Results

Survey

Barriers were more pronounced on the west side, with lesser awareness of entitlement to accommodations, parent availability to engage with school, and access to recurring medical care

Focus Group

Disability identification being deterred by cultural stigma and unaffordable testing was reported. Complex accommodation processes were difficult for working parents to participate in

Interview

While accommodation procedures for some manifestations of disability are standardized, their quality is determined by the advocacy of informed, engaged parents

Limitations

Our survey respondents and findings don't wholly reflect our city's diversity.

The geographic lens was determined in advance of data collection.

Recommendations

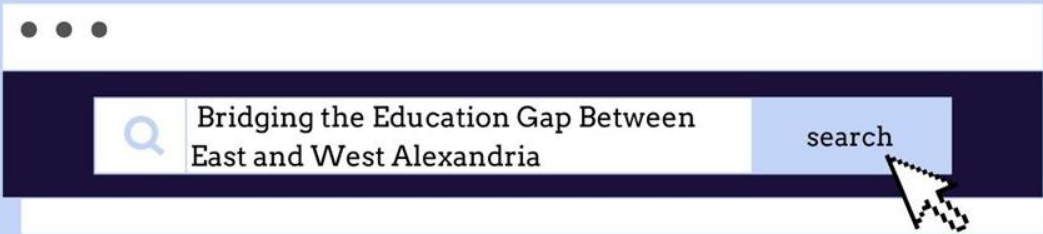
Emphasize normalizing disability and chronic illnesses in health curriculum.

Incorporate awareness of available school supports into health curriculum.

Include PRC flyers in responses to inquiries about accommodations.

Advertise that PRC resources are available in multiple language formats.

Expand health service capacity to reduce family wait times.



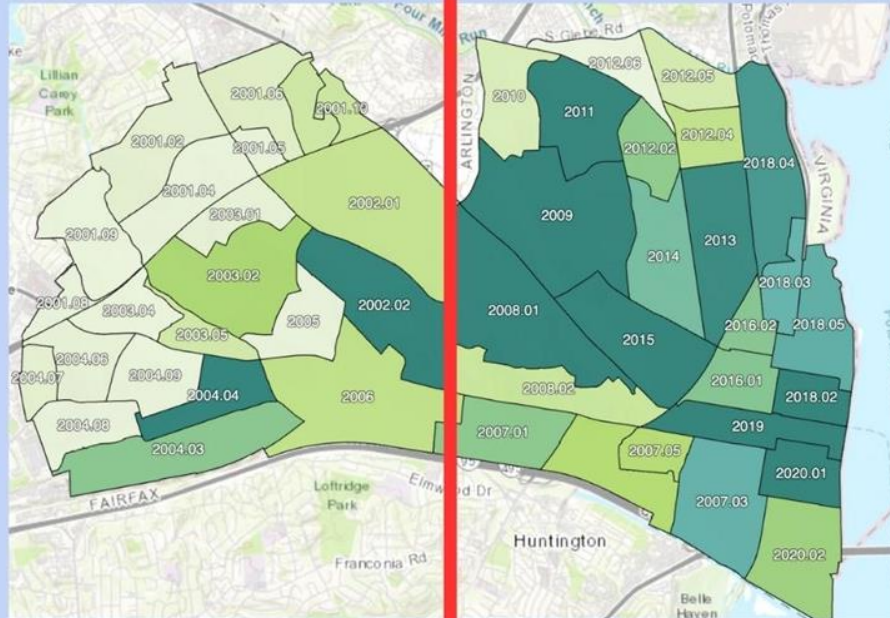
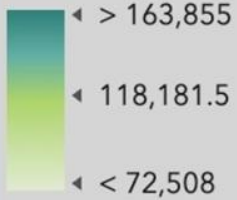
Layla Johnson - West Side

- **As a student attending Francis C. Hammond on the west side of Alexandria, I've experienced firsthand the lack of opportunities offered to me.**
- **I remember meeting with my counselor to talk about class options for high school. Looking back, I wish my counselor had talked to me more about my options rather than just giving me a few choices.**
- **I also felt as if my counselor was against me taking Advanced Placement classes.**

- **The lack of resources and opportunities goes beyond just the academic realm. I've been interested in participating in crew and other sports, but the school doesn't offer transportation to the boat house in Old Town Alexandria.**
- **As a student at Francis C. Hammond, I was looking forward to the end of the year trip to Six Flags. However, the trip was canceled due to the lack of funding.**

Economic Opportunity (Median Household Income)

Median Household Income



Anastasia Greene - East Side

- **As a student at George Washington Middle School, I was unaware of the disparities in education funding and resources between our school and Francis C. Hammond.**
- **I had always assumed that all schools received the same level of funding and support, and that all students had equal opportunities to succeed**

As a student at George Washington Middle School, I was fortunate enough to live in a community that was both residential and commercial, with plenty of walk-able and bike-able routes to explore.

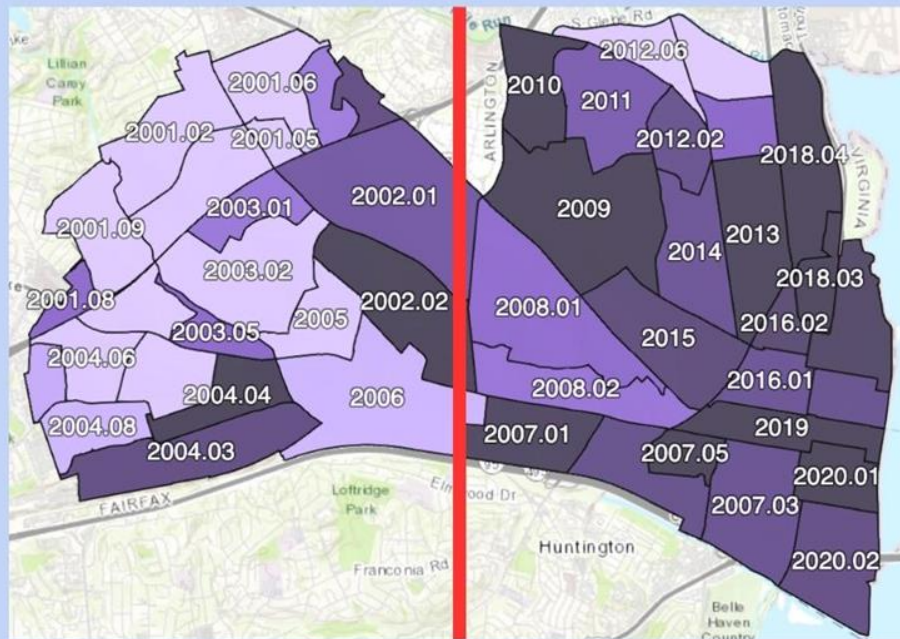
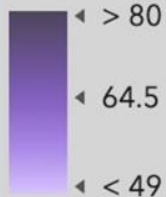
- I had easy access to everything from grocery stores and restaurants to coffee shops and clothing stores.**
- On the other hand, I heard from some of my friends who attended schools on the West End that theyd to drive everywhere as there were barely any sidewalks and the roads were not safe for pedestrians.**

Lack of Libraries

- **The lack of libraries and resources for students on the West Side is a major issue that affects the quality of education received by students at Hammond Middle School.**
- **On the other hand, George Washington Middle School has a well-stocked library with a wide variety of books and resources for students to access.**
- **This disparity in resources between the two schools highlights the ongoing issue of unequal access to education in low-income communities, which can have long-lasting impacts on students' futures.**

Education Attainment (Bachelor's Degree)

Educational Attainment



Overcoming

- **As a student who has always been motivated to challenge herself academically, one of the biggest challenges I faced at my school was feeling like I didn't fit in with the other students.**
- **To combat this, I took it upon myself to encourage my peers to take more rigorous courses and to ask for them, as I knew that our counselors weren't always the best at advocating for us.**
- **I also joined organizations such as the Black Student Union, which helped me find my voice and connect with other students who were facing similar challenges.**

Recommendations

- **Provide more opportunities for students on the west side to participate in extracurricular activities, such as sports, clubs, and cultural events.**
- **Increase access to advanced courses and academic programs for all students**
- **Implement mentorship programs and other support services**
- **Advocate for equal funding and resources for all schools, regardless of their location or income level.**
- **Investing in more libraries and resources on the west side**

Recommendations

- **Organize joint fundraising events between schools to bridge the gap and raise funds for resources for all students.**
- **Encourage the participation of local businesses and community organizations in school fundraising efforts to increase community involvement and support.**
- **One area that could benefit from joint fundraising efforts is the transportation of Hammond students from school to sports practices and other activities.**

Recommendations

- **Professional development opportunities could include workshops and training sessions focused on cultural competency, diversity/inclusion, and implicit bias.**
- **Additionally, it's important to involve students in the conversation and provide them with opportunities to share their experiences and perspectives. This could include creating student-led diversity and inclusion committees, holding town hall meetings, or conducting surveys to gather feedback on the school climate**

Closing Remarks & Q/A

