
Increasing Opportunities for Alexandria City Youth

Appendices

DECEMBER 2023

Appendices

A	Study Advisors	1
B	Acknowledgements: Sponsoring and Primary Collaborating Organizations	2
C	Methods	4
D	Charrette-style Community Forum	15

List of Figures

Figure 1 Social Marketing Model

Figure 2 Landscape Study Components and Project Flow

Figure 3 Home Dot Activity

List of Tables

Table 1 Summary of Community Stakeholder Input

List of Exhibits

Exhibit A Feedback Posters

Appendix A:

Study Advisors

YSN Executive Committee. This committee consists of representatives from 11 organizations that provide expanded learning services to K-12 young people in the City of Alexandria. These representatives provided guidance for the landscape study process, providing final approval for survey materials and methodology.

- ACPS Office of Community Partnerships & Engagement
- ACPS Office of Student Support Teams
- ACT for Alexandria
- Alexandria Mentoring Partnership
- Campagna Center
- City of Alexandria Department of Community & Human Services
- City of Alexandria Department of Parks, Recreation & Cultural Activities
- Frank & Betty Wright Foundation
- Shiloh Baptist Church
- Wilderness Kids Alexandria
- YMCA Alexandria

YSN Middle School Work Group. This Work Group consists of approximately 25 organizations collaborating to identify strategies and solutions to expand middle school student engagement in OST time and community-based programs. For this study, work group members informed the process and line of questioning for surveys and focus groups.

- ACPS LINK Club
- Alexandria Symphony Orchestra Sympatico
- Advantage Tennis
- Alexandria Library
- Alexandria Seaport Foundation
- Alexandria Soccer Association
- Best Buddies
- Campagna Center
- City of Alexandria Department of Parks, Recreation & Cultural Activities
- Fly Minds
- Frank & Betty Wright Foundation
- Girls on the Run NOVA
- Higher Achievement
- INOVA Healthy Plate Club
- Lee-Fendall House Museum & Garden
- Liberty's Promise
- Little Friends for Peace
- Little Scholars
- Mayor's Campaign to End Bullying
- Miracle League of Alexandria
- PIES Fitness Yoga Studio
- Shiloh Baptist Church
- Virginia Tech Innovation Campus
- Watergate Science Club
- Wesley Housing
- Wilderness Kids Alexandria (co-chair)
- YMCA Alexandria (co-chair)

Appendix B:

Acknowledgements: Sponsoring and Primary Collaborating Organizations

This project was funded by the Frank & Betty Wright Foundation and the City of Alexandria, administered by the Youth Support Network - ACT for Alexandria and conducted by Weber Moore Partners, LLC in collaboration with a multitude of stakeholders, including ACPS.

ACT for Alexandria

ACT brings the community together to elevate local philanthropic giving and engagement to new heights. They connect donors with causes they are passionate about and collaborate with nonprofits to optimize resources and impact. They listen deeply to the community, advocate for key issues, and develop solutions for Alexandria's most pressing challenges.

Alexandria City Public Schools

In 2022-2023, ACPS served more than 15,700 students who hail from more than 119 countries and speak 124 languages. This includes Asian: 6.6%, Black: 25.0% and Hispanic: 37.7%. ACPS has 18 schools, including two middle schools, two K-8 schools, one pre-K school and the internationally recognized Alexandria City High School. The following departments collaborated on the development of this report:

- Department of Accountability and Research
- Department of Student Services and Equity
- Department of School and Community Relations

City of Alexandria

Alexandria is home to 155,525 people. Most of Alexandria's racial and ethnic groups have steadily grown since 1990, reflecting new residents and increasing births. In 2020, for the first time in the city's recent history, the Census identified that Black, Indigenous, Latina/o/x, Asian and Multicultural residents comprised an overall majority of Alexandria's population at 51%. The City Council adopted "Supporting Youth and Families" as one of their six priorities for 2023, with the goal of exploring ways to expand academic, social and emotional services and physical support to all youth during out-of-school hours. The following City offices and departments supported the development of this report:

- City Manager's Office
- Department of Community & Human Services Youth Development Team
- Department of Recreation, Parks & Cultural Activities
- GIS Management

The Frank & Betty Wright Foundation

The Frank & Betty Wright Foundation is building an educational safety net so that every child in Alexandria, regardless of circumstances, gets the support they need to become fully engaged, productive and healthy citizens through collaboration of a community-wide network of providers and volunteers.

OST Providers

OST Providers in the City of Alexandria were involved through the entire program process, including representation in the Middle School Work Group and the Youth Support Network Executive Committee, participation in the provider survey and engagement at the community meeting.

Weber Moore Partners

Weber Moore Partners, LLC specializes in policy and program development, analysis, advocacy, and implementation. We partner to promote better health through programs, policies and strategic priorities for individuals, schools, workplaces, and communities. We bring together all components of an issue – policy, program, and community – to drive effective and lasting results.

Youth Support Network

The Youth Support Network encompasses more than 80 expanded learning and OST providers united by the vision that “every youth in the City of Alexandria thrives, regardless of circumstances, through equitable access and engagement in high-quality and meaningful out-of-school time and community-based programs.” The network fosters collaboration and provides coordinated supports to community organizations, government agencies, schools, and other partners dedicated to improving the equity, quality, and continuous innovation of youth-serving programs in the City of Alexandria. The network has been recognized locally, regionally, and nationally as a strong example of a coalition-based approach with a high level of collaboration between stakeholders.

This report was prepared by [Marla Hollander](#) and [Jennifer Weber](#). Graphic design services provided by [Verkstad](#). Many thanks to [Caitlin Brown](#) for providing critical linkages to the Alexandria community.

Appendix C:

Methods

A variety of qualitative and quantitative research techniques and analysis were leveraged during this project. The approach embraced the Youth Support Networks commitment to:

- Work towards systems change
- Bring a racial equity and social justice lens
- Center on family and youth voice in research and discussion
- Share generated data and information broadly with nonprofits, city agencies, funders, and other stakeholders in our community.

Social Marketing

A social marketing model was used to guide inquiry design. Social marketing is a systematic and strategic planning process that adopts strategies used by commercial marketers resulting in an end goal of improving personal or societal welfare. This consumer orientation positioned OST as a commodity that people purchase (with time, effort and/or funds). Lines of inquiry were developed using the 4Ps+ of the marketing framework: Product, Price, Promotion, and Place plus Policy considerations (See Figure 1), to better understand what community members (target audiences) currently know, believe, do and desire related to OST programs and to build activities with recommended strategies to optimize participation in OST activities. Findings were analyzed along the 4Ps+ categories for each investigation, and then formulated into key takeaways and recommendations.

Social marketing is a “process that applies marketing principles and techniques to create, communicate and deliver value to influence target audience behaviors that benefit society (public health, safety, the environment, and communities) as well as the target audience”.

Figure 1 Social Marketing Model



Landscape Study

The landscape study gathered information and insights through surveys and listening sessions/focus groups. Two primary surveys were developed and fielded: One for OST providers and one for community members including parents and middle/high school youth. The community survey was slightly modified to reach three additional specific groups: families with homeschool students, families with students in private schools, and an oversample for families with students receiving special education services. Listening sessions/focus groups were held with families (parents/guardians) and middle school and high school youth. All study components underwent individual analysis followed by synthesis of all findings. GIS Mapping was used to document geographic location of programs and activities. Following the administration and analysis of surveys and listening sessions, a charrette-style community forum was held to secure additional community feedback on findings (see Figure 2).

Key stakeholders serving on the Youth Support Network (YSN) Executive Committee and Middle School Work Group (See Appendix A) served as advisors through the study, meeting with the study team, and providing guidance on the study design, instrument development, outreach, administration and protocols, including pilot testing the provider survey. Executive Committee members also served as activity facilitators during the community forum (see Appendix D).

Figure 2 Landscape Analysis Workflow

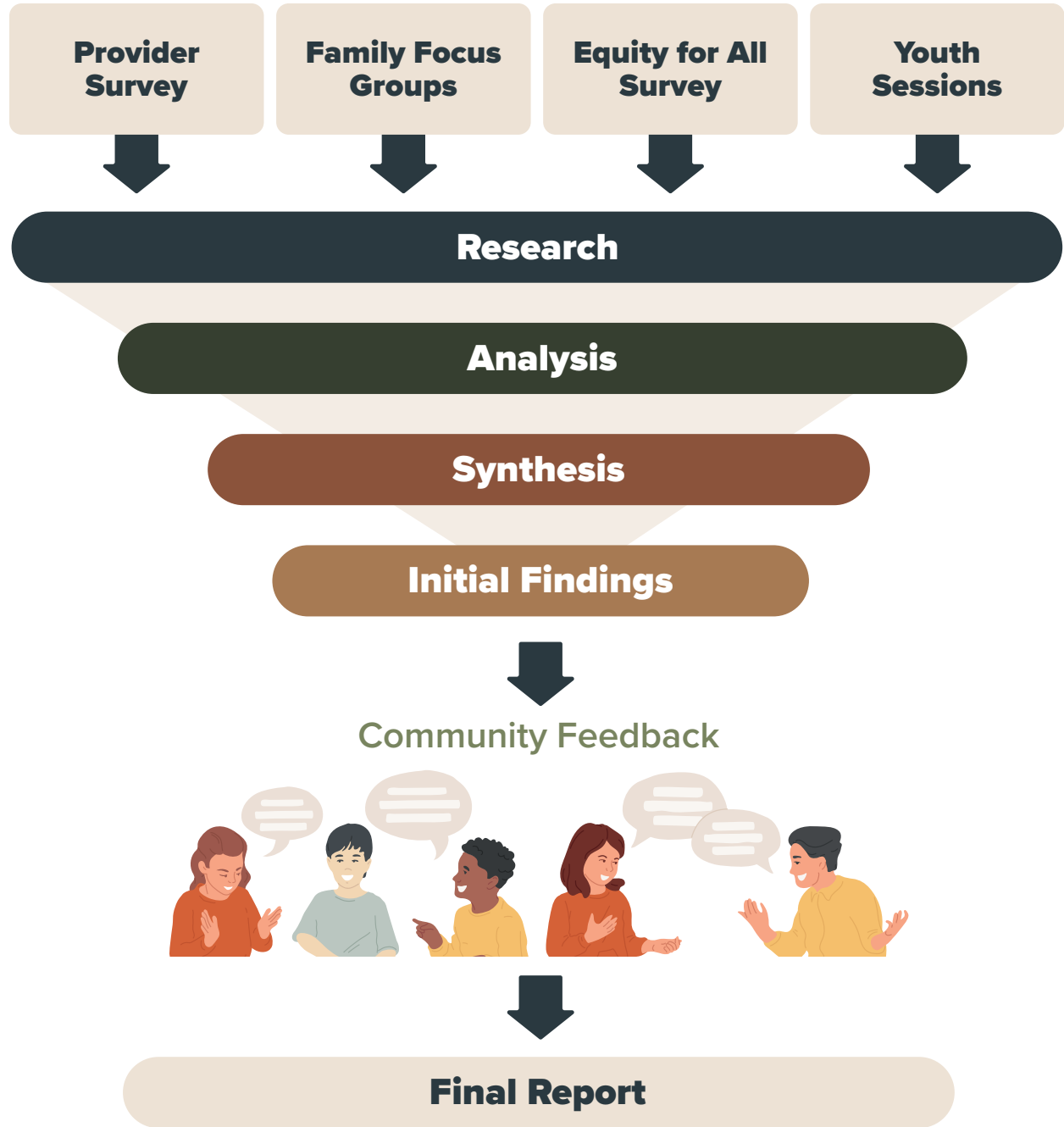


Table 1 Summary of Community Stakeholder Input

Surveys					
Audience	Number of Participants	Age	Location	Dates	Community Partner
OST Provider Survey	128	ES/MS/HS	Virtual	Feb 7-March 20	Youth Support Network
Equity Climate Survey	(5313)	ES/MS/HS	Virtual	Feb 3-26	ACPS Department of Accountability
Parent	2,316				
Student	2,243				
ACPS Staff	934				
Special Education Over Sample	14	MS	Virtual	May 25-June 9	ACPS Anne R. Lipnick Special Education Parent Resource Center
Homeschool Supplemental	14	MS/HS	Virtual	May 25-June 6	ACPS Office of Student Services and Equity
Private School Supplemental	0	MS/HS	Virtual	N/A	Outreach to 14 Private Schools
TOTAL PARTICIPANTS	5,469				
Student Listening Sessions					
Audience	Number of Participants	Age	Location	Dates	Community Partner
Middle School Students	21	6-8th grade	George Washington Middle School	May 1	ACPS
Middle School Students	29	6-8th grade	Hammond Middle School	May 26	ACPS
High School Students	0*	9-12th grade	Alexandria City High School	Jun 12	ACPS
High School Students	13	9-12th grade	Charles Houston Recreation Center	Jun29	City of Alexandria
TOTAL PARTICIPANTS	63				

Family Listening Sessions

Audience	Number of Participants	Age	Location	Dates	Community Partner
Black, non-immigrant parents	8	ES/MS/HS with MS Focus	In-person	Apr 15	Alexandria Redevelopment and Housing Authority (ARHA)
Parents / guardians of students receiving special education services	7	ES/MS/HS	Virtual	Apr 18	ACPS Anne R. Lipnick Special Education Parent Resource Center
Amharic-speaking parents/guardians	17	ES/MS/HS	In-person	Apr 19	ACPS FACE Center
Spanish-speaking parents/guardians	12	ES/MS/HS	In-person	Apr 20	ACPS FACE Center
PTAC Leaders / General Parent /guardian Community	1**	ES/MS/HS	Virtual	Apr 27	Alexandria City Council Parent Teacher Association (PTAC)
Dari-speaking parents/guardians	8	ES/MS/HS	In-person	May 22	ACPS FACE Center
TOTAL PARTICIPANTS	53				

*Session was coordinated with school administration. No students participated.

**Invitations were extended to the PTAC community to participate, however, only one person joined the call.

Survey Administration

Provider Survey

OST providers and stakeholders were surveyed to gather basic operational information for both the K-12 out-of-school time and community programming.

Key information gathered included:

- Enrollment numbers and capacity
- Ages served
- Location of services
- Hours/timing of programs
- Fee structure, availability of scholarships/ financial aid
- Program focus
- Accommodations for students with disabilities
- Contact information

An additional set of questions focused on opportunities and barriers for current programming, as well as additional questions regarding needs to expand middle school out-of-school time participation and programming.

Information gathered included:

- Barriers to engaging youth in existing programs
- Resources needed to expand offerings to middle school youth
- Providers perspective on the Youth Support Network role in supporting expanded OST activities for middle school youth
- Trainings of interest to OST providers
- Willingness and ability to participate in common data collection and/or registration processes

The survey was developed in Survey Monkey and emailed to over 150 organizations offering youth programs in the City of Alexandria. Approximately 80 of these organizations were participating in the YSN at the time of the survey. The survey was open from February 6 through March 20. At least three reminders were sent to all organizations. To ensure broad outreach, these organizations were encouraged to circulate the survey to their partners. There was also outreach to all school administrators to gain comprehensive listings of their school-sponsored programs. There was additional outreach to PTAC to field the PTA-sponsored programs from each school-based unit. Respondents that completed the survey were offered a \$10 gift card. Programs were asked to submit only one survey per organization. The survey allowed for organizations to provide information for multiple programs within the survey, as well as multiple locations. A total of 101 organizations submitted a survey, representing 177 programs. Survey responses were reviewed and data was removed for non-organization respondents (i.e., four parents answered part of the survey). If an organization had multiple entries, the organization was contacted to identify the survey responses for inclusion and other responses were deleted.

Parent/Youth/Staff Surveys

General Survey: In support of this study, ACPS included 6 questions related to OST in their 2023 Equity Climate Survey. The survey was open to all ACPS pre K-12 families, staff and students in grades 6-12 to offer their perceptions of the school division in areas including student learning, social emotional support and safety. The survey included about 30 questions and took 10-15 minutes to complete. An independent, third-party organization administered the survey and provided data on the 6 OST questions to Weber Moore Partners. All responses were confidential. The survey was available online in English, Spanish, Dari, Amharic and Arabic. The survey was open February 3 to February 26, 2023. Questions included:

1. Have you/has your student participated in out-of-school time (OST) programming over the past 12 months? (Y / N)
2. What are the top 3 activities you want out-of-school time (OST) programs to offer you / your student(s) (multiple choice)
3. What are the top 3 challenges for you / your student(s) in participating in out-of-school time (OST) programs? (multiple choice)
4. On a scale of 1-5 how much do you agree or disagree with this statement: I believe out-of-school time programs can help me / my student(s) succeed in life
5. I / My student(s) have access to out-of-school time programs that are of interest to me/them.
6. What are the top 3 outcomes you hope result from (your student(s)) participating in out-of-school time (OST) programs?

Homeschool Supplemental Survey: The Equity Climate Survey OST questions were extended to the City of Alexandria's homeschooling community through support from the Office of Student Services & Equity. The survey was open from May 25 to June 6, 2023.

Private School Supplemental Survey: The YSN extended invitations to 14 private schools to participate in the landscape study by administering the ACPS Equity Climate I Survey OST questions to their families. While 3 private schools expressed interest in network participation, none of the private schools extended the survey questions to their families within the allotted landscape study timeline.

Students with Special Needs Over Sample: To ensure students with special needs were represented, the Equity Climate Survey OST questions with additional questions related to supports and accommodations was extended to families with students with special needs. The youth survey was distributed through the ACPS Anne R. Lipnick Special Education Parent Resource Center. The survey was open from May 25 to June 9, 2023.

Listening Sessions

Focus on Middle School Youth

A series of listening sessions were conducted with a focus on hearing directly from youth as well as community members who have been historically disenfranchised, about their current understanding, knowledge, attitudes, beliefs about OST programs in Alexandria as well as desired activities they would like to see in the future and supports needed to participate. To ensure a mix of geographic representation, all session participants were asked to place a dot on a map indicating an approximate location of where they call home. Figure 3 represents those locations. See Table 1 for a summary of participation.

Figure 3 Home Dot Activity



Family (parent /guardian) Sessions: Six listening sessions were held with a focus on parents / guardians of students who have been traditionally disenfranchised. The goal of these conversations was to get granular in understanding knowledge, attitudes, beliefs as well as desired activities they would like to see in the future and supports needed to participate. The design of the listening sessions employed best practices for equity-centered community engagement. The study leaders worked with trusted community partners (see Table 1) on community outreach, language, translation, and other accommodations such as childcare. Efforts were made to recruit families with middle school students but families with any school-aged students were included in recruitment efforts. The listening session facilitation guide leveraged both facilitated discussion and visual activities to support engagement from all participants regardless of primary language or familiarity with OST-related terminology.

Discussion topics included:

- Understanding and familiarity with OST programs in the City
- How families learn about OST programs
- Experiences with OST programs
- Types of activities and programs of interest
- Barriers to participating in OST programs and supports that would make participation easier.

Session participants were provided a \$25 gift card as compensation for their participation. In-person sessions included the provision of a culturally appropriate meal from a vendor identified by a community liaison. After the listening session, a feedback loop was included for participants to review meeting summaries to ensure findings reflected community sentiments shared. For non-English speaking communities, ACPS FACE center staff identified and engaged a community liaison to lead community engagement and discussions. The community liaisons were paid a stipend to translate documents, facilitate the sessions and prepare session reports. Sessions were held April 15 - May 22, 2023.

Youth Sessions: Study leaders worked with ACPS and the City to ensure connection with a diverse population for the youth listening sessions. To optimize participation, the youth sessions were planned to take place at ACPS schools during the school day meeting the youth where they were. Two sessions were held during the school day: one each at George Washington and F.C. Hammond Middle Schools. ACPS school administrators, social workers, or Communities in Schools (CIS) staff at Hammond and George Washington organized groups of students in grades 6-8 with a variety of interests and participation in OST activities. A total of 50 middle school students participated in the listening sessions. Some participating students were engaged in expanded learning or OST programs, and others were not involved in any programs. A school administrator, counselor or CIS staff was present to assist for all sessions. Sessions lasted from 60-90 minutes. Snacks were provided for students. ACPS administrators chose non-monetary items (food and fidgets) as incentives for participants.

A listening session for high school students was held at the Charles Houston Recreation Center in collaboration with the City's Peer Advisors program. While there was initial planning with Alexandria City High School administrators regarding listening sessions with high school students, the original methodology was unsuccessful due to limited support. In lieu, the City's Youth Development Team supported a listening session with a group of 13 Peer Advisors in grades 10-12. Youth listening sessions were held May 1 - June 29, 2023.

The facilitation guide for both middle and high school groups utilized facilitated discussion, entrance and exit cards and visualization activities using pictures of various activities as visual aids. Youth participants were asked to share their thoughts on what really works for them, addressing questions such as:

- What are current barriers to participating?
- How do you think your parents/ guardians feel about the activities you are interested in?
- How do you find out about OST programs and activities?
- If you could design your own OST program, what would it look like?

Data from the imagination /visualization exercises were grouped and coded by topic and put into a word cloud. Picture aids were collected and documented with photography. Data from entrance/exit cards were tabulated using Microsoft Forms.

Overarching Data Analysis: In addition to the individual survey and listening session data analyses, we conducted an overarching analysis of findings across stakeholder groups, using the study social marketing framework and identifying key themes and recommendations.

Synthesizing Data

Findings into the 4 P's Marketing Mix

Price

- Financial cost is an important consideration for families.
- Teenagers value being with friends over activities.

Place

- Staff, family and students have differing opinions on the impact of potential barriers and challenges across issues of transportation, cost and program offerings.

Product

- There are fewer existing programs for middle and high school students compared to elementary school.
- Inclusive programs are a must!
- Parents/guardians and students want OST programs to be fun.
- Desire to see a variety of affordable, accessible program options.
- Audiences have different perspectives of needs and wants for programming. One size does not fit all.
- Teenagers place high value on being with friends.

Promotion

- Communications about program offerings are not consistent, transparent or comprehensive.
- Providers struggle to reach families with information about their programs.
- Important to highlighting salient benefits of programs for different audiences.
- Language matters.

Policy

- Staff training has been highlighted as a key need from both providers and families/guardians. Training areas of note: inclusive practices: supporting those students with 504s, IEPs as well as racial & ethnic diversity.
- Need to establish a culture of inclusionary practices.
- Students and families from non-traditional families do not feel welcome – they feel stigmatized.

Appendix D:

Charrette-style Community Forum

A charrette-style community forum was held on October 16, 2023, at Alexandria City High School. The forum was designed to bring stakeholders (providers, administrators, parents, students, city officials) together to review the study findings, confirm feedback was captured accurately and fine tune recommendations. Additional goals for the event were to optimize transparency and provide an additional feedback loop for draft study findings and recommendations. Invitations were extended directly to the YSN provider network and all those invited to participate in the family and youth listening sessions. In addition, general invitations were extended to the broader community through partner emails and social media. The meeting was 2 hours in duration and included a review of the findings and interactive activities.

Approximately 75 people attended the forum. Participation was well distributed across community groups with participation from ACPS staff (8), YSN/ACT staff (8), City staff (5), Elected Officials (4), Funders (2), Parents/Guardians (14), OST Providers (21), Youth (10) and Other Community Members (8).

What is a Charrette?

A charrette is a collaborative planning process that harnesses the talents and energies of affected parties to create and support a feasible plan that represents transformative community change. The charrette provides a forum for ideas and offers the unique advantage of giving immediate feedback to the designers while giving mutual authorship to the plan by all those who participate.

Map Activity

Participants were provided a large base map documenting where programs were located based on the provider survey responses with reference to schools, park and recreation facilities and major roads. They were asked to review the map and think about if the location of existing programs work for the community. They were invited to share feedback by writing directly on the maps or on sticky notes placed on the map.

Draft Recommendations Feedback

Eight interactive activity stations were provided to capture feedback on the preliminary recommendations. Participants were asked to review the recommendations and provide feedback. Two feedback techniques were used: 1) A dot prioritization where each person was provided 3 dots to place on the top priority items and 2) A checkmark agreement activity that highlights the level of agreement with recommendation. See Exhibit A for feedback posters.

1 Create an Out-of-School Time Hub

Exercise (checkmark)

- I agree these are the right resources and values ✓✓
- I agree these are the right resources and values, but I would add...
- Use sticky notes or draw on the board to share any other information you think is relevant

Connecting youth and families to fun, rewarding and enriching community activities.

Supporting providers in delivering inclusive diverse programs for all youth in the City of Alexandria.

Values

- 7 ✓ Accessibility
- 8 ✓ Diversity
- 7 ✓ Inclusivity
- 11 ✓ Cultural Sensitivity
- 8 ✓ Meeting Youth Where They Are
- 6 ✓ Youth Informed
- 7 ✓ Community Based

Resources

- 10 ✓ Comprehensive List of Programs
- 10 ✓ Program Locator for Families
- 7 ✓ Program Staff Training
- 9 ✓ Coordination Support
- 10 ✓ Communication Amplification
- 4 ✓ Policy Coordination
- 4 ✓ Language Translation

Both in terms of location and mentally / emotionally

FUN!

Strategies to right size existing OST programs capacity & meet surrounding communities needs

Help existing OST providers in managing shifts in capacity & how best to engage YSN to let families know when there is extra capacity and when there is not

Resources in different languages

Connecting programs that exist to each other more



2 Create a Way to Capture and Share Information

Allows multiple partner organizations with unique requirements to share data through a common platform.

Enables community members to access information on programs.

Key Data Points – Consumer

9 ✓ Program Location

8 ✓ Program Type

9 ✓ Program Cost

5 ✓ Program Timing

8 ✓ Program Accommodations

7 ✓ Registration

Exercise (checkmark)

- I agree these are the right resources and values ✓✓
- I agree these are the right resources and values, but I would add...
- Use sticky notes or draw on the board to share any other information you think is relevant

Key Data Points – Providers

7 ✓ Registration

7 ✓ Participation

7 ✓ Program Satisfaction

10 ✓ Staff Training

6 ✓ Volunteer Opportunities

6 ✓ Consent forms

Other Comments:

1 ✓ Special costs
(e.g., equipment)

4 ✓ Impact

2 ✓ City Council
priority for funding

2 ✓ Transportation

6 ✓ Language

2 ✓ Enrollment
windows



3 Advance Robust Training Opportunities for Out-of-School Time Staff

Prioritization exercise

- Place your dots next to the training supports you think are most important
- Use sticky notes or draw on the board to share any other information you think is relevant

Ensuring staff and volunteers have the training and support they need to meet the needs of a diverse population.

Types of Training

18 votes	Addressing Behavioral Issues
11 Votes	Diversity Equity and Inclusion
10 votes	Family Engagement
4 votes	Safety and Health: First Aide/CPR, Healthy Eating & Physical Activity
7 votes	Mandatory Reporting /Child Protective Services
4 votes	Safety Procedures /Evacuation Drills
13 votes	Supporting Students Academic Needs
10 votes	Social Emotional Practices
11 votes	Positive Supportive Environments
12 votes	Youth Led Programming: Teens
17 votes	Cultural Competency
12 votes	Supporting Racial Diversity



Other Comments:

- Consider different formats: online, podcasts, in person, on-demand
- Intentional, consistent, inclusive trainings
- Behavioral modifications
- ACEs training
- Policies for OST providers on disclosing mental health struggles
- Staff engagement (voice levels, tone, respond vs. reaction)
- Interaction/ collaboration with ACSP teachers/staff



4 Develop a Comprehensive Communication Plan

Prioritization exercise

- Place your dots to share your preferences
- Use sticky notes or draw on the board to share any other information you think is relevant

To convey the wide variety of programs and activities that are available in a way that reaches all community members in terms they understand and can connect with.

Create City Square – 4 votes

Teen-Focused Social Media

- Snap Chat
- Instagram
- LockIt

How do you want to learn about community programs and activities?

14 votes Parent Square

4 votes What's APP

1 vote PTA

9 votes School Staff

12 votes Social Media

2 votes Friends

1 vote Parents

1 vote School Flyers

1 vote Internet Search

---- **Added to poster**

12 votes Text

4 votes Locator – online directory

2 votes Email

3 votes Community outreach

Why are these programs important to you?

8 votes Have fun

4 votes Practice a Skill

13 votes Be Exposed to New Experiences

4 votes Pursuing Interests and Passions

4 votes Grow as a Person

9 votes Explore New Activities

6 votes Gain Confidence

4 votes Be with Friends

---- **Added to poster**

2 votes Team Building

Are we providing communication the way the Youth want it?

How do we ensure the feedback will meet the need? The feedback does not reflect who is providing feedback

I want to find information on all the programs in one place

A webpage

Community events for small knit communities that communicate by word of mouth



5 Grow Diversity of Programs and Activities

Ensure that all middle school and high school youth have access to diverse OST time activities that are accessible, affordable and youth informed.

Introduce +keep kids involved in sports early so they stay interested in middle & high school



Prioritization exercise

- Place your dots to share your what are the most important considerations in growing program diversity
- Use sticky notes or draw on the board to share any other information you think is relevant

Access to Programs

- 5 votes** Variety of Times
- 10 votes** Variety of Locations
- 3 votes** Frequency
- 10 votes** Cost
- 6 votes** Youth Led / Adult Supported

Other: 6 votes Provide support for children with disabilities to ensure inclusion and maximum participation

Program Activities

- 8 votes** Art Programming
- 6 votes** Athletic /sports
- 8 votes** Be with friends
- 9 votes** STEM
- 5 votes** Multiple Activities
- 9 votes** Academic support / tutoring
- 7 votes** College Prep (high school)

Other: 3 votes Garden Club

Program Outcomes

- 11 votes** Have fun
- 5 votes** Practice a Skill
- 11 votes** Be Exposed to New Experiences
- 9 votes** Pursuing Interests and Passions
- 5 votes** Grow as a Person
- 8 votes** Explore New Activities
- 3 votes** Gain Confidence
- Other: 3 votes** Welcoming + Inclusion

Access for special needs

Has to start in elementary – teach parents what is available and how to get resources. High School is too late.

6 Establish a Community-Based Partnership Network

Exercise (checkmark)

- I agree these are the right resources and values ✓✓
- I agree these are the right resources and values, but I would add...
- Use sticky notes or draw on the board to share any other information you think is relevant

Align resources and leverage partners in the community to ensure all youth have access to diverse opportunities.

Dedicate staff support to intentionally engage partners through collaborative planning and open communications.

Potential Functions

8 ✓ Funding

9 ✓ Resources

3 ✓ Volunteers

5 ✓ Shared Space

6 ✓ Transportation

4 ✓ Knowledge

4 ✓ Promotion

5 ✓ Outreach

Potential Partners

4 ✓ ARHA

7 ✓ ACPS

10 ✓ City of Alexandria

5 ✓ Chamber of Commerce / Local Business

2 ✓ PTA

7 ✓ Religious Institutions

5 ✓ Local Foundations

5 ✓ OST Providers

6 ✓ Not for Profit Community

Other:

Teen Wellness Center

Workforce Development Center

Community Coalitions

Other Comments:

- Include Parks and Rec/Libraries as City Partners
- System to help parents navigate city bureaucracy if they need support to participate
- Wayfinder should have info on "next step" for kids who like a program and want to continue at next level



7 Implement Supportive Policies

Public policy determines what services will be provided to the residents and the level of those services.

Organizational policies provide guidance, clarity consistency, accountability and efficiency.

Parent engagement to enroll

Potential Policy Approaches

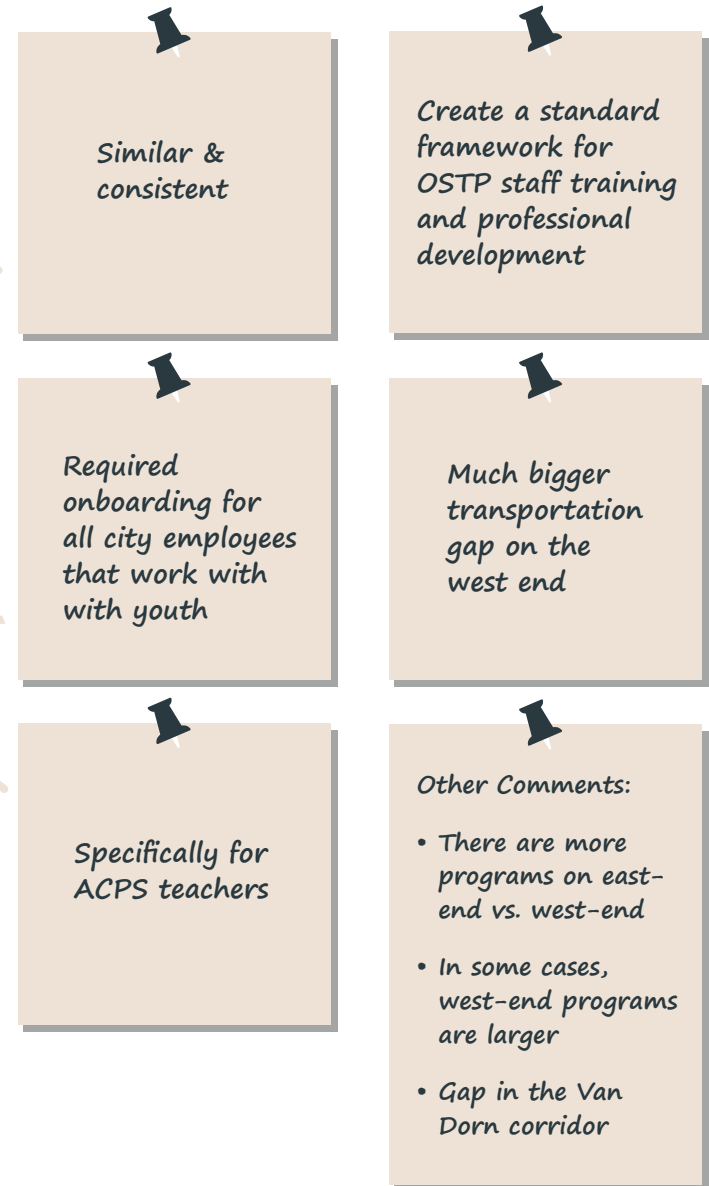
- 11 ✓ Expand current definition / scope of out-of-school time
- 8 ✓ Create a shared community goal to ensure all youth have access to out-of-school time activities
- 5 ✓ Commit to a system approach to provide robust staff training
- 7 ✓ Establish a culture of inclusionary practices
- 2 ✓ Support innovative programming through incentives and other
- 6 ✓ Commit to shared use practices
- 6 ✓ Explore new funding opportunities and pathways

Deep dive on program capacity

Consistently using trauma informed policies and approaches

Exercise (checkmark)

- I agree these are the right resources and values ✓✓
- I agree these are the right resources and values, but I would add...
- Use sticky notes or draw on the board to share any other information you think is relevant



8 Bike Rack

Open Feedback Activity

- Use sticky notes or draw on the board to share any new ideas or other information you think is relevant

Opportunity to share additional ideas, perspectives and other information beyond the seven emerging recommendations.

Reward System

(Bike points?
Electric Scooters)

Clubs for elementary school ages at school place. Fun, creative, sports – not just tutoring

Transportation routes to programs

Work based learning opportunities

Paid Internships

Partner with Local Business for internship opportunities

of Kids served by programs / density?

Safe Unstructured Places

Diversity of programs + distribution through the city

Do we have all the same type in one spot?

If there were more faster buses, we could participate in more programs (esp. Quaker lane)

Interpretation Services

Give ACPS teachers generous stipends to lead OST programs

ACPS/City Partnership

Ages that are being served based on location

Citysquare

Language in program description

Consider requiring school uniforms- city wide to address equity issues and prevent kids from worrying about what they will wear the next day and instead focus on what they need to prepare for school



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