



Integrated Model of Partnerships to Achieve Community-Based Transformation



Appendix

Children & Youth Master Plan

Prepared by CYFA (Center for Youth and Family Advocacy)
www.cyfadvocacy.org

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Introduction

Danville's Children & Youth Master Plan (CYMP) serves as a blueprint for a youth-centered, community-based infrastructure. The CYMP is organized around eight (8) key Strategies which are used to measure youth opportunity and community safety outcomes through the implementation of critical Action Items organized by thematic Objectives. The Action Items direct necessary work within each Strategy, define sector responsibility, and define the level of urgency in prioritizing collective efforts.

This Appendix to the CYMP provides a detailed description of each Action Item and the key measurement and reporting protocols over a five-year period. Specifically, it identifies prioritized outcomes and respective performance measures for each Action Item along one-, three-, and five-year intervals. Thus, work on an Action Item prioritized as "Long Term" in the CYMP should commence within two to three years, and the goals set forth in the Appendix define targeted outcomes and measures upon which to assess performance of each Action Item.

The Appendix is organized to mirror the CYMP. Accordingly, Action Items are listed in the order set forth in the CYMP and highlighted based on priority level.

Safety & Security

The Safety & Security Strategy includes three (3) Objectives with the following Action items:

Objective 1	Stable Needs
Action Item	Coordinate the Delivery of Social Safety-Net Services Through a Community Based Social Safety-Net Consortium
Action Item	Reduce Barriers to Food Access
Action Item	Promote Healthy Food Choices for Children and Youth
Action Item	Expand Restaurant-Based Meal Programs for Children, Youth, and Families Experiencing Food Insecurity
Action Item	Improve Housing Security for Underserved Families with Children and School-Aged Youth
Action Item	Launch a Guaranteed Income Pilot Program
Action Item	Develop a Unified and Coordinated Approach to Increase Participation in Federal, State, and Local Safety-Net Programs and Services
Action Item	Invest in Home Visiting Services to Support Families with Children Ages Birth to Five (5) Years
Objective 2	Safe Families and Communities
Action Item	Develop and Sustain a Restorative Community Culture
Action Item	Prevent and Address Community Trauma
Action Item	Promote a Pro-Attendance Culture at Danville Public Schools
Action Item	Build a Restorative Culture at Danville Public Schools
Objective 3	Youth Agency
Action Item	Integrate Youth Participation in All Outreach Efforts (<i>See Community</i>)
Action Item	Establish (Re-Establish) A Youth Council (<i>See Purpose</i>)

Objective 1: Stable Needs

Action Item: Coordinate the Delivery of Social Safety-Net Services Through a Community-Based Social Safety-Net Consortium.

Year One

- Establish a community-based, social safety-net partnership of service organizations and City agencies focused on providing social safety-net services and assistance to historically marginalized people and families experiencing poverty or other systemic barriers to health, safety, and security.
- Focus on providing a collective, holistic response to meeting the needs and improving the conditions and economic mobility of vulnerable City residents.
- Reinforce collaboration to fill gaps in services, develop collaborative plans to holistically address the impacts of poverty, develop a unified and coordinated response to meeting food, housing, safety, and health needs throughout the year, advocate for shifts or changes in policies and funding decisions, collect, analyze, and report on the conditions of individuals receiving safety-net resources, and educate decision-makers regarding ground-level conditions.
- Design and implement a partnership framework with focus on inclusion and equity, meaningful

community engagement and participation, and recruitment of diverse cross-sector partners providing safety-net services.

- Develop a culturally-responsive infrastructure for coordinated understanding and responses to health, housing, food, clothing, and other social safety-net issues.
- Develop a framework defining leadership and sustainability protocols.
- Prepare and publish a blueprint that identifies partners, the scope of the problem, and current challenges in meeting community needs. The blueprint should map ways to coordinate support and delivery of services to impacted members of the community and set forth short-term and long-term goals in five-year increments.

Year Three

- Evaluate and report on the social safety-net partnership's challenges, milestones, achievements, and opportunities to improve practices towards meeting the goals set forth in the blueprint.
- Analyze data to determine if the blueprint requires re-design.

Year Five

- Evaluate and report on the social safety-net partnership's challenges, milestones, achievements, and opportunities to improve practices towards meeting the goals set forth in the blueprint.
- Utilize and analyze data to develop a five-year strategic plan.

Action Item: Reduce Barriers to Food Access.

Year One

- Define food-security as a condition in which all City residents have access to a safe, nutritious, environmentally sustainable, and culturally appropriate food system.
- The community-based social safety-net partnership (See Safety & Security, Objective 1) should research policies related to agriculture, food distribution, hunger, nutrition, and food distribution issues.
- The safety-net partnership should collect and analyze data and report on a food-security assessment for City residents. The report should identify food deserts (regions where people have limited access to healthy food) and food swamps (areas where people lack healthy food options but unhealthy and fast food options are plentiful).

Year Three

- Conduct ongoing assessments to evaluate and report on the social safety-net partnership's challenges, milestones, achievements, and opportunities to improve practices towards accessing a safe, nutritious, environmentally sustainable, and culturally appropriate food system.
- Analyze Year 1 goals and report on City-wide progress.
- Collect and analyze data to inform future planning to improve the City's food system and access by the City's residents experiencing food insecurity.

Year Five

- Conduct ongoing assessments to evaluate and report on the social safety net partnership's challenges, milestones, achievements, and opportunities to improve practices towards accessing a safe, nutritious, environmentally sustainable, and culturally appropriate food system.
- Analyze Year 1 and 3 goals and report on City-wide progress.

- Collect and analyze data to inform additional planning to improve the City’s food system and access by the City’s residents experiencing food insecurity.

Action Item: Promote Healthy Food Choices for Children and Youth.

Year One

- Integrate age-appropriate programming in classrooms or school-based activities to educate children and youth on the importance of healthy eating, emphasizing the need for a diet rich in fruits and vegetables. Ensure exposure to a variety of types and colors of fruits and vegetables so children and youth not only get the nutrients they need but also learn healthy habits through fun meal preparation exercises.

Year Three

- Conduct an assessment evaluating the integration of age-appropriate healthy eating programming, and continue to ensure exposure to a variety of fruits and vegetables.
- Report on the assessment findings and develop a plan for full compliance for all children and youth receiving services through Danville Public Schools.

Year Five

- Conduct an assessment evaluating the integration of age-appropriate healthy eating programming, and continue to ensure exposure to a variety of fruits and vegetables.
- Report on the assessment findings and challenges or barriers to full compliance, if necessary.
- Review implementation plan to ensure sustainability for long-term compliance.

Action Item: Expand Restaurant-Based Meal Programs for Children, Youth, and Families Experiencing Food Insecurity.

Year One

- Secure funds to design a program for local restaurants to integrate industry participation in the community-wide goal of food security.
- Develop a framework to include protocols for identification of families who qualify to participate in the program, delivery of vouchers for use by families with participating restaurants, the number of qualifying meals through the program, and program sustainability.

Year Three

- Assess and report on program utilization and opportunities to expand participation, if appropriate.

Year Five

- Assess and report on program utilization and assess sustainability and/or continuity of programming.

Action Item: Improve Housing Security for Underserved Families with Children and School-Aged Youth.

Year One

- Study the number of households with children and school-aged youth and, within this demographic, the number of households that are experiencing housing insecurity.
- Engage public and private housing industry stakeholders.
- Develop and coordinate a prevention and action plan tailored to equitably meet community

Immediate Short-Term Long-Term

needs. The plan should identify opportunities for policy changes to increase housing security for underserved families with children and school-aged youth.

Year Three

- Assess effectiveness of the prevention plan and redesign the action plan to address community needs, gaps, barriers, and challenges.
- Report on the impact of the coordinated prevention and action plan.
- Develop a two-year strategic plan.

Year Five

- Assess effectiveness of the prevention plan and redesign the action plan to address community needs, gaps, barriers, and challenges.
- Report on the impact of the coordinated prevention and action plan.
- Develop a five-year housing security plan.

Action Item: **Launch a Guaranteed Income Pilot Program.**

Year One

- Create an advisory working group of cross-sector stakeholders tasked with developing and implementing a guaranteed income pilot program that provides cash relief to low income working families in the City of Danville for a specified period of time (at least 18 months).
- The pilot program should be responsible for securing local and state agency commitments to ensure the monthly cash payments do not affect benefits and subsidies eligibility (i.e., the Cliff Effect).
- The advisory working group should evaluate how best to structure the pilot program to ensure program participants do not fall off the benefits cliff.
- The evaluation should include examination of programs within the Commonwealth and nationally with specific focus on the use of public and/or private funds for the programs as related to the Cliff Effect.
- Among the members of the advisory working group should be a City government leader, preferably from the Department of Social Services. The advisory working group in collaboration with a qualified research partner should identify criteria to evaluate the effectiveness of the pilot program.
- Implement a pilot program.
- Prior to Year 3, the qualified research partner should formally report on the impact of the pilot program to assist the City inform future policy options on the guaranteed income program.

Year Three

- Implement recommendations of the report.
- Prior to Year 5, the qualified research partner should formally report (i.e., second report) on the impact of the pilot program to assist the City inform future policy options on the guaranteed income program.

Year Five

- Implement recommendations of the (second) report.

Action Item: Develop a Unified and Coordinated Approach to Increase Participation in Federal, State, and Local Safety-Net Programs and Services.

Year One

- The community-based social safety-net partnership (See Safety & Security, Objective 1) should develop and implement a collaborative, unified, and coordinated plan to increase participation in federal, state, and local safety-net programs.
- The safety-net partnership should include in the plan specific goals and measurements to evaluate whether targets/goals are being met.

Year Three

- Assess and report on the effectiveness of the safety-net partnership's plan to increase participation in federal, state, and local safety-net programs.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 3.

Year Five

- Assess and report on the effectiveness of the safety-net partnership's plan to increase participation in federal, state, and local safety-net programs.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 5.

Action Item: Invest in Home Visiting Services to Support Families with Children Ages Birth to Five (5) Years.

Year One

- Fund and expand capacity for evidence-based and accredited home visiting programs that teach new and expectant parents skills to prepare for child birth, promote positive child development, increase parental knowledge of early childhood development, promote healthy parenting strategies, improve parenting practices, access maternal and child health services, promote safe home environments, promote early detection of developmental delays and health issues, prevent child abuse and neglect, increase school readiness and success, and connect families to community resources and services.
- Designate agency responsible for managing City-wide home visiting services, accreditation status or process, and compliance with federal, state, and local laws, regulations, and policies.
- Collect data on the numbers of households served, underserved, and not receiving services.
- Identify opportunities, challenges, barriers, and gaps in service provision. Develop a plan to address the opportunities, challenges, barriers, and gaps in service provision.

Year Three

- Collect data and report on the numbers of households served, underserved, and not receiving services.
- Evaluate and report on the effectiveness of the plan to address the opportunities, challenges, barriers, and gaps in service provision. Identify strategies to address the opportunities, challenges, barriers, and gaps in access to services, delivery of services, and capacity of existing programs to meet community needs.
- Issue a report identifying approved home visiting services.

Year Five

- Collect data and report on the numbers of households served, underserved, and not receiving services.
- Evaluate and report on the effectiveness of the plan to address the opportunities, challenges, barriers, and gaps in service provision. Identify strategies to address the opportunities, challenges, barriers, and gaps in access to services, delivery of services, and capacity of existing programs to meet community needs.
- Issue a report identifying approved home visiting services.

Objective 2: Safe Families and Community

Action Item: **Develop and Sustain a Restorative Community Culture.**

Year One

- Establish community-based programs that address harm caused by children and youth through restorative practices to disrupt the cradle-to-prison pipeline, divert children and youth from the juvenile legal system, strengthen social networks, build or rebuild intergenerational relationships, build or rebuild community relationships, strengthen interpersonal connection, develop youth leadership and conflict resolution skills, and strengthen social and emotional skills.
- Collect data on the use of community-based programming and identify opportunities, challenges, barriers, and gaps in achieving system-wide participation.

Year Three

- Assess and report on the use of restorative programming to address youth harm.
- Report on system use of community-based programming and efforts to address opportunities, challenges, barriers, and gaps towards universal participation.
- Report on the impact of restorative programming on juvenile legal system intakes and interruptions in learning resulting from suspensions and expulsions.

Year Five

- Assess and report on the use of restorative programming to address youth harm.
- Report on system use of community-based programming and efforts to address opportunities, challenges, barriers, and gaps towards universal participation.
- Report on the impact of restorative programming on juvenile legal system intakes and interruptions in learning resulting from suspensions and expulsions.

Action Item: **Prevent and Address Community Trauma.**

Year One

- Support and sustain an equitable, cross-sector, and comprehensive community-based Initiative with dedicated organizational infrastructure to focus on youth development, violence prevention, community safety, community resilience, and youth economic opportunity.
- The Initiative should work to understand the City's community trauma, develop strategies within the physical/built environment, and improve economic opportunities. The Initiative should view community trauma through a public health lens and build upon community assets and multi-disciplinary efforts to address underlying contributors to violence.
- Develop and communicate a five-year strategic plan.

Year Three

- Evaluate and report on the Initiative's challenges, milestones, achievements, and opportunities to improve practices towards meeting the goals set forth in the strategic plan.
- Analyze data to determine if the strategic plan requires redesign.

Year Five

- Evaluate and report on the Initiative's challenges, milestones, achievements, and opportunities to improve practices towards meeting goals set forth in the strategic plan.
- Utilize and analyze data to develop the next five-year strategic plan.

Action Item: **Promote a Pro-Attendance Culture at Danville Public Schools.**

Year One

- Develop an attendance improvement plan that promotes attendance through regular, consistent, and ongoing communications with the community.
- Utilize community advocates to work with students, families, and community resources to ensure students regularly attend school.
- Shift focus from intervention to prevention.
- Implement universal prevention efforts promoting a pro-attendance culture for all students starting at the elementary school level.
- Amplify early-intervention efforts through additional training for teachers and school administrators to recognize early signs of attendance-related issues.
- Expand early-intervention efforts by implementing a coordinated plan of action model that utilizes case management and individualized plans to address the causes of a child's absences and risk for chronic absenteeism/truancy.
- Amplify educational materials for parents and students regarding the consequences of truancy.

Year Three

- Evaluate and report on the challenges, milestones, achievements, and opportunities to improve practices towards the attendance improvement plan, implementation of a pro-attendance community culture, prevention programming, and implementation of early-intervention efforts through the coordinated plan of action model.
- Analyze data to determine, expand, or redesign efforts towards a pro-attendance culture.

Year Five

- Evaluate and report on the challenges, milestones, achievements, and opportunities to improve practices towards the attendance improvement plan, implementation of a pro-attendance community culture, prevention programming, and implementation of early-intervention efforts through the coordinated plan of action model.
- Analyze data to determine, expand, or redesign efforts towards a pro-attendance culture.

Action Item: **Build a Restorative Culture in Danville Public Schools.**

Year One

- Establish community-based programs that address harm caused by children and youth through restorative practices to disrupt the cradle-to-prison pipeline, divert children and youth from the juvenile legal and school disciplinary systems, strengthen social networks, build or rebuild intergenerational relationships, build or rebuild community relationships, strengthen interpersonal connection, develop youth leadership and conflict resolution skills,

and strengthen social and emotional skills.

- Collect data on the use of community-based programming and identify opportunities, challenges, barriers, and gaps in achieving system-wide participation.

Year Three

- Assess and report on the use of restorative programming to address youth harm. Report on system use of community-based programming and efforts to address opportunities, challenges, barriers, and gaps towards universal participation.
- Report on the impact of restorative programming on juvenile legal system intakes, school disciplinary matters (and hearings), and interruptions in learning resulting from suspensions and expulsions.

Year Five

- Assess and report on the use of restorative programming to address youth harm. Report on system use of community-based programming and efforts to address opportunities, challenges, barriers, and gaps towards universal participation.
- Report on the impact of restorative programming on juvenile legal system intakes, school disciplinary matters (and hearings), and interruptions in learning resulting from suspensions and expulsions.

Objective 3: Youth Agency

Action Item: Integrate Youth Participation in All Outreach Efforts.

(See Community)

Action Item: Establish (Re-Establish) a Youth Council.

(See Purpose)

Cognitive Health

The Cognitive Health Strategy includes five (5) Objectives with the following Action items:

Objective 1	Educational Attainment and Academic Achievement
Action Item	Stand-up a Community-Based Consortium Focused on Student Learning
Action Item	Fund No-Cost Programs to Address Pandemic-Related Instructional Loss
Action Item	Expand Continuum of Gifted Programming at Danville Public Schools
Action Item	Increase Literacy Rates of the School-Aged Population at Danville Public Schools
Action Item	Increase Math Comprehension Rates of the City's School-Aged Population at Danville Public Schools
Action Item	Increase Science Comprehension Rates of the City's School-Aged Population at Danville Public Schools
Action Item	Increase Enrollment In and Passage Rate of Algebra I by 7th, 8th, and 9th Grade Students at Danville Public Schools
Objective 2	Early Childhood Education
Action Item	Increase the Number of Children Ages Three (3) to Five (5) Years with Individualized Education Plans Who Are Enrolled in a Preschool Program
Action Item	Coordinate Literacy Programming for Adults and Their Children Ages Birth to Five (5) Years
Action Item	Implement Universal Dyslexia Testing by 1st Grade
Action Item	Achieve Universal Preschool Enrollment
Action Item	Achieve Universal Kindergarten Readiness
Objective 3	Graduation and Beyond
Action Item	Increase Awareness, Participation, and Capacity of Dual Enrollment Program Between Danville Public Schools and Danville Community College (<i>See Purpose</i>)
Action Item	Promote On-Time Graduation (<i>See Purpose</i>)
Objective 4	Cultural Shift Towards Lifelong Learning
Action Item	Utilize Restorative Justice in Non-Exclusionary Disciplinary Matters to Amplify School Safety
Action Item	Utilize Restorative Justice in Exclusionary Disciplinary Matters to Amplify School Safety
Action Item	Establish Lifelong Learning as a Common Good
Action Item	Promote Equity in Education Through Family Engagement
Action Item	Explore Year-Round and Extended School Year Options at Danville Public Schools to Address Student Learning and Learning Loss Needs
Objective 5	Positive Identity Development
Action Item	Adopt a District-Wide Diversity, Equity, and Inclusion Policy
Action Item	Meet the Needs of the Whole Child (Promote Long-Term

Objective 1: Educational Attainment and Academic Achievement

Action Item: **Stand-Up a Community-Based Consortium Focused on Student Learning.**

Year One

- Design and implement a Consortium/Initiative, centered on promoting inclusion and equity, meaningfully engaging and promoting community participation, recruiting and co-creating with cross-sector partners (i.e., community, education partners, health partners, social services partners, business community, youth-serving agencies, foundations, parents, youth, etc.) focused on expanding and enriching student learning for City children and youth ages birth to 18 years who are or will be attending Danville Public Schools (DPS).
- The Initiative should utilize a collective impact model to define a common agenda, identify a supporting backbone organization, develop mutually reinforcing programs and services towards the common agenda and system transformation, develop shared goals and measurements, and collect, analyze, and disseminate data to improve internal processes and external goals.
- The Consortium/Initiative should have a formal framework to break down silos and build connections that expand, enrich, and remove barriers to student learning for City children and youth ages birth to 18 years who are or will be attending DPS.
- The Consortium/Initiative should focus on providing holistic educational opportunities through differentiated and experiential learning opportunities, expanding perspective through field trips and experiences outside of the classroom, addressing basic needs so children and youth can focus on their academics and potential (i.e., collaborative, mutually reinforcing activities that support nutrition, health, and clothing needs), and collaborative, cross-sector parent engagement strategies.
- The Consortium/Initiative also should assess, analyze, and evaluate issues concerning the necessity and/or feasibility of a year-round or extended school year calendar to improve academic achievement and reduce summer learning loss and how advanced academic programming is defined by DPS.
- Develop and publish a five-year strategic plan.

Year Three

- Evaluate and report on the Consortium/Initiative's challenges, milestones, achievements, and opportunities to improve practices towards meeting the goals set forth in the strategic plan.
- Analyze data to determine if the strategic plan requires re-design.

Year Five

- Evaluate and report on the Consortium/Initiative's challenges, milestones, achievements, and opportunities to improve practices towards meeting the goals set forth in the strategic plan.
- Utilize and analyze data to develop the next five-year strategic plan.

Action Item: Fund No-Cost Programs to Address Pandemic-Related Instructional Loss.

Year One

- Create funding opportunities or obtain grant funding for community-based organizations to provide in-person, small-group, educator-led, intervention-focused programs that address pandemic-related instructional loss in reading and mathematics at no-cost to families with children attending Danville Public Schools (DPS).
- A goal of funded programs should be to improve academic performance at current grade-level or within one-half year of current grade-level.
- Requirements for funding must include a robust and developed parent engagement plan.
- Assessments for identifying students, determining academic level (not SOL scores) or relative baseline, and evaluating academic progress must have established validity and reliability standards.
- Develop a plan to ensure all impacted children are served within five (5) years.

Year Three

- Identify and support student participation in no-cost, grant-supported, community-based programming providing in-person, small-group, educator-led, intervention-focused programs that address pandemic-related instructional loss in reading and mathematics for children and youth attending DPS.
- Publish data on the number of impacted children, the number of children served, how the children were served, and the results of parent engagement strategies. Data also should include the number of children performing at current grade-level or within one-half year of current grade-level as a result of the intervention.

Year Five

- Identify and support participation in no-cost, grant-supported, community-based programming providing in-person, small-group, educator-led, intervention-focused programs that address pandemic-related instructional loss in reading and mathematics for children and youth attending DPS.
- Publish data on the number of impacted children, the number of children served, how the children were served, and the results of parent engagement strategies. Data also should include the number of children performing at current grade-level or within one-half year of current grade-level as a result of the intervention.
- Publish data on the number of children who remain to be served and the plan to provide instructional loss services to these students.

Action Item: Expand Continuum of Gifted Programming at Danville Public Schools.

Year One

- Research, design, and implement a program with a comprehensive approach for developing talent and pursuing equity in gifted education for elementary school children. (An example of a successful evidence-based talent development model that has been utilized nationally for over 20 years is the Young Scholars Model.)
- The program should have, at a minimum, the following two goals:
 - 1) identify students who may not be considered for gifted programs using traditional methods of identification and who, without that opportunity, are less likely to pursue advanced levels of learning on their own; and

2) nurture gifted potential at an early age so that these students will be prepared to engage in challenging subject matter and rigorous courses in elementary school, middle school, high school, and beyond.

- The program and approach should include the following four components:

- 1) principal/teacher leadership;
- 2) non-traditional assessments;
- 3) powerful interventions; and
- 4) professional development for teachers with strong outreach to parents and caretakers.

Year Three

- Employ vertical and horizontal articulation to expand the program to middle and high schools (vertical) and between schools (horizontal) to allow teachers to collaborate within and across schools and grade levels.
- Publish data pertinent to the goals of the program, particularly; the number of children in the program and the levels of services or differentiation provided in the classroom.

Year Five

- Publish data pertinent to the goals of the program, particularly the number of children in the program and the levels of services or differentiation provided in the classroom.
- Data also should include projections or enrollment numbers of children in advanced academic courses to include gifted programs, honors classes, advanced placement courses, or international baccalaureate classes.

Action Item: Increase Literacy Rates of the City's School-Aged Population at Danville Public Schools.

Year One

- Improve 3rd, 8th, and 11th grade SOL passage rate to 50 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative (See Cognitive Health, Objective 1) should work with partners to develop a testing plan for impacted students to monitor and evaluate progress towards the goal.

Year Three

- Improve 3rd, 8th, and 11th grade SOL passage rate to 70 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative should report on progress towards achieving the goal.

Year Five

- Improve 3rd, 8th, and 11th grade SOL passage rate to 80 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.

- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative should report on progress towards achieving the goal.

Action Item: Increase Math Comprehension Rates of the City’s School-Aged Population at Danville Public Schools.

Year One

- Improve 3rd, 8th, and 11th grade SOL passage rate to 50 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative (See Cognitive Health, Objective 1) should work with partners to develop a testing plan for impacted students to monitor and evaluate progress towards the goal.

Year Three

- Improve 3rd, 8th, and 11th grade SOL passage rate to 70 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative should report on progress towards achieving the goal.

Year Five

- Improve 3rd, 8th, and 11th grade SOL passage rate to 80 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative should report on progress towards achieving the goal.

Action Item: Increase Science Comprehension Rates of the City’s School-Aged Population at Danville Public Schools.

Year One

- Improve 3rd, 8th, and 11th grade SOL passage rate to 50 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative (See Cognitive Health, Objective 1) should report on progress towards achieving the goal.

Year Three

- Improve 3rd, 8th, and 11th grade SOL passage rate to 70 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.

- The Consortium/Initiative should report on progress towards achieving the goal.

Year Five

- Improve 3rd, 8th, and 11th grade SOL passage rate to 80 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative should report on progress towards achieving the goal.

Action Item: Increase Enrollment In and Passage Rate of Algebra I by 7th, 8th, and 9th Grade Students at Danville Public Schools.

Year One

- Increase enrollment rate in Algebra I by 7th, 8th, and 9th grade students by 30 percent.
- Increase passage rate in Algebra I by 7th, 8th, and 9th grade students by 30 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative (see Cognitive Health, Objective 1) should report on progress towards achieving the goal.

Year Three

- Increase enrollment rate in Algebra I by 7th, 8th, and 9th grade students by 50 percent.
- Increase passage rate in Algebra I by 7th, 8th, and 9th grade students by 50 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative should report on progress towards achieving the goal.

Year Five

- Increase enrollment rate in Algebra I by 7th, 8th, and 9th grade students by 70 percent.
- Increase passage rate in Algebra I by 7th, 8th, and 9th grade students by 70 percent through instructional support, test-taking preparation, and skill-building.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- The Consortium/Initiative should report on progress towards achieving the goal.

Objective 2: Early Childhood Education

Action Item: Increase the Number of Children Ages Three (3) to Five (5) Years with Individualized Education Plans Who Are Enrolled in a Preschool Program.

Year One

- Reach State targets as defined by the Virginia Department of Education.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.

- Efforts should meaningfully support parent engagement.

Year Three

- Meet State targets as defined by the Virginia Department of Education.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- Report data towards goal achievement.

Year Five

- Meet State targets as defined by the Virginia Department of Education.
- Efforts should be through public-private collaboration and through efforts that are mutually reinforcing and grounded in the same data collection and analysis strategies.
- Efforts should meaningfully support parent engagement.
- Report data towards goal achievement.

Action Item: **Coordinate Literacy Programming for Adults and Their Children Ages Birth to Five (5) Years.**

Year One

- Develop or identify resources that coordinate adult literacy programming with early childhood education programming. Include the resources in the Developmental Milestones Campaign (See Physical Health, Objective 1).
- Develop coordinated communication strategies among government, school, business, health, and organizational partners to disseminate the materials (print and digital).

Year Three

- Implement a coordinated communication plan to publish the Developmental Milestones Campaign to reach 50 percent of City residents.
- Assess effectiveness of the coordinated communications strategies. Develop strategies to address challenges, barriers, and opportunities.

Year Five

- Implement the coordinated communication plan to publish the Developmental Milestones Campaign to reach 90 percent of City residents.
- Analyze data to identify and understand profiles of residents who have been “hard to reach.” Develop targeted strategies for this population.
- Report on utilization of programming coordinating adult literacy with early childhood education.

Action Item: **Implement Universal Dyslexia Testing by 1st Grade.**

Year One

- Develop targeted assessments of discrete skills that indicate whether 1st grade students are making adequate progress in reading achievement (for all students, including English Language Learners) that have established validity and reliability standards.
- Develop administration protocol for screening all students at least three times per year, and develop standardized directions for administration and scoring.

Year Three

- Conduct universal dyslexia testing for all 1st grade students pursuant to the protocols developed in Year 1.
- Report on challenges, barriers, and opportunities presented in achieving universal dyslexia testing pursuant to the protocols developed in Year 1.
- Develop and implement strategies to address the challenges, barriers, and opportunities.

Year Five

- Conduct universal dyslexia testing for all 1st grade students pursuant to the protocols developed in Year 1.
- Begin developing targeted assessments of discrete skills that indicate whether 2nd grade students are making adequate progress in reading achievement (for all students, including English Language Learners) that have established validity and reliability standards, develop administration protocol for screening all students at least three times per year, and develop standardized directions for administration and scoring.
- Report on challenges, barriers, and opportunities presented in achieving universal dyslexia testing pursuant to the protocols developed in Year 1.
- Develop and implement strategies to address the challenges, barriers, and opportunities.

Action Item: Achieve Universal Preschool Enrollment.

Year One

- Study the number and profiles of the children and families who are unwilling or unable to access early childhood education.
- Develop coordinated communication strategies among government, school, business, health, and organizational partners intentionally recognizing the importance of preschool enrollment. The target audience should be parents and caretakers of infants and toddlers.

Year Three

- Analyze the study data to develop comprehensive strategies to increase the preschool enrollment rate in the City by 70 percent.

Year Five

- Analyze the study data to develop comprehensive strategies to increase the preschool enrollment rate in the City by 90 percent.

Action Item: Achieve Universal Kindergarten Readiness.

Year One

- Implement Virginia Kindergarten Readiness Program (VKRP) for all publicly-funded pre-kindergarten and kindergarten classrooms.
- Develop a framework that ensures children are academically, socially and emotionally ready for kindergarten and ensures delivery of parental and caregiver education on meeting the needs of pre-kindergarten and kindergarten children.

Year Three

- Evaluate and assess effectiveness of strategies implemented towards universal kindergarten readiness and promoting parental and caregiver education on meeting the academic, social, and emotional needs of pre-kindergarten and kindergarten students.

Year Five

- Conduct ongoing assessments to evaluate and improve strategies designed towards achieving universal kindergarten readiness.

Objective 3: Graduation and Beyond

Action Item: Increase Awareness, Participation, and Capacity of Dual Enrollment Program Between Danville Public Schools and Danville Community College.

(See Purpose)

Action Item: Promote On-Time Graduation.

(See Purpose)

Objective 4: Cultural Shift Towards Lifelong Learning

Action Item: Utilize Restorative Justice in Non-Exclusionary Disciplinary Matters to Amplify School Safety.

Year One

- Develop a plan for school-based referrals to community-based organizations for restorative conferencing or other practices for school disciplinary matters that do not result in suspension or expulsion but are within the definition of delinquency, can be categorized as a misdemeanor or nonviolent felony, and require Virginia's Tiered System of Support (VTSS) Tier 2 targeted interventions.
- Operationalize a referral plan. Collect data and analyze data regarding referrals.

Year Three

- Collect and analyze data on school-based referrals and use of community-based restorative conferencing or practice programs for identified school disciplinary matters.
- Identify challenges and opportunities, including equitable utilization of programming. Develop strategies in coordination with the district-level Director of Restorative Practices to address challenges and opportunities.

Year Five

- Collect and analyze data on school-based referrals and use of community-based restorative conferencing programs for identified school disciplinary matters.
- Publish disaggregated data on use of community-based restorative programming for school disciplinary matters that do not result in suspension or expulsion but are within the definition of delinquency, can be categorized as a misdemeanor or nonviolent felony, and require VTSS Tier 2 targeted interventions.
- Report on trends on the impacts of efforts to address disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Language Learners. Particular focus should be on changes to the overall suspensions by school and district-wide.
- Identify challenges and opportunities, including equitable utilization of programming. Develop strategies in coordination with the district-level Director of Restorative Practices to address challenges and opportunities.

Action Item: Utilize Restorative Justice in Exclusionary Disciplinary Matters to Amplify School Safety.

Year One

- Develop a plan for school-based referrals to community-based organizations for restorative conferencing or other practices for school disciplinary matters that result in suspension or expulsion, are within the definition of delinquency, can be categorized as a misdemeanor or nonviolent felony, and require Virginia's Tiered System of Support (VTSS) Tier 3 intensive intervention.
- Operationalize a referral plan for re-entry restorative conferences.
- Collect and analyze data regarding referrals.
- Develop protocols for use of Multi-Disciplinary Teams (MDT) to plan for student re-entry after suspension or expulsion. Each MDT should include, at a minimum, the Director of Restorative Practices, a representative from social services, a representative from the school, the parent, the student, and a representative from the community-based restorative practice program.
- Each MDT should develop an individualized re-entry plan for the impacted youth that includes implementation of supports/resources designed to support student success and reduce recidivism.

Year Three

- Collect and analyze data on school-based referrals and use of community-based restorative conferencing or practices programs for identified school disciplinary matters requiring VTSS Tier 3 intensive intervention.
- Identify challenges and opportunities, including equitable utilization of programming. Develop strategies in coordination with the Director of Restorative Practices to address challenges and opportunities.

Year Five

- Collect and analyze data on school-based referrals and use of community-based restorative conferencing or other practices programs for identified school disciplinary matters requiring VTSS Tier 3 intensive intervention.
- Publish disaggregated data on use of community-based restorative programming for school disciplinary matters that result in suspension or expulsion, are within the definition of delinquency, can be categorized as a misdemeanor or nonviolent felony, and require VTSS Tier 3 intensive intervention.
- Report data trends on the impacts of efforts to address disproportionality in expulsion rates by race/ethnicity, students identified with a disability, and English Language Learners.
- Identify challenges and opportunities, including equitable utilization of programming.
- Develop strategies in coordination with the Director of Restorative Practices to address challenges and opportunities.

Action Item: Establish Lifelong Learning as a Common Good.

Year One

- Support the City's adoption of a resolution that provides that lifelong education is a common good and advances the City's goal to achieve a thriving, vibrant, and safe community focused on sustainable development.
- Develop a framework for prioritizing lifelong learning in all economic development projects. The framework should identify strategies that support the promotion of lifelong learning across all sectors – public and private – and the policies guiding the allocation and distribution of resources supporting lifelong learning strategies. The framework also should set forth

processes to track and measure long-term systemic impact and cultural change.

Year Three

- Assess and report on system progress towards advancing lifelong learning in the workforce and the community.

Year Five

- Assess and report on system progress regarding advancing lifelong learning in the workforce and the community.

Action Item: Promote Equity in Education Through Family Engagement.

Year One

- Implement a district-wide Virginia's Tiered System of Support (VTSS) framework for equity in education through family engagement based in strategies that promote positive relationships, empower families, utilize multi-dimensional communication strategies, utilize multi-tiered supports, employ collaborative problem-solving, employ data-based decision-making, and promote leadership.
- Collect and analyze feedback from families through surveys to identify points of friction, opportunities for additional engagement, and potential policy changes.
- Map opportunities to collaborate with existing family support organizations and develop family support program resource directories.
- Develop or refine measures for family engagement that are tailored to the needs of the community through feedback from students and family.

Year Three

- Assess and evaluate the effectiveness of the strategies developed to meet the needs of students and families as defined by the community in the family survey.
- Refine the strategies to target challenges, barriers, and opportunities presented.

Year Five

- Assess and evaluate the effectiveness of the strategies developed to meet the needs of students and families as defined by the community in the family survey.
- Refine the strategies to target challenges, barriers, and opportunities presented.

Action Item: Explore Year-Round and Extended School Year Options at Danville Public Schools to Address Student Learning and Learning Loss Needs.

Year One

- The Consortium/Initiative (See Cognitive Health, Objective 1) should assess, analyze, and evaluate whether Danville Public Schools (DPS) should implement a year-round or extended school year calendar to improve academic achievement and reduce summer learning loss.
- The Consortium/Initiative should have one liaison from the School Board designated for this issue.
- The Consortium/Initiative should report on its data and findings to the community, the City, and DPS.

Year Three

- Operationalize the recommendations of the Consortium/Initiative set forth in its report to the community, the City, and DPS.

Year Five

- If applicable, report on outcomes on the impact of the decision of the Consortium/Initiative.

Objective 5: Positive Identity Development

Action Item: **Adopt a District-Wide Diversity, Equity, and Inclusion Policy.**

Year One

- Adopt a formal School Board equity policy that includes, at a minimum, the following: governance, educational equity, workforce equity, instructional equity, student support, and digital/alternative learning equity.
- The policy should include, at a minimum, adoption of the Virginia Department of Education, Office of Equity and Community Engagement’s definition of “Educational Equity” (i.e., “Education Equity is achieved when we eliminate the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.”).
- Danville Public Schools (DPS) should dedicate a position on the district level to diversity, equity, and inclusion. The Director of Diversity, Equity, and Inclusion’s responsibilities should include developing and sustaining a culture that promotes diversity of people, experiences, and ideas, fosters inclusive and culturally responsive education, and achieves equitable outcomes.
- The School Board, the Superintendent, and the Director of Diversity, Equity, and Inclusion Officer should annually monitor the implementation of the School Board’s equity policy and provide for any appropriate or necessary revisions to the policy.
- Develop an “Equity in Action Dashboard” that provides the community with DPS demographic information and progress on the goals set forth herein.
- Alternative methods of communicating the district’s equity profile also should be implemented in a communications plan.
- Amend Danville Public Schools Policy Manual, Section A – Foundations and Basic Commitments, Title: Educational Philosophy, Code AD to include the definition of “Educational Equity.”
- The Consortium/Initiative (See Cognitive Health, Objective 1) should assess, analyze, and evaluate whether “gifted and talented” and other “advanced courses” labels including honors, advanced placement classes, dual enrollment, and international baccalaureate courses, should be grouped together under “Advanced Academic” or other name to shift focus from labeling children and to focus on service delivery and responsive instruction.
- The Consortium/Initiative should have one liaison from the School Board designated for this issue. The Consortium/Initiative should report on its data and findings to the community, School Board, and the Superintendent.

Year Three

- Evaluate and report on system progress towards achieving a school- and district-level culture of diversity, equity, and inclusion.
- Operationalize recommendations of the Consortium/Initiative set forth in its report to the Superintendent and School Board.

Year Five

- Evaluate and report on system progress towards achieving a school- and district-level culture of diversity, equity, and inclusion.
- Report on diversity, equity, and inclusion outcomes.

Action Item: Meet the Needs of the Whole Child (Promote Long-Term Development and Success of All Children and Youth).

Year One

- Develop a framework to ensure that each Danville Public Schools (DPS) student is healthy, safe, supported, academically engaged, and challenged. The framework should inform the School Board and Superintendent's decision-making related to meeting the needs of the whole child.
- The framework should be developed in partnership with the community. The framework should identify student needs and services in DPS and across the community, identify where gaps, barriers, challenges, and/or opportunities exist, and recommend short-, medium-, and long- goals and processes to assist DPS decision-makers in developing a sustainable system.
- The framework should incorporate holistic policies that support students, school staff, and community engagement; realign standards and testing measures, as appropriate; provide appropriate professional development with input from teachers and other school staff; create supportive learning and teaching environments; and prepare students with the skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults.

Year Three

- Evaluate and report on system progress towards meeting the needs of the whole child.
- Define strategies to address gaps, barriers, challenges, and opportunities.

Year Five

- Evaluate and report on system progress towards meeting the needs of the whole child.
- Define strategies to address gaps, barriers, challenges, and opportunities.

Mental Health

The Mental Health Strategy includes four (4) Objectives with the following Action items:

Objective 1	Culture of Mental Health Wellness
Action Item	Develop an Infant Mental Health Campaign
Objective 2	Support Child and Youth Wellness
Action Item	Implement Universal Youth Mental Health First Aid Training for All Danville Public Schools Staff and Administrators
Action Item	Expand School-Based Health Education and Instruction on Mental Wellness
Action Item	Conduct Regular Mental Health Checks of Students and Danville Public Schools Staff
Action Item	Implement Universal Screening of Children and Youth for Adverse Childhood Experiences (ACEs) and Trauma
Objective 3	Access to Health and Medical Resources
Action Item	Increase School-Based Behavioral Health Supports
Action Item	Connect Children and Youth to Health Insurance
Action Item	Coordinate Multi-Dimensional Communication on National Suicide Prevention Lifeline (988)
Objective 4	Access to Programs and Activities that Promote Mental Well-Being
Action Item	Create Safe Spaces for Children and Youth

Objective 1: Culture of Wellness

Action Item: Develop an Infant Mental Health Campaign.

Year One

- Develop a campaign, including materials (print and digital) to raise awareness of Infant Mental Health (IMH) to include the importance of prenatal care and caregiver mental health as it relates to infant mental health.
- Develop coordinated communication strategies among government, school, business, health, and organizational partners to disseminate the materials (print and digital).

Year Three

- Implement a coordinated communication plan to publish the IMH Campaign to reach 50 percent of City residents.

Year Five

- Implement the coordinated communication plan to publish the IMH to reach 90 percent of City residents.

Objective 2: Support Child and Youth Wellness

Action Item: **Implement Universal Youth Mental Health First Aid Training for All Danville Public Schools Staff and Administrators.**

Year One

- Develop a plan to train any adult who regularly interacts with youth at Danville Public Schools (DPS) in youth mental health first aid training. Primary implementation efforts should focus on educators and student services providers. The plan should provide for a staggered approach for universal implementation of youth mental health first aid training in elementary schools, middle schools, and high schools.
- Year 1 focus should be adults who regularly interact with high school students at DPS.

Year Three

- Report on the implementation of the universal youth mental wellness and health first aid training plan. Identify the challenges, barriers, and opportunities presented for any classrooms, grades, and/or schools in which training has been provided.

Year Five

- Assess and publish data on the implementation of the universal youth mental health first aid training plan, including evaluations to improve school-specific and district-wide integration of training into professional development requirements.

Action Item: **Expand School-Based Health Education and Instruction on Mental Wellness.**

Year One

- Develop a plan to implement age-appropriate instruction on mental wellness and health in health education across all grades and schools within Danville Public Schools (DPS).

Year Three

- Evaluate and report on progress towards achieving the goals set forth in the plan to incorporate mental health instruction in health education.
- Develop strategies to address the challenges, barriers, and opportunities towards implementation of the plan.
- Provide data on the classrooms, grades, and schools in which mental wellness and health instruction has not been implemented in health instruction.
- Develop strategies to ensure full compliance by Year 5.

Year Five

- Evaluate and report on progress towards achieving the goals set forth in the plan to incorporate mental wellness and health instruction in health education.
- Develop strategies to address the challenges, barriers, and opportunities towards implementation of the plan.
- Provide data on the classrooms, grades, and schools in which mental health instruction has not been implemented in health instruction.
- Provide the City, School Board, and community a report regarding implementation of the plan and strategies to further advance age-appropriate mental health education and awareness across grades and schools within DPS.

Action Item: Conduct Regular Mental Health Checks of Students and Danville Public Schools Staff.

Year One

- Develop a plan to conduct regular checks of mental wellness to identify students and Danville Public Schools (DPS) staff who may need support. The plan should set forth protocols to ensure compliance and data collection.

Year Three

- Evaluate and report on progress towards implementing annual mental wellness checks of students and DPS staff. Report on supportive services provided to students and staff.
- Develop strategies to address the challenges, barriers, and opportunities towards implementation of the plan.
- Provide data on the classrooms, grades, and schools in which the annual mental wellness check plan has not been implemented.
- Develop strategies to ensure full compliance by Year 5.

Year Five

- Evaluate and report on progress towards achieving the goals set forth in the plan to implement annual mental wellness checks of students and DPS staff.
- Develop strategies to address the challenges, barriers, and opportunities towards implementation of the plan.
- Provide data on the classrooms, grades, and schools in the annual mental wellness check plan.
- Provide the City, School Board, and community a report regarding implementation of the annual mental wellness check plan and strategies to further advance mental well-being for all DPS students and staff.

Action Item: Implement Universal Screening of Children and Youth for Adverse Childhood Experiences (ACEs) and Trauma.

Year One

- Support the promotion of universal Adverse Childhood Experiences (ACEs) screening of pediatric populations through the development of a unified plan by the community-based social safety-net partnership (See Safety & Security, Objective 1). The plan should include, at a minimum, how training (and funding for training) can be obtained to ensure treatment providers are properly screening children, the screening assessments to be used, the timing of screenings, coordination of care protocols to avoid potential rescreening and re-traumatization, and who should provide the assessments.
- The plan should set forth goals and measurements to evaluate progress and ensure sustainability. The plan also should set forth a timeline for implementation.

Year Three

- Evaluate, assess, and report on the progress towards goals set forth in the ACEs screening plan.
- Develop strategies to address the challenges, barriers, and opportunities towards implementation of the plan.
- Provide the City, Danville Public Schools (DPS), and community a list of providers who have partnered to implement the plan.

Year Five

- Evaluate, assess, and report on progress towards the goals set forth in the ACEs screening plan.
- Develop strategies to address the challenges, barriers, and opportunities towards implementation of the plan.
- Provide the City, DPS, and community a report on progress towards the goals set forth in the ACEs screening plan. The report should include trend data.
- Provide the City, DPS, and community a list of providers who have partnered to implement the plan.

Objective 3: Access to Health and Medical Resources

Action Item: Increase School-Based Behavioral Health Supports.

Year One

- Develop a plan to invest and improve the ratios of school psychologists, school social workers, and counselors in K-12, including through telehealth partnerships and workforce programs that incentivize careers in behavioral health.
- By Year 5, meet the Virginia school mental health professional/student ratio recommendations:
 - School psychologists: 1 psychologist for every 500 students.
 - School social workers: 1 social worker for every 250 students.
 - School counselors: 1 counselor for every 250 students.
- Revise the current Student Survey/Annual Needs Assessment (Middle/High School) to include more age-appropriate and youth-oriented language and follow best practices for survey design to understand student perspectives on school climate, academics and learning environment, availability of academic, graduation and career-focused opportunities, and behavioral health support services.
- Revise the Family Survey/Annual Needs Assessment to follow best practices for survey design to ascertain caretaker assessments on the quality of instruction, school environment, and availability of resources.
- Provide the community current data on key findings from the student and family surveys, particularly surveys addressing youth risk behaviors and school climate.

Year Three

- Evaluate, assess, and report on progress towards achieving school-based behavioral health support goals. Report on how students and families have been informed of the availability of professionals in school or made available in partnership with schools. Report on the use of professionals to understand and inform additional needs.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation of the school-based behavioral health supports goal.
- Report trend data on student and family participation in needs assessments.
- Provide the community current data on key findings from the student and family surveys, particularly surveys addressing youth risk behaviors and school climate.
- Report on the correlation between responses pertinent to the mental health measures and access to mental health resources and student risk behavior and school climate. Produce trend data for the City, Danville Public Schools (DPS), and the community.

Year Five

- Provide the City, School Board, and community a report on progress towards achieving school-based behavioral health support goals. Data should include trends on the use of supports and the efforts to inform students and families of available supports.
- Report on trend data on student and family participation in needs assessments.
- Provide current data on the key findings from the student and family surveys, particularly the surveys addressing youth risk behaviors and school climate.
- Report on the correlation between the responses pertinent to the mental health measures and access to mental health resources and student risk behavior and school climate.
- Produce trend data for the City, DPS, and the community.

Action Item: **Connect Children and Youth to Health Insurance.**

Year One

- Develop and implement a collaborative, unified, and coordinated approach to increasing enrollment of children and youth in federal insurance programs (e.g., Children's Health Insurance Program (CHIP) and Medicaid) through the community-based social safety-net partnership (see Safety & Security, Objective 1).
- The safety-net partnership should include in the plan specific goals and measurements to evaluate whether targets/goals are being met.

Year Three

- Assess and report on the effectiveness of the safety-net partnership's plan to increase enrollment of children and youth in federal insurance programs.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 3.

Year Five

- Assess and report on the effectiveness of the safety-net partnership's plan to increase enrollment of children and youth in federal insurance programs.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 5.

Action Item: **Coordinate Multi-Dimensional Communication on National Suicide Prevention Lifeline (988).**

Year One

- Develop a multi-dimensional communications plan regarding the National Suicide Prevention Lifeline (988). The plan should include cross-sector coordination and mutually-reinforcing strategies to communicate the resource to the community.

Year Three

- Survey the community to determine where additional messaging should be focused.
- Continue the communications campaign until 988 is embedded in community culture.

Year Five

- Survey the community to determine where additional messaging should be focused.
- Continue the communications campaign until 988 is embedded in community culture.

Objective 4: Access to Programs and Activities that Promote Mental Well-Being

Action Item: Create Safe Spaces for Children and Youth.

Year One

- Develop a collaborative community-based prevention program that designates safe spaces for children and youth in crisis. Alternatively, partner with an existing reputable, nationwide program (e.g., Safe Place).

Year Three

- Evaluate and assess the effectiveness of the safe space program.
- Develop additional strategies for expansion and sustainability, as appropriate.

Year Five

- Evaluate and assess the effectiveness of the safe space program.
- Develop additional strategies for expansion and sustainability, as appropriate.

Physical Health

The Physical Health Strategy includes five (5) Objectives with the following Action items:

Objective 1	Education
Action Item	Promote Proper Nutrition for Children and Youth
Action Item	Promote Health in Children and Youth
Action Item	Develop a Developmental Milestones Campaign for Parents of Infants and Children Ages Birth to Five (5) Years
Objective 2	Access to Health and Medical Resources
Action Item	Increase Participation in Federal Insurance Programs
Action Item	Provide Teen Health Services Throughout the City, Including Mobile Resources
Action Item	Develop a Community Network of Health Providers for the Uninsured
Objective 3	Access to Healthy Food
Action Item	Increase Access to Nutrition Through Expanded Network of Farmers Markets Throughout the City
Action Item	Increase Access to Nutrition Through Network of Mobile Farmers Markets Throughout the City
Action Item	Reduce Barriers to Food Access Through Community Gardens
Objective 4	Access to Recreational Opportunities
Action Item	Enhance and Expand Sports, Recreational, and Prosocial Programs and Services for Children and Youth to Foster Community Connections and Healthy Relationships (<i>See Purpose</i>)
Action Item	Involve Young People in Placemaking (<i>See Community</i>)
Action Item	Use Public Space to Meet the Needs of Young People (<i>See Community</i>)
Action Item	Involve Youth in the Development of a Master Bicycle and Pedestrian Plan Within the City's Larger Transportation Plan (<i>See Community</i>)
Objective 5	Quality of Life
Action Item	Advance a Healthful Environment (Air, Water, Noise, Transportation, and Other Natural Resources) (<i>See Environment</i>)

Objective 1: Health Education

Action Item: Promote Proper Nutrition for Children and Youth.

Year One

- Survey children, youth, and families on regular and consistent access to nutritious food.
- Integrate age-appropriate programming in classrooms or school-based activities to educate children and youth on the correlation between nutrition and the prevention and management of physical illness.
- Use survey results to target programming and messaging.

Year Three

- Conduct an assessment evaluating the integration of age-appropriate programming in classrooms or school-based activities educating children and youth on the correlation between nutrition and the prevention and management of physical illness.
- Re-survey children, youth, and families on regular and consistent access to nutritious food.
- Develop or redesign strategies to target programming and messaging.

Year Five

- Conduct an assessment evaluating the integration of age-appropriate programming in classrooms or school-based activities to educate children and youth on the correlation between nutrition and the prevention and management of physical illness.
- Report on assessment findings and challenges or barriers to full compliance, as appropriate, to the City, Danville Public Schools, and community.
- Review the implementation plan to ensure sustainability for long-term compliance.

Action Item: Promote Health in Children and Youth.

Year One

- Develop a Healthy Children and Youth Campaign, including materials (print and digital) directed towards educating children, youth, caretakers, early childcare and education facilities, schools, health systems, and the community on healthy behaviors with focus on good nutrition and physical activity for early obesity prevention, 60 minutes a day of physical activity, reduced screen time, promoting good sleep, managing chronic conditions, and prevention of tobacco and substance use.
- Develop coordinated communication strategies among government, school, business, health, and organizational partners to disseminate the materials (print and digital).

Year Three

- Implement a coordinated communication plan for the Healthy Children and Youth Campaign to reach 50 percent of City residents.

Year Five

- Implement the coordinated communication plan for the Healthy Children and Youth Campaign to reach 90 percent of City residents.

Action Item: Develop a Developmental Milestones Campaign for Parents of Infants and Children Ages Birth to Five (5) Years.

Year One

- Develop a campaign, including materials (print and digital) directed towards educating parents (and other primary caretakers) of children ages birth to 5 years on developmental milestones.
- Develop coordinated communication strategies among government, school, business, health, and organizational partners to disseminate the materials (print and digital).

Year Three

- Implement a coordinated communication plan to publish a Developmental Milestones Campaign to reach 50 percent of City residents.

Year Five

- Implement the coordinated communication plan to publish the Developmental Milestones Campaign to reach 90 percent of City residents.

Objective 2: Access to Health and Medical Resources

Action Item: Increase Participation in Federal Insurance Programs.

Year One

- Develop and implement a collaborative, unified, and coordinated approach to increasing participation in federal insurance programs (e.g., Medicaid) among the City population that is uninsured (i.e., approximately 10 percent) through the community-based social safety-net partnership (See Safety & Security, Objective 1).
- The safety-net partnership should include in the plan specific goals and measurements to evaluate whether targets/goals are being met.

Year Three

- Assess and report on the effectiveness of the safety-net partnership's plan to increase participation in federal insurance programs.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 3.

Year Five

- Assess and report on the effectiveness of the safety-net partnership's plan to increase participation in federal insurance programs.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 5.

Action Item: Provide Teen Health Services Throughout the City, Including Mobile Resources.

Year One

- Operationalize teen health clinics for youth ages 13-19 to provide prevention services including, but not limited to, pregnancy and sexually transmitted infection (STI) prevention education and free pregnancy and STI prevention methods and testing options.
- The teen health clinics should comply with Title X. Teen health clinics should be located in City middle and high schools, and mobile services should be offered.
- Teen health clinics should provide information regarding nutrition and its correlation with prevention and management of physical illness.

Year Three

- Evaluate and report on the use of teen health clinics.
- Assess the impact of teen health services on pregnancy, STI, and HIV rates among teens ages 13 to 19 years.

Year Five

- Evaluate and report on the use of teen health clinics.
- Assess the impact of teen health services on pregnancy, STI, and HIV rates among teens ages 13 to 19 years.

Action Item: Develop a Community Network of Health Providers for the Uninsured.

Year One

- Study the profile of the City population (i.e., approximately 10 percent) that is uninsured and

unable to qualify for federal insurance.

- The community-based social safety-net partnership (See Safety & Security, Objective 1) should develop and implement a plan to coordinate a community network of health providers for uninsured families.
- The plan should include data collection in partnership with healthcare providers and Danville Public Schools (DPS) (with emphasis on children entering school, entering middle school, and entering high school) and communication strategies to reach impacted community members.

Year Three

- Assess and report on the effectiveness of the safety-net partnership's plan to coordinate a community network of health providers for uninsured families.
- Develop strategies targeted to address challenges, barriers, and opportunities presented during implementation through Year 3.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 3.

Year Five

- Assess and report on the effectiveness of the safety-net partnership's plan to coordinate a community network of health providers for uninsured families.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation through Year 5.

Objective 3: Access to Healthy Food

Action Item: Increase Access to Nutrition Through Expanded Network of Farmers Markets Throughout the City.

Year One

- Develop and implement a plan through the community-based social safety net partnership (See Safety & Security, Objective 1) to increase the number of farmer's markets throughout the City with focus on food deserts and food swamps.
- The expanded network of farmers markets should offer incentive programs, including but not limited to the use of coupons or vouchers redeemable for fresh produce, to low-income households and households receiving SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants, and Children Program) benefits.
- The plan to increase access to nutrition through an expanded network of farmers markets throughout the City should include data collection and analysis protocols to evaluate whether the incentive programs implement effective strategies to increase usage by low-income seniors and SNAP and WIC clients.

Year Three

- Report on the impact of the expanded network of farmers markets on access to nutrition. The report also should include data on the utilization of the incentive programs.
- Identify and develop strategies to address the challenges, milestones, achievements, and opportunities to increase access to nutrition through the expanded network of farmers markets throughout the City.

Year Five

- Report on the impact of the expanded network of farmers markets on access to nutrition. The

Immediate Short-Term Long-Term

report also should include data on the utilization of the incentive programs.

- Identify and develop strategies to address the challenges, milestones, achievements, and opportunities to increase access to nutrition through the expanded network of farmers markets throughout the City.

Action Item: Increase Access to Nutrition Through Network of Mobile Farmers Markets Throughout the City.

Year One

- Develop and implement a plan through the community-based social safety net partnership (See Safety & Security, Objective 1) to increase the number of mobile farmer's markets offering the same services as free-standing markets.
- The mobile farmers markets should offer incentive programs, including but not limited to the use of coupons or vouchers redeemable for fresh produce, to low-income households and households receiving SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants, and Children Program) benefits.
- The plan to increase access to nutrition through a network of mobile farmers markets throughout the City should include data collection and analysis protocols to evaluate whether the incentive programs implement effective strategies to increase usage by low-income seniors and SNAP and WIC clients.

Year Three

- Report on the impact of the network of mobile farmers markets on access to nutrition. The report also should include data on the utilization of the incentive programs.
- Identify and develop strategies to address the challenges, milestones, achievements, and opportunities to increase access to nutrition through the network of mobile farmers markets throughout the City.

Year Five

- Report on the impact of the network of mobile farmers markets on access to nutrition. The report also should include data on the utilization of the incentive programs.
- Identify and develop strategies to address the challenges, milestones, achievements, and opportunities to increase access to nutrition through the network of mobile farmers markets throughout the City.

Action Item: Reduce Barriers to Food Access Through Community Gardens.

Year One

- Create an advisory working group of cross-sector stakeholders tasked with studying, developing, and implementing a plan to strategically place and utilize community gardens to increase food security.
- The plan should provide recommendations on how to sustain a community gardens program throughout the City through the use of public land, private land, and community land trusts.
- The community gardens plan should set forth short-, medium-, and long-term goals and should address the proposed impact of strategically placed community gardens throughout the City on access to healthy food.
- Implement the short-term goals before the end of Year 1.

Year Three

- Implement the medium-term recommendations of the community gardens plan by Year 3.
- Evaluate progress on the plan. Develop strategies to target challenges, barriers, and opportunities prior to Year 5 reporting.

Year Five

- Implement the long-term recommendations of the community gardens plan by Year 5.
- Develop a five-year strategic plan.

Objective 4: Access to Recreational Opportunities

Action Item: Enhance and Expand Sports, Recreational, and Prosocial Programs and Services for Children and Youth to Foster Community Connections and Healthy Relationships.

(See Purpose)

Action Item: Involve Young People in Placemaking.

(See Community)

Action Item: Use Public Space to Meet the Needs of Young People.

(See Community)

Action Item: Involve Youth in the Development of a Master Bicycle and Pedestrian Plan Within the City's Larger Transportation Plan.

(See Community)

Objective 5: Quality of Life

Action Item: Advance a Healthful Environment (Air, Water, Noise, Transportation, and Other Natural Resources).

(See Environment)

Purpose

The Purpose Strategy includes four (4) Objectives with the following Action items:

Objective 1	Culture of Youth Connectedness
Action Item	Enhance and Expand Sports, Recreational, and Prosocial Programs and Services for Children and Youth to Foster Community Connections and Healthy Relationships
Objective 2	Social, Emotional, and Cultural Competence
Action Item	Incorporate Social, Emotional, and Academic Learning Into the School Day
Objective 3	Youth Civic Engagement and Social Innovation
Action Item	Build and Sustain Culturally Competent Youth Leadership
Action Item	Establish (Re-Establish) a Youth Council
Objective 4	Future Orientation
Action Item	Increase Awareness, Participation, and Capacity of Dual Enrollment Program Between Danville Public Schools and Danville Community College
Action Item	Promote Youth Service and Voice
Action Item	Build Pipeline of Young, Diverse Talent
Action Item	Promote On-Time Graduation

Objective 1: Culture of Youth Connectedness

Action Item: Enhance and Expand Sports, Recreational, and Prosocial Programs and Services for Children and Youth to Foster Community Connections and Healthy Relationships.

Year One

- Survey sports/recreational and prosocial programs for children and youth. Include in the survey - at a minimum - how the programs are marketed, ages of the children and youth participating in the programs, whether there are waitlists for the programs, the costs of the programs, whether transportation is provided for the programs, and where the program is located in the City.
- Expand or increase funding for children and youth involvement in sports/recreational and prosocial activities through grant programs.
- Implement a coordinated communication plan through the Healthy Children and Youth Campaign (See Physical Health, Objective 1) to inform the community about the connection between physical health and mental health.
- Expand and increase opportunities for free and cost-based physical and other prosocial activities.
- Support the development of sustainable teen mental health support groups.
- Expand or increase funding for transportation to increase opportunities for free and cost-based physical activity.

Year Three

- Evaluate, assess, and report on efforts to enhance and expand sports/recreational programs and activities for children and youth.
- Develop and implement strategies to address the challenges, barriers, and opportunities towards the equitable distribution of and opportunities for sports/recreational programs and activities for children and youth.
- Evaluate the use of grant funding.
- Develop strategies for sports/recreational programs and activities for children and youth that tie funding to equitable distribution and opportunities.

Year Five

- Evaluate, assess, and report on efforts to enhance and expand sports/recreational programs and activities for children and youth.
- Develop and implement strategies to address the challenges, barriers, and opportunities towards the equitable distribution of and opportunities for sports/recreational programs and activities for children and youth.
- Evaluate the use of grant funding.
- Develop additional strategies that tie funding for sports/recreational programs and activities for children and youth to equitable distribution and opportunities.
- Provide the City and community a report on progress towards the equitable expansion of sports/recreational programs and activities for children and youth. Data should include trends on program use and how programs and activities were developed or redeveloped to meet community needs.

Objective 2: Social, Emotional, and Cultural Competence

Action Item: Incorporate Social, Emotional, and Academic Learning Into the School Day.

Year One

- Provide training to all Danville Public Schools (DPS) educators in social, emotional, and academic learning programs.
- Invest in professional development to support educators and support staff with incorporating social emotional learning through culturally competent approaches into the school day.
- Scale-up existing efforts to reach partners across and outside of the school system to advance social, emotional, and academic learning at DPS.

Year Three

- Report on the implementation of professional development plans and investments in incorporating social, emotional, and academic learning through culturally competent programs and approaches into the school day.
- Report on partnerships with community organizations to support the advancement of efforts to incorporate social, emotional, and academic learning at DPS.
- Identify challenges, barriers, and opportunities towards formalized goals.

Year Five

- Evaluate, assess, and report on progress towards the goals set forth in the social, emotional, and academic learning program training plan/initiative.
- Develop strategies to address the challenges, barriers, and opportunities towards

implementation of the plan.

- Provide the City, School Board, and community a report on progress towards training and partnership goals.
- Develop strategies to address the challenges, barriers, and opportunities towards implementation of the plan.

Objective 3: Youth Civic Engagement and Social Innovation

Action Item: **Build and Sustain Culturally Competent Youth Leadership.**

Year One

- Support and increase the cultural competency of youth leaders in the City. Coordinate with the Collaboration Laboratory (See Community, Objective 2) to develop a plan for cultural competency training for all youth leaders.
- Develop a framework setting forth short-, medium-, and long-term goals and reporting methodology.
- Training should be received through approved, qualified trainers with reputable training curricula.

Year Three

- Implement the training and reporting schedule.
- Report on the challenges, barriers, and opportunities presented in the implementation of the plan to build/increase cultural competency in youth leadership.
- Develop and implement strategies to address the challenges, barriers, and opportunities.

Year Five

- Continue to implement the training and reporting schedule.
- Report on the challenges, barriers, and opportunities presented in the implementation of the plan to build/increase cultural competency in youth leadership.
- Develop and implement strategies to address the challenges, barriers, and opportunities.

Action Item: **Establish (Re-Establish) a Youth Council.**

Year One

- Develop (or re-establish) and implement a Youth Council focused on contributing to the framing of local policy through direct dialogue with members of the City Council.
- Establish a formal framework with policies and procedures for appointing or electing youth to serve on the Youth Council. Framework, policies, and procedures should be based in equity and ensure diversity in participation to ensure all youth voices are represented. Participation should require City-residency. Participation should not be based on academic performance. Enrollment in Danville Public Schools should be a preferred criteria.
- Develop by-laws for internal regulation of the Youth Council for members and community to understand the function, roles, and responsibilities of members.
- Develop a digital platform for the exchange of information, ideas, opinions, and feedback on policy areas relevant to children and youth.

Year Three

- Evaluate and report on the challenges, milestones, achievements, and opportunities faced in the development (or re-establishment) of a Youth Council. Assess and redesign policies to ensure equity and diversity.

- Evaluate trend data on how the Youth Council has been used in policy and decision-making and youth participation on the Council.
- Analyze data to determine how to advance the goals of the Youth Council.
- Develop a sustainability plan.

Year Five

- Evaluate and report on the challenges, milestones, achievements, and opportunities faced in the development (or re-establishment) of a Youth Council.
- Assess and redesign policies to ensure equity and diversity.
- Evaluate trend data on how the Youth Council has been used in policy and decision-making and youth participation on the Council.
- Analyze data to determine how to advance the goals of the Youth Council.
- Evaluate the sustainability plan and develop ongoing five-year strategic plans for the Youth Council.

Objective 4: Future Orientation

Action Item: Increase Awareness, Participation, and Capacity of Dual Enrollment Program Between Danville Public Schools and Danville Community College.

Year One

- Conduct a study to understand the mechanics of the Dual Enrollment Program, its availability and accessibility to students, the level of student interest in the program, the level of student interest in its current programming, and opportunities to expand the program and programming.
- Develop a framework to increase awareness, participation, and capacity of the Dual Enrollment Program.

Year Three

- Report on the capacity and utilization of the Dual Enrollment Program.
- Evaluate, assess, and report on the effectiveness of the strategies implemented to increase awareness, participation, and capacity of the Dual Enrollment Program.

Year Five

- Report on the capacity and utilization of the Dual Enrollment Program.
- Conduct ongoing regular assessments to evaluate and improve practices raising awareness, participation, and capacity of the Dual Enrollment Program.

Action Item: Promote Youth Service and Voice.

Year One

- Support the development of an annual Day of Service for children and youth. Each Day of Service project should be youth-driven and youth-focused. Planning should incorporate multi-dimensional communication strategies, including coordination with the City and Danville Public Schools (DPS).
- Planning also should support projects in different parts of the City and different types of projects each year to encourage diverse and equitable participation and opportunities.
- The annual service projects should be designed by children and youth with the assistance of a City liaison (i.e., an agency of the City).

- The liaison should assist the youth by coordinating with local youth-serving organizations to participate and support children and youth in the project/event.
- The liaison should work with the youth on coordinating free transportation throughout the City to complete the annual Day of Service project.

Year Three

- Evaluate, assess, and report on youth participation at the annual Day of Service to guide future planning efforts and determine youth and resource needs. Data should include demographic information of participants, including age, race/ethnicity, neighborhood, and utilization of free transportation options.

Year Five

- Provide the City and community a report on children and youth participation in the annual Day of Service events. Data should include trends on participation disaggregated to understand youth needs and resources for change. Qualitative and quantitative data on the impact of the Day of Service project on participants through questionnaires or surveys should be reported.

Action Item: **Build Pipeline of Young, Diverse Talent.**

Year One

- Develop and expand locally funded youth summer employment programs that provide constructive summer work experiences through subsidized placements in the private and government sectors (i.e., summer employment opportunities for young people to earn income). The summer employment programs should intentionally focus on recruiting and sustaining participation by youth of families facing poverty or other systemic barriers to stability and security.
- Develop a data collection and reporting plan to provide the community with information regarding youth demographics (age, race, school, and median family income) and participating employers (public/private and industry).

Year Three

- Evaluate and assess the success of the youth summer programs, including the targeted goal of participation by youth of families facing poverty or other systemic barriers to stability and security.
- Evaluate and report on the challenges, milestones, achievements, and opportunities faced in the development and expansion of the youth summer employment programs.
- Analyze data to determine how to advance the goals of the youth summer programs.
- Evaluate and implement growth and sustainment strategies for the youth summer employment programs.

Year Five

- Evaluate and assess the success of the youth summer programs, including the targeted goal of participation by youth of families facing poverty or other systemic barriers to stability and security.
- Evaluate and report on the challenges, milestones, achievements, and opportunities faced in the development and expansion of the youth summer employment programs.
- Analyze data to determine how to advance the goals of the youth summer programs.
- Evaluate and implement growth and sustainment strategies for the youth summer

employment programs.

Action Item: Promote On-Time Graduation.

Year One

- Conduct a study to understand the scope of the drop-offs and drop-outs issues. The study should analyze the profiles of students who drop-off or drop-out (including prior enrollment in preschool) and the current programs, practices, and resources targeted towards addressing the issues.

Year Three

- Develop a Drop-out Prevention, Intervention, and Recovery Plan that focuses and incorporates community resources, including educational enrichment programs.

Year Five

- Conduct ongoing assessments to regularly evaluate and improve practices to ensure the Drop-out Prevention, Intervention, and Recovery Plan is achieving its goals.
- Report trend data to the City, School Board, and community. The report should include drop-off and drop-out data for the five-year period following the development of the Drop-out Prevention, Intervention, and Recovery Plan. Data should be disaggregated to effectively develop additional targeted strategies.

Community

The Community Strategy includes two (2) Objectives with the following Action items:

Objective 1	Youth Well-Being
Action Item	Foster and Support an Environment that is Welcoming and Inclusive of LGBTQIA+ Children and Youth
Action Item	Educate Children and Youth on Financial Literacy, Financial Security, and Building Intergenerational Wealth
Action Item	Conduct Resource Needs Assessment for Children and Youth
Action Item	Promote a Culture of Wellness in Children and Youth
Objective 2	Youth Belonging and Connectedness
Action Item	Advance Systemic Transformation Through Adoption of City Resolution Committing to Ensuring that Positive Outcomes from Sustainable Development Initiatives and Projects Are Equitably Experienced by All City Residents
Action Item	Use Public Space to Meet the Needs of Young People
Action Item	Involve Youth in the Development of a Master Bicycle and Pedestrian Plan Within the City's Larger Transportation Plan
Action Item	Develop and Sustain Culturally Competent Leadership
Action Item	Host Annual Community Youth Days
Action Item	Promote the City's Rich Civil Rights History
Action Item	Involve Young People in Placemaking
Action Item	Sustain a Culturally Competent Community Through the Implementation of a Collaboration Laboratory
Action Item	Integrate Youth Participation in All Outreach Efforts

Objective 1: Youth Well-Being

Action Item: Foster and Support an Environment that is Welcoming and Inclusive of LGBTQIA+ Children and Youth.

Year One

- Study and implement a plan for the School Board's adoption of a resolution or formal policy supporting school-based environments that are welcoming and inclusive of all students.
- Develop a framework that assesses school climate, adopts clear and consistent anti-discrimination policies, supports and advances professional development opportunities that focus on creating and maintaining supportive and inclusive learning environments, implements school and district policies that support LGBTQIA+ students, ensures curriculum and policies value identity, and provides supportive resources to parents.

Year Three

- Evaluate and report on system progress towards achieving a school- and district-level culture of inclusion. Reporting should include the identification of school-based organizations, clubs, or programs focused on inclusion.
- Evaluate and report on the utilization of parental resources, including challenges, barriers, and

opportunities.

Year Five

- Evaluate and report on system progress towards achieving a school- and district-level culture of inclusion. Reporting should include the identification of school-based organizations, clubs, or programs focused on inclusion.
- Evaluate and report on the utilization of parental resources, including challenges, barriers, and opportunities.

Action Item: Educate Children and Youth on Financial Literacy, Financial Security, and Building Intergenerational Wealth.

Year One

- Design and implement a Wealth-Building Initiative through partnership with companies, organizations, colleges, and universities to bring engaging and interactive financial education opportunities for children and youth.
- Design and implement multifaceted education and communication strategies to include in-person instruction, interactive online instruction, and written and audible instructional materials.
- The Initiative should focus on formalizing age-appropriate opportunities for children and youth in partnership with City and Danville Public Schools (DPS) leadership.

Year Three

- Evaluate, assess, and report on progress towards providing financial education to City children and youth. Report on the numbers and demographics of children and youth served, how they were served, and existing public-private partnerships.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation of the Wealth-Building Initiative.

Year Five

- Evaluate, assess, and report on progress towards providing financial education to City children and youth. Report on the numbers and demographics of children and youth served, how they have been served, and existing public-private partnerships.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation of the Wealth-Building Initiative.
- Report trend data regarding student and family participation in the Wealth-Building Initiative programming.

Action Item: Conduct Resource Needs Assessment for Children and Youth.

Year One

- Design and develop a comprehensive needs assessment for children and youth to identify resource and recreational needs.
- The assessment should be designed in collaboration with the City and Danville Public Schools (DPS) and with equitable input by community members.
- The assessment should be designed in accordance with best practices to maximize youth comprehension and ensure validity.
- Develop a coordinated approach to administer the needs assessment to maximize participation.
- Report on outreach efforts, including youth participation in assessment design and delivery,

and the assessment results. Participation data should be disaggregated.

- Develop an implementation plan to meet the identified children and youth-related resource and recreational needs.

Year Three

- Evaluate, assess, and report on progress towards meeting the resource and recreational needs of City youth.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation of the plan to meet the identified children and youth-related resource and recreational needs.
- Re-administer the needs assessment in alternating years.

Year Five

- Evaluate, assess, and report on progress towards meeting the resource and recreational needs of City youth.
- Report on outreach efforts, including youth participation in assessment design and delivery, and the assessment results. Participation data should be disaggregated.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation of the plan to meet the identified children and youth-related resource and recreational needs.
- Re-administer the needs assessment in alternating years.

Action Item: **Promote a Culture of Wellness in Children and Youth.**

Year One

- Develop an integrated health campaign including materials (print and digital) directed towards educating children, youth, caretakers, early childcare and education facilities, schools, health systems, and community on mental and physical wellness and healthy behaviors with focus on physical activity, youth connectedness, healthy nutrition, reduced screen time, and good sleep. The campaign should include pathways to improve children and youth mental and physical health.
- Develop coordinated communication strategies among government, school, business, health, and organizational partners to disseminate the materials (print and digital).

Year Three

- Implement a coordinated communication plan to publish the Children and Youth Wellness Campaign to reach 50 percent of City residents.

Year Five

- Implement the coordinated communication plan to publish the Children and Youth Wellness Campaign to reach 90 percent of City residents.

Objective 2: Youth Belonging and Connectedness

Action Item: Advance Systemic Transformation Through Adoption of City Resolution Committing to Ensuring that Positive Outcomes from Sustainable Development Initiatives and Projects Are Equitably Experienced by All City Residents.

Year One

- Support the City's adoption of a resolution committing to ensure that the City's goal of creating a thriving, vibrant, and safe community focused on sustainable development is realized for all of its residents.
- The resolution should, at a minimum, recognize the City's history; the need and importance of community involvement to identify, develop, and implement policies in the pursuit of equitable outcomes; and resolve to adopt practices and policies centered on creating and ensuring racial and social equity.
- The resolution should set forth an intention by the City to institute a culture of collaboration between City government, departments, community members, and other stakeholders as the City moves forward in establishing goals and equity action plans for City departments and conducting race and social equity training.
- The resolution should commit, at a minimum, to ensuring that race and social equity is incorporated and centered in all planning decisions, implementing and sustaining structures and systems to advance race and social equity, aligning and implementing policy efforts designed to advance race and social equity goals, and ensuring accountability mechanisms related to the progression and transparency of work to advance race and social equity.
- Danville Public Schools (DPS) also should adopt an equity resolution.

Year Three

- Assess and report on system progress and transparency of work to advance racial and social equity.
- Develop strategies to advance work efficiently and effectively.

Year Five

- Assess and report on system progress and transparency of work to advance racial and social equity.
- Develop strategies to advance work efficiently and effectively.
- Report on new short-, medium-, and long-term goals.

Action Item: Use Public Space to Meet the Needs of Young People.

Year One

- Identify public spaces throughout the City and identify behavior-excluding activity at each location. Identify rationale for the behavior-excluding activity. Identify ages served by the public space and how the demographic is served.
- Engage the community, particularly children and youth, around community design that improves physical activity and healthy socialization.
- Develop a framework to ensure all public space development includes meaningful youth engagement in planning. The framework should include formal engagement requirements and processes (outreach to youth and participation by youth) and formalized data collection and reporting processes.

Year Three

- Evaluate, assess, and report on progress towards achieving youth-inclusive public spaces.
- Develop strategies to address the challenges, barriers, and opportunities towards increasing or expanding meaningful youth-inclusion in public space planning and the development or amendment to policies that focus on youth use and belonging.
- Report on public spaces developed or redeveloped and youth-inclusion efforts under the formal framework developed in Year 1.

Year Five

- Evaluate, assess, and report on progress towards achieving youth-inclusive public spaces.
- Develop strategies to address the challenges, barriers, and opportunities towards increasing or expanding meaningful youth-inclusion in public space planning and the development or amendment to policies that focus on youth use and belonging.
- Report on public spaces developed or redeveloped and youth-inclusion efforts under the formal framework through Year 3.
- Provide the City and community a report on progress towards reducing policy- and design-driven exclusion policies and promoting youth-inclusion in the development or redevelopment of public spaces in the City. The report should include trend data on efforts.

Action Item: Involve Youth in the Development of a Master Bicycle and Pedestrian Plan Within the City's Larger Transportation Plan.

Year One

- Develop a framework to ensure youth are included in the development of a Master Bicycle and Pedestrian Plan within the larger Transportation Plan. The framework should include formal engagement requirements and processes (outreach to youth and participation by youth) and formalized data collection and reporting processes.
- Include written attribution to the young people involved in the development of the Master Bicycle and Pedestrian Plan within the larger Transportation Plan.

Year Three

- Ensure youth are included in subsequent amendments to or redevelopment of the Master Bicycle and Pedestrian Plan.
- Ensure written attribution is given to the young people involved in the amendments to and redevelopment of the Master Bicycle and Pedestrian Plan within the larger Transportation Plan.

Year Five

- Continue to ensure youth are included in subsequent amendments to or redevelopment of the Master Bicycle and Pedestrian Plan.
- Continue to ensure written attribution is given to the young people involved in the amendments to and redevelopment of the Master Bicycle and Pedestrian Plan within the larger Transportation Plan.

Action Item: Develop and Sustain Culturally Competent Leadership.

Year One

- Support and increase the capacity of City and Danville Public Schools (DPS) leadership to build and sustain cultural competency in governance.

- Coordinate with the Collaboration Laboratory (See Community, Objective 2) to develop a plan for mandatory bi-annual (every two years) cultural competency training for all City and DPS leadership and staff.
- Develop a framework setting forth short-, medium-, and long-term goals and reporting methodology.
- Training should be received through approved qualified trainers and with reputable training curricula.

Year Three

- Implement a training and reporting schedule to achieve 50 percent compliance by Year 3.
- Develop and implement strategies to address present and upcoming challenges, barriers, and opportunities.

Year Five

- Implement a training and reporting schedule to achieve 95 percent compliance by Year 5.
- Develop and implement strategies to address present and upcoming challenges, barriers, and opportunities.

Action Item: Host Annual Community Youth Days.

Year One

- Support the development of annual Community Day events for children and youth. Community Day events should be youth-driven and youth-focused. Planning should include multi-dimensional communication strategies, including coordination with the City and Danville Public Schools (DPS). Planning also should include hosting the annual event in different neighborhoods each year to encourage diverse and equitable participation and opportunities.
- The annual Community Day event should be designed by children and youth with the assistance of a City liaison (i.e., an agency of the City). The liaison should work with youth on coordinating free transportation throughout the City for the annual Community Day event.

Year Three

- Evaluate, assess, and report on participation at annual Community Day events to guide planning for future efforts and determining youth and resource needs. Data should include demographic information of participants, including age, race/ethnicity, neighborhood, and utilization of free transportation options.

Year Five

- Provide the City and the community a report on children and youth participation in annual Community Day events. Data should include trends on participation disaggregated to understand youth needs and resources for change.

Action Item: Promote the City's Rich Civil Rights History.

Year One

- Update the City's website to include webpages dedicated to providing accurate historical information regarding key events related to the City. The timeline should provide users with an understanding of the City's rich history, particularly in the area of civil rights. The City should work in collaboration with community members and local organizations focused on historical preservation, education, and advancing civil rights. The webpages should be

interactive to include reading material, historical videos, and interviews of prominent community members with personal experience. The webpages should be accessible to all (i.e., the inclusive practice of ensuring that people with physical disabilities, situational disabilities, socio-economic restrictions on bandwidth and speed, and language needs do not experience barriers to interacting with or accessing the information).

- Implement a coordinated communications plan to inform the community and the public regarding the webpages.

Year Three

- Evaluate and assess the number of visitors to the updated webpages and the information viewed.
- Develop strategies to amplify information on the webpages through any necessary reorganization.

Year Five

- Evaluate and assess the number of visitors to the updated webpages and the information viewed.
- Develop strategies to amplify information on the webpages through any necessary reorganization.

Action Item: **Involve Young People in Placemaking.**

Year One

- Develop a plan to consult and authentically connect with youth in developing youth-oriented public spaces. The plan should include data collection and analysis protocols for consistent reporting by public and private entities. The plan should include processes to track and measure long-term systemic impact and cultural change.
- Develop a framework for prioritizing authentic and meaningful youth engagement on all economic development projects.
- Coordinate with youth-serving agencies and organizations to develop youth outreach measures, including multi-dimensional communication strategies to reach all City youth.
- Report on youth inclusion in the development of the New Schoolfield District.

Year Three

- Assess and evaluate implementation of the plan to ensure equitable inclusion of youth voices throughout the City and across development projects.
- Assess and report on system progress regarding authentic and meaningful youth engagement in placemaking decisions throughout the City. Report on challenges, barriers, and opportunities.
- Survey City youth to obtain quantitative and qualitative data on outreach, inclusion, and engagement efforts.
- Develop goals to increase youth involvement in placemaking by Year 5.

Year Five

- Assess and evaluate implementation of the plan to ensure equitable inclusion of youth voices throughout the City and across development projects.
- Assess and report on system progress regarding authentic and meaningful youth engagement in placemaking decisions throughout the City. Report on challenges, barriers, and opportunities.

- Survey City youth to obtain quantitative and qualitative data on outreach, inclusion, and engagement efforts.
- Continue to assess and evaluate goals and outcomes bi-annually to increase youth involvement in placemaking.

Action Item: Sustain a Culturally Competent Community Through the Implementation of a Collaboration Laboratory.

Year One

- Stand-up a community-based “Collaboration Laboratory” of diverse community members, service organizations, the business community, foundations, Danville Public Schools (DPS), and City agencies focused on cultural inclusiveness of the community as a whole. The Collaboration Laboratory should be designed and implemented with intentional focus on inclusion and equity, meaningfully engaging and promoting community participation, and recruiting and co-creating with cross-sector partners providing safety net services.
- Develop a vision of inclusiveness for the whole community. Identify a substantive issue on which to build inclusiveness.
- Develop a strategic plan for addressing the issue through a participatory process focused on inclusiveness. The plan should set forth short-, medium-and long-term goals in five-year increments.
- Develop a framework that includes protocols for leadership and sustainability.

Year Three

- Evaluate and report on the Collaboration Laboratory’s challenges, milestones, achievements, and opportunities to improve practices towards meeting goals set forth in the strategic plan.

Year Five

- Evaluate and report on the Collaboration Laboratory’s challenges, milestones, achievements, and opportunities to improve practices towards meeting goals set forth in the blueprint.
- Utilize and analyze data to develop the next five-year strategic plan.

Action Item: Integrate Youth Participation in All Outreach Efforts.

Year One

- Ensure youth participation and representation on City commissions, City advisory boards, and relation to major projects in the City.
- Formalize processes for youth application and appointment.
- Develop an assessment tool to evaluate youth participation on City commissions, on City advisory boards, and in relation to major projects in the City.
- Develop a monitoring plan to evaluate youth engagement and participation in site-specific projects.

Year Three

- Assess the success of efforts to integrate youth participation on City commissions, on City advisory boards, and in relation to major projects in the City.
- Develop policies and procedures to increase youth engagement and participation towards stated goals.
- Formalize requirements for all projects to include targeted efforts towards youth engagement and participation in planning efforts.
- Report on plan success and efforts to further advance stated goals.

Immediate Short-Term Long-Term

Year Five

- Evaluate and report on the challenges, milestones, achievements, and opportunities faced in integrating youth participation and representation on City commissions, on City advisory boards, and in relation to major projects in the City.
- Analyze data to determine how to advance goals towards full youth civic engagement and youth-facing outreach efforts.
- Develop strategies to address challenges, barriers, and opportunities.

Relationships

The Relationships Strategy includes three (3) Objectives and the following Action items:

Objective 1	Healthy and Supportive Peer-to-Peer Relationships
Action Item	Promote Digital Citizenship (Responsible and Healthy Use of Technology)
Action Item	Create Secure Spaces for Youth
Action Item	Develop Youth-Led Forums on Peace
Objective 2	Healthy and Supportive Relationships with Family
Action Item	Normalize Equitable Family Engagement
Objective 3	Healthy and Supportive Relationships with Caring Adults
Action Item	Develop Community Action Grants Program for Youth

Objective 1: Healthy and Supportive Peer-to-Peer Relationships

Action Item: Promote Digital Citizenship (Responsible and Healthy Use of Technology).

Year One

- Design and implement a Digital Safety Initiative in partnership with companies, organizations, colleges, and universities to bring engaging and interactive digital safety education to children and youth.
- Design and implement multifaceted education and communication strategies to include in-person instruction, interactive online instruction, and written and audible instructional materials.
- The Initiative should focus on formalizing age-appropriate opportunities for children and youth in partnership with City and Danville Public Schools (DPS) leadership.

Year Three

- Evaluate, assess, and report on progress towards providing digital safety education to City children and youth. Report on the numbers and demographics of children and youth served, how they have been served, and existing public-private partnerships.
- Develop strategies targeted to address the challenges, barriers, and opportunities presented during implementation of the Digital Safety Initiative.
- Report trend data on student and family participation in the Digital Safety Initiative programming.
- Identify any data trends regarding the correlation between the Initiative and impacts on reports of unsafe digital behavior, cyberbullying, cyberstalking, trafficking, etc.

Year Five

- Evaluate, assess, and report on progress towards providing digital safety education to City children and youth. Report on the numbers and demographics of children and youth served, how they have been served, and existing public-private partnerships. Develop strategies

Immediate Short-Term Long-Term

targeted to address the challenges, barriers, and opportunities presented during implementation of the Digital Safety Initiative.

- Report trend data on student and family participation in the Digital Safety Initiative programming.
- Report on data trend regarding the correlation between the Initiative and impacts on reports of unsafe digital behavior, cyberbullying, cyberstalking, trafficking, etc.

Action Item: Create Secure Spaces for Youth.

Year One

- Develop “safe spaces” in the community that work to provide safe, healthy, and secure spaces for children and youth to take a break between school and home. Safe spaces allow young people to engage in prosocial activities with their peers from other communities and schools.
- The safe spaces should be drug and alcohol free, welcoming to all young people (preferably ages 12-17 years) and no or low-cost.
- The safe spaces also should have dedicated transportation options for young people
- The safe spaces should be designed by children and youth with the assistance of a City liaison (i.e., an agency of the City).

Year Three

- Evaluate, assess, and report on the utilization of safe spaces by young people to guide future planning efforts and determine youth and resource needs. Data should include demographic information of the young people accessing the safe space resource, including age, race/ethnicity, neighborhood, and utilization of free transportation options.
- Report on equitable distribution of safe spaces throughout the City.

Year Five

- Provide the City and community a report on the utilization of safe spaces by young people. Data should include trends on participation disaggregated to understand youth needs and resources. Data also should be qualitative to capture children and youth experience and use of the safe spaces.

Action Item: Develop Youth-Led Forums on Peace.

Year One

- Support the development of sustainable community Forums on Peace for children and youth. The Forums should be youth-driven and youth-focused.
- Planning should include multi-dimensional communication strategies. Planning also should include hosting events throughout the City to encourage diverse and equitable participation and opportunities.
- The Forums should be designed by children and youth with the assistance of a City liaison (i.e., an agency of the City). The liaison should work with the youth on coordinating free transportation throughout the City for the Forums.

Year Three

- Evaluate, assess, and report on the utilization of the Forums on Peace to guide planning future efforts and determining youth and resource needs. Data should include demographic information of participants, including age, race/ethnicity, neighborhood, and number of (including which) events attended.
- Evaluate the utilization of transportation to guide planning.

Year Five

- Provide the City and community a report on the utilization of the Forums on Peace. Data should include trends on participation disaggregated to understand youth needs and resources for change.

Objective 2: Healthy and Supportive Relationships with Family

Action Item: Normalize Equitable Family Engagement.

Year One

- Continue to develop strategies to attract diverse educators and family engagement staff to create a district-wide school community in which inclusive family engagement is the standard practice.
- Review and modify, as appropriate, school-based and district-wide communications plans to ensure each plan is multi-dimensional and communications are accessible to all families (through various forms of media and with the inclusive practice of ensuring that people with physical disabilities, situational disabilities, socio-economic restrictions on bandwidth and speed, and language needs do not experience barriers to interacting with or accessing information.
- Promote professional development opportunities that advance culturally responsive instructional practices.
- Offer additional listening sessions or opportunities for school administrators and teachers to hear from parents, caretakers, and families.
- Develop, promote, or expand trusted relationships with community members or organizations to ensure family engagement is regular and consistent.
- Engage with community organizations to support children and families through home visits and other supportive services.
- Promote a culture of partnership between families and schools.
- Support a shift from an institutional-centric to a student-centric culture.
- Evaluate the need for the implementation or expansion of parent-teacher associations for each school.
- Develop a family-school relationship survey to capture and analyze data on the effectiveness of engagement strategies.
- Develop strategies to ensure school-community partnerships are centered in equitable family engagement.

Year Three

- Evaluate, assess, and report on qualitative and quantitative data regarding the effectiveness of strategies to normalize a culture of equitable family engagement.
- Develop and implement strategies to address the challenges, barriers, and opportunities towards creating a culture of equitable family engagement.
- Evaluate and assess whether the strategies aimed to ensure school-community partnerships are centered in equitable family engagement.
- Develop and implement strategies to address the challenges, barriers, and opportunities presented towards universally requiring that school-community partnerships are centered in equitable family engagement.

Year Five

- Evaluate, assess, and report on qualitative and quantitative data regarding the effectiveness of the strategies to normalize a culture of equitable family engagement.
- Develop and implement strategies to address the challenges, barriers, and opportunities towards creating a culture of equitable family engagement.
- Evaluate and assess the strategies aimed to ensure school-community partnerships are centered in equitable family engagement.
- Develop and implement strategies to address the challenges, barriers, and opportunities presented towards universally requiring school-community partnerships are centered in equitable family engagement.
- Provide the City and community a report on progress towards creating and normalizing a culture of equitable family engagement. Data should include quantitative and qualitative data on accomplishments and challenges.

Objective 3: Healthy and Supportive Relationships with Caring Adults

Action Item: **Develop a Community Action Grants Program for Youth.**

Year One

- Develop a fund to support youth action promoting connection, inclusion, belongingness, kindness, and empathy in the community.
- The Community Action Grant program should provide small grants (i.e., \$500 or less) to youth seeking to create change in the City. The grant application should be youth-oriented and developed in consultation with youth voice.
- Awardees and their projects should be highlighted through a multi-dimensional communications plan in partnership with local businesses, organizations, City agencies, and Danville Public Schools (DPS). Evaluation criteria should ensure equitable funding decisions.

Year Three

- Expand opportunities for increased youth participation in the Community Action Grant program.
- Provide demographic data on applications, awardees, and projects receiving funding.

Year Five

- Provide the City and community a report on outcomes through the Community Action Grant program.
- Provide demographic data on applications, awardees, and projects receiving funding.
- Report on efforts to expand opportunities for increased youth participation in the Community Action Grant program.
- Identify continuity and sustainability goals for the next five years.

Environment

The Environment Strategy fall includes two (2) Objectives and the following Action items:

Objective 1	Connection to Nature
Action Item	Increase Children and Youth Nature-Based Experiences
Action Item	Advance a Healthful Environment (Air, Water, Noise, Transportation, and Other Natural Resources)
Objective 2	Balancing Screen Time
Action Item	Promote Health in Children and Youth (<i>See Physical Health</i>)
Action Item	Promote Digital Citizenship (Responsible and Healthy Use of Technology) (<i>See Relationships</i>)
Action Item	Develop or Update the City's Clean Energy Plan

Objective 1: Connect to Nature

Action Item: Increase Children and Youth Nature-Based Experiences.

Year One

- Survey/map nature-based recreational and prosocial programs/experiences for children and youth.
- Include in the assessment - at a minimum - how the programs are marketed, ages of the children and youth participating in the programs, whether there are waitlists for the programs, the costs of the programs, whether transportation is provided for the programs, and where the program is located in the City.
- Expand or increase grant funding for children and youth participation in nature-based recreational and prosocial programs/experiences. Funding should focus on the results of the resource and recreation needs assessment (*See Community, Objective 1*) completed bi-annually by youth.
- Expand and increase opportunities for free and cost-based, nature-based recreational and prosocial programs/experiences for children and youth.
- Expand funding for transportation to increase participation opportunities for free and cost-based programs and activities.
- Develop strategies for service providers to evaluate whether children and youth participants in the sports/recreational and prosocial programs and activities have healthy community connections, including trusted caring adults, a sense of belonging in the community, and opportunities to collaborate with peers.

Year Three

- Evaluate, assess, and report on the efforts to enhance and expand nature-based, recreational, and prosocial programs/experiences for children and youth.
- Develop and implement strategies to address the challenges, barriers, and opportunities towards equitable distribution and opportunity for children and youth participation in nature-based programs/experiences.
- Evaluate the use of grant funding. Develop strategies that tie funding for nature-based recreational and prosocial programs/experiences for children and youth to equitable

distribution and opportunities.

Year Five

- Evaluate, assess, and report on the efforts to enhance and expand nature-based recreational and prosocial programs/experiences for children and youth.
- Provide the City and community a report on progress towards the equitable expansion of nature-based recreational and prosocial programs/experiences for children and youth. Data should include trends on program use and how programs and activities were developed or redeveloped to meet community needs.
- Develop and implement strategies to address the challenges, barriers and opportunities towards equitable distribution and opportunities for children and youth participation in nature-based programs/experiences.
- Evaluate the use of grant funding. Develop additional strategies to tie funding for nature-based programs/experiences for children and youth to equitable distribution and opportunities.
- Provide the City and community a report setting forth qualitative and quantitative data on the impact of grant-funded nature-based recreational and prosocial programs/experiences on children and youth perspective on the environment and the importance of connection to nature.

Action Item: Advance a Healthful Environment (Air, Water, Noise, Transportation, and Other Natural Resources).

Year One

- Develop a measurable approach towards improving the environmental conditions of well-being (reducing air, noise, and water pollution; developing a clean and reliable public transportation system; improving walkability throughout the City; increasing livable and affordable housing; and maintaining a healthy infrastructure). The framework should include intentional goals, which should be cross-referenced in other planning or strategic documents.
- The framework should define the activities and approaches towards advancing healthy environmental conditions with the methodology to test and measure determinants in the physical environment and progress towards goals.

Year Three

- Evaluate, assess, and report on how determinants in the physical environment have changed (or not changed) as a result of the City's efforts.
- Develop strategies to advance the goal of a healthful environment throughout the City.

Year Five

- Provide the City and community a report on progress towards a more healthful environment.
- The Report should include trend data on efforts.

Objective 2: Balancing Screen Time

Action Item: Promote Health in Children and Youth.

(See Physical Health)

Action Item: Promote Digital Citizenship (Responsible and Healthy Use of Technology).

(See Relationships)

Action Item: Develop or Update the City's Clean Energy Plan.

Year One

- Develop or update the City's Energy Plan to provide short-, medium-, and long-term clean and renewable energy goals for the public and private sector.
- Define goals towards achieving carbon neutrality, energy efficiency, energy security, and energy equity.
- The Energy Plan should address current energy issues and proactively plan to address climate change-related energy issues in the future.
- The Plan should be educational, innovative, and resilient. It should focus on structural, relational, and societal changes toward environmental protection.

Year Three

- Evaluate, assess, and report on status toward achieving the goals set forth in the Energy Plan.
- Develop strategies to further advance goals set forth in the City Energy Plan.

Year Five

- Provide the City and community a report on progress towards achieving the goals set forth in the Energy Plan.



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