



**Regular Meeting of the Richmond Fund for  
Children and Youth Oversight Board  
of the City of Richmond  
Monday, May 4, 2020 | 6:00 PM**

- A.** Pledge to the Flag
- B.** Call to Order and Roll Call
- C.** Agenda Review and Modifications
- D.** Report from the Director
- E.** Public Forum
- F.** Consent Calendar: None
  
- G.** Oversight Board as a whole
  - G-1.** RECEIVE a policy brief from Kennedy High School students on their Y-PLAN (Youth – Plan, Learn, Act, Now) project to better understand how the Department of Children and Youth may best serve all Richmond youth
  
  - G-2.** RECEIVE an update on the PLUS Fellow project and recommended data best practices for the Department of Children and Youth
  
  - G-3.** RECEIVE an update on the Community Needs Assessment and its adjustments as a result of COVID-19
  
  - G-4.** DISCUSS providing stipends to Richmond Fund for Children and Youth Oversight Board appointees between the ages of 15 to 24
  
- H.** Adjournment

# MEETING INFORMATION

## Oversight Board members

Geselle Alvarado  
Khaliaghya Dandie-Evans  
Guadalupe Enllana  
Teyona Galloway  
Angel Godinez  
Carol Hegstrom  
Kapris James  
Zeonta Johnson  
Katherine Lee  
Kristin Kilian Lobos  
Christian Mendizabal  
Chastity Ochoa  
Madiha Qader  
Stephanie Sequeira

## Staff Liaison

David Padilla

**ALL BOARD MEMBERS WILL PARTICIPATE VIA VIDEO OR TELECONFERENCE**

**REFER TO PAGE 3 FOR INSTRUCTIONS ON HOW TO PARTICIPATE BY COMPUTER, MOBILE DEVICE, OR PHONE AS A MEMBER OF THE PUBLIC**

### **CORONAVIRUS DISEASE (COVID-19) ADVISORY**

Due to the coronavirus (COVID-19) pandemic, Contra Costa County and Governor Gavin Newsom have issued multiple orders requiring sheltering in place, social distancing, and reduction of person-to-person contact. (See, for example, March 31, 2020 County Order extending the shelter-in-place order until May 3, 2020 & March 19, 2020 statewide shelter-in-place order.) Accordingly, Governor Gavin Newsom has issued executive orders that allow cities to hold public meetings via teleconferencing (Executive Order N-29-20).

Both <https://www.coronavirus.cchealth.org/> and <http://www.ci.richmond.ca.us/3914/Richmond-Coronavirus-Info> provide updated coronavirus information. On April 29, 2020, the Health Officer of Contra Costa County issued a press release to inform the public that regional shelter-in-place orders will be extended through May 31, 2020, as some restrictions are eased.

**DUE TO THE SHELTER IN PLACE ORDERS, and consistent with Executive Order N29-20, this meeting will utilize video/teleconferencing only.**

### **How to observe and/or participate in the meeting from home:**

#### **By Computer, Tablet, or Mobile Device:**

Step 1: Tune in to the videoconference at the following link:

<https://zoom.us/j/95191960077?pwd=VFBBY1JpT1kvYlluOFNrZUNFb2JqUT09>

Step 2: Enter the following password: 361828

#### **By Telephone:**

Step 1: Dial (for higher quality, dial a number based on your current location):

Dial (for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592  
or +1 312 626 6799 or +1 929 205 6099

Step 2: Webinar ID: 951 9196 0077

International numbers available: <https://zoom.us/u/aeyoQdDiYl>

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## **Public Comment:**

We will only accept written public comments by email and mail. All comments received by 3:00 p.m. on Monday, May 4, 2020, will be provided to the Oversight Board during Public Forum, be considered a public record and put into the record, and be considered before Oversight Board action. Comments can be submitted via email to [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us). Email must contain in the subject line: **public comments – not on the agenda** or **public comments – agenda item #**. Comments can also be submitted via mail if received by 3:00 p.m. on Monday, May 4, 2020. Comments submitted via mail should be sent to 450 Civic Center Plaza, Suite 300, City Manager’s Office, Richmond, CA 94804. For future meetings, the City is working on additional ways for the public to submit comments.

## **Accessibility for Individuals with Disabilities**

Upon request, the City will provide for written agenda materials in appropriate alternative formats, or disability-related modification or accommodation, including auxiliary aids or services and sign language interpreters, to enable individuals with disabilities to participate in and provide comments at/related to public meetings. Please submit a request, including your name, phone number and/or email address, and a description of the modification, accommodation, auxiliary aid, service or alternative format requested at least two days before the meeting. Requests should be emailed to [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us) or submitted by phone at (510) 620-6523. Requests made by mail to 450 Civic Center Plaza, Suite 300, City Manager’s Office, Richmond, CA 94804 must be received at least two days before the meeting. Requests will be granted whenever possible and resolved in favor of accessibility.

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### **Effect of Advisory on In-Person Public Participation**

During the pendency of the Executive Order N-29-20, the language in the Advisory portion of the agenda supersedes any language below in the meeting procedures regarding in-person public comment.

**Communication Access Information:** This meeting is being held in a wheelchair accessible location. To request disability-related accommodation(s) to participate in the meeting, including auxiliary aids or services, please contact Bruce Soubllet, ADA Coordinator, at (510) 620-6509 at least three business days before the meeting date.

**Speaker Registration – Public Comment on Agenda Items:** Persons wishing to comment on an item on the agenda shall file a Speaker’s Request form with Department staff PRIOR to the Oversight Board’s consideration of the item. Once the agenda item is announced and discussion of the agenda item begins, only those persons who have previously submitted Speaker Request Forms shall be permitted to comment on the item. Speakers will be called to address the Oversight Board when the item is announced for discussion. Each speaker will be allowed two (2) minutes to address the Oversight Board on the item(s) for which the speaker is registered.

**Speaker Registration – Public Forum:** Anyone who wishes to address the Oversight Board on a topic that is not on the agenda and is relevant to the Oversight Board’s purpose may file a Speaker’s Request Form with Department staff PRIOR to commencement of the Public Forum portion of the meeting and will be called to address the Oversight Board during the Public Forum. The amount of time allotted to individual speakers shall be a maximum of two (2) minutes. If there are several speakers, the amount of time allowed may be modified at the Co-Chairs’ discretion.

**Conduct at Meetings:** Oversight Board meetings are limited public forums during which the City strives to provide an open, safe atmosphere and promote robust public debate. Members of the public, however, must comply with state law, as well as the City’s laws and procedures and may not actually disrupt the orderly conduct of these meetings. The public, for example, may not shout or use amplifying devices, must submit comment cards and speak during their allotted time in order to provide public comment, may not create a physical disturbance, may not speak on matters unrelated to issues within the jurisdiction of the Oversight Board or the agenda item at hand, and may not cause immediate threats to public safety.



# AGENDA REPORT

Department of  
Children and Youth

**DATE:** May 4, 2020

**TO:** Members of the Richmond Fund for Children and Youth Oversight Board

**FROM:** LaShonda White, Director  
Guadalupe Morales, Administrative Aide

**SUBJECT:** Y-PLAN AND KENNEDY HIGH SCHOOL STUDENTS POLICY BRIEF

## **RECOMMENDED ACTION:**

RECEIVE a policy brief from Kennedy High School students on their Y-PLAN (Youth – Plan, Learn, Act, Now) project to better understand how the Department of Children and Youth may best serve all Richmond youth – Department of Children and Youth (620-6523).

## **FINANCIAL IMPACT OF RECOMMENDATION:**

There is no financial impact.

## **BACKGROUND:**

The Department of Children and Youth served as a client for 12<sup>th</sup> grade Information Technology Academy (ITA) students at Kennedy High School to answer the question: “How can the newly created Department of Children and Youth best serve all young people in Richmond?” The goal of the project was to identify current service gaps in Richmond impacting youth and their families and better understand how these services gaps are perceived.

ITA students were supported by Y-PLAN (Youth – Plan, Learn, Act, Now), an action research initiative that engages young people to tackle real-world problems in their communities through project-based civic learning experiences. Since its creation in 1999, Y-PLAN has empowered thousands of young people to create change in their community. In the last 14 years, Y-PLAN has supported 1,400 Richmond youth and 24 city-school projects in Richmond. Y-PLAN’s partnering schools include but are not limited to De Anza High School, Kennedy High School, and Richmond High School. ITA students received support from Dr. LaRue Moore at Kennedy High School, Mentor Garrett Seno, and Y-PLAN Project Coordinators Selena Perez Tejada and Myrna Ortiz.

## Project Data and Insights

ITA students created and shared two online community surveys with their peers, one in English and one in Spanish. The ITA students received 572 and 85 responses respectively at the closing of their online survey.

While analyzing the survey data collected from their peers, students discovered trends of interest. Almost half of the English respondents stated that they have lived in Richmond for more than 10 years. In contrast, 47% of Spanish respondents stated that they have lived in Richmond for less than a year and 42.2% stated they have lived in Richmond for 3 years or less. This data point emphasizes the complex and differing needs of all youth in Richmond.

Based on their survey results, research, and personal experiences, ITA students concluded that youth need more opportunities in Richmond. These opportunities include, but are not limited to access to jobs, transportation to after school activities, and more resources for multilingual and immigrant community members. The ITA students also provided short-term and long-term recommendations as stated in their Y-PLAN Policy Brief (Attachment 1). This document can be found at [www.richmond youth.org](http://www.richmond youth.org).

Providing insight into young people's experiences and needs in Richmond, the ITA students have provided the Department with insightful survey data and community feedback that will be directly incorporated to support the upcoming Community Needs Assessment and Strategic Investment Planning process. Department staff would like to recognize the ITA students, Kennedy High School staff, and Y-PLAN partners for their efforts to support and empower Richmond youth.

### **ATTACHMENT:**

1. Y-PLAN Policy Brief



## Y-PLAN Project: Serving all young people in Richmond, CA

Y-PLAN Policy Brief 2020

**School:** Kennedy High School, IT Academy (ITA)

**Ages:** 12th Grade Students, (ages 17-18)



### ISSUE

The City of Richmond's newly created Department of Children and Youth was established, through the work of youth and community organizers, to create a fund that will directly support Richmond community organizations and services that cater to young people in the city. Since the Department is new, they asked ITA students at Kennedy HS to think about their communities and the services available to them. Are these services enough? What else do youth need? And how can services reach more young people?

### PROJECT QUESTION

**How can the newly created Department of Children and Youth best serve all young people in Richmond? Components to consider:**

- **What's already there?** (landscape analysis of current services + programs)
- **What are the biggest needs?** (community needs assessment)
- **How do we best reach all young people (0-24 yrs)?** (using tech + online tools, surveys, working with middle school, videos, etc)

### COMMUNITY OF PRACTICE

- **Instructors:** Dr. LaRue Moore, **Students:** 12th Grade ITA students
- **Y-PLAN Project Coordinators:** Selena Perez Tejada + Myrna Ortiz, **Mentor:** Garrett Seno
- **Client:** City of Richmond Department of Children and Youth
- **Educational Partners:** Center for Cities + Schools

### PARTICIPANT GENERATED DATA AND INSIGHTS

**Students created two community surveys**, one in English and one in Spanish, and shared them online to their peers. They received 572 and 85 responses respectively by January 24th, 2020. An interesting data point found from the survey responses was that most students who took the English survey said it was unlikely, to very unlikely, that they would continue to live in Richmond after high school, while more Spanish speaking respondents claimed they were more likely to live in Richmond after high school. The students who took the Spanish survey were mostly newcomer students in Kennedy HS, so most of them have only lived in the City of Richmond for less than a couple of years.

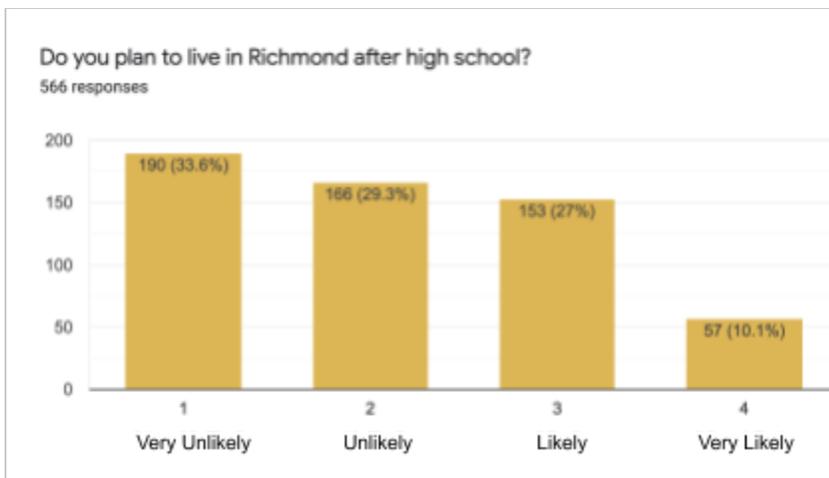
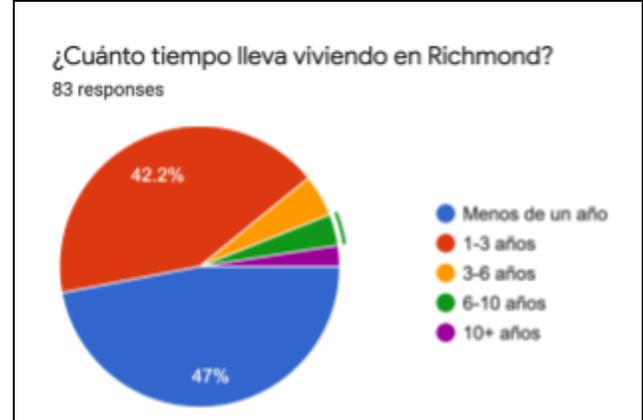
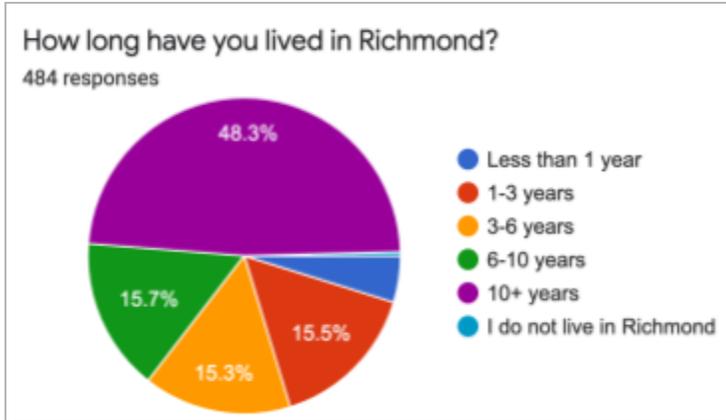
The surveys provided insight into young people's experiences and needs in Richmond. More importantly the survey data and community feedback can be utilized by the Department of Children and Youth to inform their decisions on who they fund in the future.

**Link to English Online Survey:** <https://forms.gle/TvRdEj2DjRPgP7qX8>

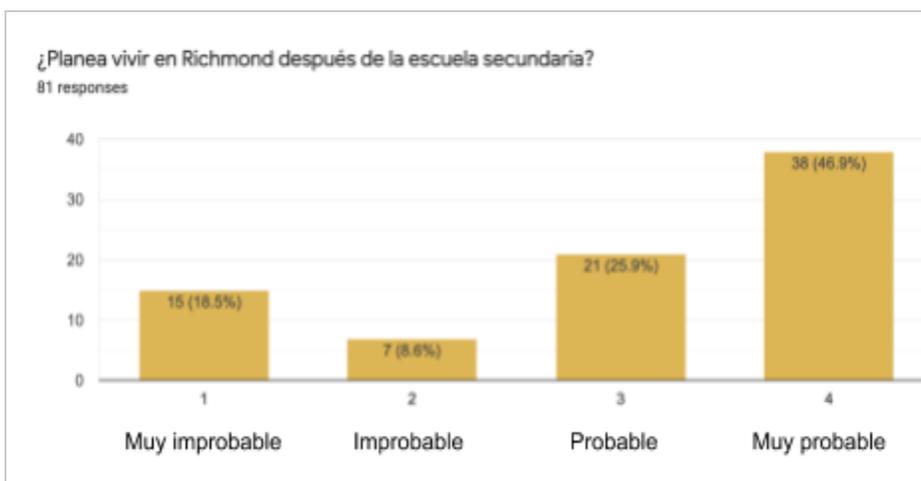
**Link to Spanish Online Survey:** <https://forms.gle/D5StgmEz8E75eapy>

## Y-PLAN SURVEY DATA

Almost half of the English respondents said they have lived in Richmond for more than 10 years, while 47% of Spanish respondents have lived in Richmond for less than a year, and 42.2% said they have lived in Richmond for 3 years or less.

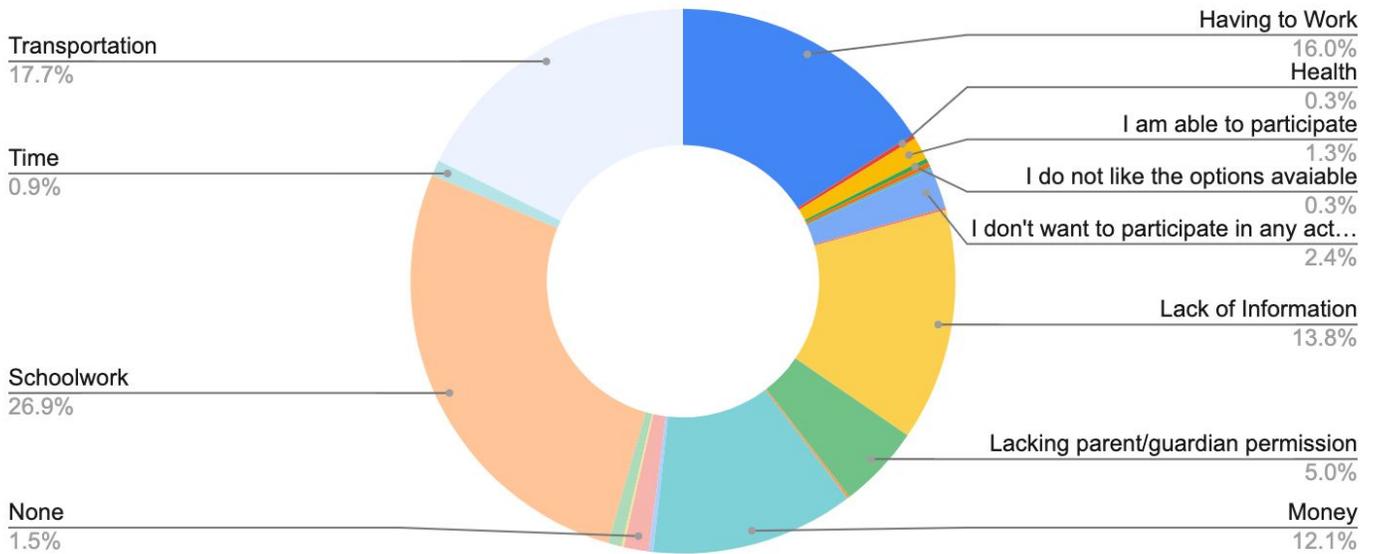


When asked if students plan to live in Richmond after graduation, 62.9% of English speaking students said it was **Unlikely** or **Very Unlikely** they would live in Richmond after high school.



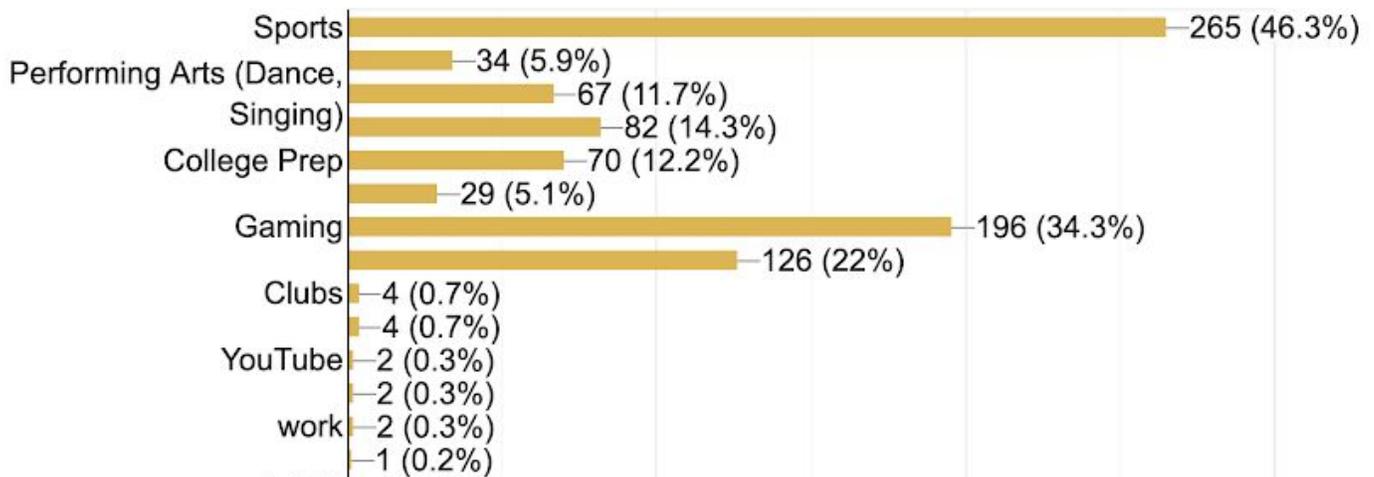
While 72.8% of the Spanish speaking respondents said it was **Likely** to **Very Likely** that they will live in Richmond after high school.

## What are some of the reasons you are UNABLE to participate in extracurricular activities?



## What extracurricular activities do you do? Check all that apply.

572 responses



## Recommendations from Y-PLAN Students

Based on our survey results, research, and personal experiences, we think that **youth need more opportunities in Richmond**. We need more access to jobs, transportation to after school activities, and more resources for multilingual and immigrant folks.

### Short Term Recommendations

1. **Improve existing programs in community centers** to include services such as career and college advice, tutoring and other educational activities.
2. **Provide more resources and services for immigrants.** The survey data from the newcomer students indicated that they would be more likely to live in Richmond after high school. Richmond needs more resources that cater to this specific population.
3. **Use social media, specifically Instagram, to advertise community programs and services to young people,** since this is the social media platform youth use the most. Community organizations should also invest in internet and social media ads since students said that is what catches their attention the most.
4. **Create Professional Development Training Classes in schools** so students do not have to travel to another location to learn professional skills, to attend workshops on resume and cover letter writing, or not gain assistance filling out job applications. Finally, these classes should provide financial literacy education, such as budgeting, how to open a bank account, and filing taxes.

### Long Term Recommendation

While our short term recommendations above would support youth today, these longer term recommendations are looking to the future, where youth have more job opportunities and the services they need within Richmond. These types of services can take various shapes, from programs that support youth in gaining employment, workshops on financial literacy, as well as equal employment resources for undocumented youth. One long term vision would be to create more youth centers and support existing community centers to continue serving the Richmond community.

- Provide Richmond youth with a **monthly Youth Clipper Card with passes/funding for AC Transit and BART**, to travel to school and for personal use, in order for youth to have more ability to attend after school activities without worrying about the cost of transportation.
- Make Richmond more **bike-friendly by adding more protected bike paths** that are visible and safe from ongoing traffic.
  - Create bike lending programs within schools, similar to Rich City Rides.
- Make Richmond **safer by reducing gun violence**. Continue funding organizations, like the Glen Price Group, that is already doing work to reduce violence in Richmond.
- Create a **safe space for people to use or seek help for substance abuse**. Providing a place for people to do drugs safely will keep them from using public spaces like parks for their substance abuse. It will allow children to play in parks safely.
- Create a **gaming center** in Richmond. Many students reported that they play video games after school. **Gaming has become a very popular career pathway in the technology field in recent years.** Having a gaming center would give students a place to go after school and build community around video games. It will also attract gaming companies to invest in Richmond and its youth. The center could also provide educational opportunities like coding and game development.
- Create **culturally relevant centers**, such as a Latino Cultural Center with these types of services:

- Tutoring resources, especially for Spanish speaking youth who are learning English, as well as provide English classes for the community
- Access to technology programs (video games, computer/coding, and tech design classes)
- Legal services for immigrant families
- Independent living soft-skill classes (i.e. cooking)
- Include a competent health center, with an emphasis on supporting newcomer youth with adjusting mentally, emotionally, and physically to living in a new place.
- Funding for local sports leagues (soccer, basketball, baseball)
- This center would cater to the Latino community while being open to anyone in the City!

### **LOOKING FORWARD**

Richmond youth need to feel safe in their communities. Youth believe that the recommendations above will help them feel safer and provide them with engaging activities to do after school. Having more resources will also encourage students to stay in Richmond after high school as they see more opportunities to develop their careers in this community. .



# AGENDA REPORT

Department of  
Children and Youth

**DATE:** May 4, 2020

**TO:** Members of the Richmond Fund for Children and Youth Oversight Board

**FROM:** LaShonda White, Director  
Anna Leversee, PLUS Fellow

**SUBJECT:** PLUS FELLOW PROJECT REGARDING DATA PRACTICES

**RECOMMENDED ACTION:**

RECEIVE an update on the PLUS Fellow project and recommended data best practices for the Department of Children and Youth – Department of Children and Youth (620-6523).

**FINANCIAL IMPACT OF RECOMMENDATION:**

There is no financial impact.

**BACKGROUND:**

In October 2019, Anna Leversee from the UC Berkeley School of Social Welfare began her PLUS Fellowship with the UC Berkeley Center for Cities + Schools. PLUS Fellows work closely across school districts and local governments to support cross-sector collaboration and provide customized project deliverables each year.

Anna has worked to create a series of recommendations that will help the department use data to tell a compelling story of the Department of Children and Youth's impact, incorporate youth voice and empowerment in its data practice, and provide valuable data on Richmond children and youth to partners and stakeholders. Anna has focused on how the Department of Children and Youth can develop data management and evaluation systems for the Richmond Fund for Children and Youth's grant disbursement process, beginning in 2021. Her work takes the form of two deliverables: (1) a slide deck documenting data practices at the San Francisco Department of Children, Youth & Their Families, the Oakland Fund for Children and Youth, and the San Pablo Team for Youth; and (2) a slide deck of data practice recommendations tailored to the Department of Children and Youth.

A draft of deliverable 2 (*Recommendations for the Department of Children and Youth's Fund-related Data Practices*) is included with this report (Attachment 1). Please keep in mind that this draft deliverable includes selected slides and is still in development. As a result, it may be subject to change.

Anna will conclude her project with the Department of Children and Youth by May 7, 2020. She will share her finalized findings and deliverables with the Department and Oversight Board following that date.

**ATTACHMENT:**

1. Draft Deliverable 2: Recommendations for RDCY's Fund-related Data Practices



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**DRAFT**

**Data Best Practices**  
**Richmond Department of Children and Youth**  
**(RDCY)**

**Anna Leversee**

Master of Social Welfare Candidate  
UC Berkeley School of Social Welfare



# Recommendations for RDCY’s Fund-related Data Practices

*\*The sections highlighted in yellow below are included in this draft deliverable. The final deliverable will be shared upon completion.*

## Action Steps: Data Management and Evaluation of New Grant Program

Building a Strong Data Management and Evaluation Practice	(1) Keep it simple
	(2) Stay focused on the “why”
	(3) Develop a data practice and partnership with CBOs
Telling RDCY’s Story with Data	(4) Adopt Results-Based Accountability (RBA) framework or elements of RBA
	(5) Be intentional about the publication and dissemination of data
Youth Voice and Empowerment in Data Practice	(6) Adopt an equity framework for data practice that incorporates youth focus
	(7) Deepen connections with Y-PLAN as a cornerstone of youth voice and empowerment
	(8) Explore other avenues for centering youth and community voice
Data Repository for Stakeholders	(9) Pilot basic initial data repository and linkages to data - evaluate resource’s use and cost/benefits
	(10) Question reframe: What data is useful to grantee partners and/or the community and how can RDCY provide that data in a way that is accessible and useful?



# Keep it Simple



"After careful consideration of all 437 charts, graphs, and metrics, I've decided to throw up my hands, hit the liquor store, and get snocked. Who's with me?!"



# Keep it Simple

“Keep it simple.” - Almost every person interviewed for this project

Data collection, management, and evaluation can be expensive, time consuming, and stressful for you and CBO partners without necessarily giving you the information you want. More is often not better.

High-level ways to keep it simple

- Measures/indicators
  - Prioritize and limit the number of measures and indicators you are gathering
- Data management
  - Short-term: consider low-cost data systems during start-up such as Excel
  - Long-term: consider investing in frequently used but costly data management software (Cityspan, Salesforce, City Data Services, other)
- Evaluation
  - Limit investment in and set clear, limited scope for third-party fund evaluation
  - Consider graduate student evaluation work for early years, weigh tradeoffs of helpful but costly outside evaluation
  - Focus investment and energy on “evaluation” that enables you to understand and tell a story about what you’re funding and what the results of your funding are rather than on detailed, costly, and not necessarily relevant research and evaluation questions



## Develop a Data *Practice & Partnership*

<p>Jamileh Ebrahimi</p> <p>RYSE Center</p>	<ul style="list-style-type: none"><li>● Be intentional and transparent<ul style="list-style-type: none"><li>○ What's being collected? Why is it being collected? How is it being used?</li><li>○ Show that when you collect data, you use it</li><li>○ Make collection process and use transparent to people</li></ul></li><li>● Build a partnership with CBOs around data<ul style="list-style-type: none"><li>○ Be flexible: don't ask for totally new and different data than what orgs have</li><li>○ Keep reporting simple: Reporting was "overwhelming" when working for OFCY-funded program</li></ul></li></ul>
<p>Jordan Simmons</p> <p>East Bay Center for the Performing Arts</p>	<ul style="list-style-type: none"><li>● Approach data work and data conversations as <i>building a practice</i>, rather than imposing a fully thought out plan on grantees and the community<ul style="list-style-type: none"><li>○ Welcome input from grantees<ul style="list-style-type: none"><li>■ What data is relevant to your mission that you have and can give us? → Funders are frequently out-of-touch, ask for lots of data that's expensive or impossible to get</li><li>■ What else would you like us to know about your context? → Seek to understand programs</li></ul></li><li>○ Share timeline for building data practice</li><li>○ Be transparent</li><li>○ Use data "not to beat people, but to get the best results"</li></ul></li></ul>



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Telling RDCY's Story

Adopt RBA

Data  
Dissemination

# Annual Reports

- Strong practices:
  - **Brief, clear annual executive summary:** Brief, clear, include participant quotes/voices, organize findings according to RBA buckets (How much did we do?/How well did we do it?/ Is anyone better off?)
  - **Full report:** Separate longer annual report (if needed)
  - **Publish:** Clear link in prominent place on website (don't hide in complicated list of links or send viewer to a Google Drive)
  - **Tidy data visualization** (tables, graphs, etc.)
  - **Attractive graphics** if possible
  - **Include demographic data** (race, gender, SES, primary language, other?)
  - **Decide:** Will you publish program-specific results or aggregate progress only?
  - **Long-term option:** Interactive grantee reports ([sample](#)), maps ([sample](#))



# Other considerations

- **Online: Partner with Open Data Richmond**
  - Leverage data visualization expertise and capacity
- **In-person: Consider a meeting or presentation as informative celebration of learning and progress if you want data to be accessed and meaningful to broader stakeholder group**
  - Y-PLAN as example: “The data was a launching off point for students to talk about their own experiences. It empowers youth to speak confidently about their own experience.” Selena Perez Tejada, Y-PLAN Coach
- **Get Creative**
  - Try a variety of publication methods: explore **light-lift social media postings**
  - **Understand where “data” won’t be the most compelling part of the RDCY story:** program and participant voices are often the most memorable, meaningful, and powerful for the speaker and the listener
  - **Consider video, photo,** and other methods of capturing and communicating information that will appeal to a broad audience





- Hold a team retreat on equity, including exploration of equity in data practice
  - Craft a departmental equity mission statement, vision, and/or values → see [SFDCYF](#) example
  - Explore adoption of equity framework that incorporates a youth and/or community focus
  - Intentionally consider and incorporate an equity approach in all facets and stages of data (CNA, data management, evaluation, publication/dissemination)
  - Operationalize efforts: Move from “we think equity and community voice in data is important” → “this is how we make equity and community voice part of the fabric of our data practice”
- Suggested sources to start building/adapting frameworks
  - The Equitable Evaluation Initiative’s [EE Framework](#)
  - Government Alliance on Race and Equity (GARE) [Racial Equity Tool](#)
  - DCYF insight: have a follow-up conversation
- Interrogate evaluation “working orthodoxies” and make intentional decisions about RDCY’s approach (*Equitable Evaluation Framing Paper*, The Equitable Evaluation Initiative p. 3-4)



## Low-hanging fruit

- Craft **departmental equity mission statement** ([Example](#))
- Include Equity Analysis in CNA ([Example](#))
- Use a simple survey to grantees to **ask for feedback on data equity practices** (SFDCYF [sample](#))  
**Gather demographic data**, disaggregate data by key identifiers (race/ethnicity, gender, primary language, neighborhood, other?)
- As a starting checklist/questionnaire, **adapt questions 3-6 from GARE's Racial Equity Tool** to interrogate data practice and embed equitable approach focused on race and youth voice (or other key equity targets):

### Racial Equity Tool (GARE)

- Community engagement:** How have communities been engaged [in our data practice]? Are there opportunities to expand engagement?
- Analysis and strategies:** Who will benefit from or be burdened by your proposal [for data collection, management, and publication]? What are your strategies for advancing racial equity or mitigating unintended consequences?
- Implementation:** What is your plan for implementation [of data practices]?
- Accountability and communication:** How will you ensure accountability, communicate, and evaluate results?



## Racial Equity Tool Adaptation for RDCY

Questions can be applied to decisions regarding RDCY data practice to ensure ongoing equity focus. The term [data practice] can be substituted for others: “CNA”, “fund evaluation”, “dissemination of data”, etc.

- How does our [data practice] include youth and/or other target communities? Are there opportunities to expand engagement?
- How does our [data practice] address language, literacy, technology access, and/or other barriers?
- How does our [data practice] benefit or burden individuals, programs, or communities? What are our strategies for advancing racial equity or mitigating unintended consequences?
- How does our [data practice] define success? Who has participated in the definition of “success” and selection of indicators?
- Who does our [data practice] regard as the “expert”? How does our [data practice] center the expertise of youth and other program participants?
- How does our [data practice] share power with target groups (CBOs, youth, families, etc.)?
- How does our [data practice] provide value for target groups (CBOs, families, etc.)?
- How does our [data practice] help explore and illuminate the ways in which historical & structural decisions and context have contributed to the condition being addressed and the outcomes observed?
- How does our [data practice] validate the identities and experiences of participants (gender, race, etc.)?
- How are we continuing to reflect on and improve our [data practice], specifically concerning issues of equity?



## Options to Deepen Partnership

- (1) Recurring Y-PLAN project with RDCY
  - Yearly: RDCY could frame the same or a slightly different research question each year
  - Every 3 years: Align research questions with RDCY Community Needs Assessment and strategic planning process
- (2) Create Richmond Y-PLAN Youth Alumni Leadership Council
  - Model being pioneered on the peninsula
    - Y-PLAN alumni selected
    - Light-touch internship: 2 workshops per month from Y-PLAN coach, paid
  - Adapt: focus on research and data, department meets bi-monthly with students, funding and coaching from Y-PLAN (\*to further explore)
  - Current challenge: Kennedy High School works with seniors, harder to keep engaged
- (3) More intensive internship model
  - They can hire a cohort of interns and run as a department
  - \*Possible: Y-PLAN could support pathway for interns (lessons from previous Richmond internship programs?)

Additional Ideas from RDCY on deepening partnership welcome!



## Explore Short and Long-term Options

- Short-term: Focus on low-hanging fruit
  - **Administer simple, standardized survey** each year to youth, program participants to gain perspective on quality of programs (How well did we do it?) and outcomes (Is anyone better off?) during fund evaluation
  - **Consider focus groups** with youth, participants during fund evaluation
  - **Continue including youth on Advisory Board** for ongoing input on data practices
  - Plan **recurring RDCY/Y-PLAN research project**
- Long-term: Explore whether RDCY has a role in funding and/or conducting **Youth-led Participatory Action Research (YPAR) or community participatory action research** to empower research participants & provide insight on residents' experiences and needs
  - See *The RYSE Center's Listening Campaign, A community-engaged inquiry of young people's experiences and articulations of trauma, violence, coping, and healing (2016)* as an example: "RYSE's Listening Campaign aimed specifically to emphasize youth voice, experience, and meaning making as part of research, as well as to enhance youth engagement and community participation [...] it is aimed to initiate an analysis of youth perspectives of how violence shapes their lives and communities in order to better inform current approaches, policies, and investments [...]" p. 2
  - Engaged youth aged 13-21 in funneled data approach: Community conversations and survey → focus groups → key informant interviews plus youth photojournalists and youth filmmakers



## Lessons from The RYSE Center

- **Go where youth are** to get input, don't wait or ask them come to you → schools, programs, etc.
- **Get youth feedback** on the tools and processes you use for data collection
- **Involve youth in interactive, creative data projects** as possible and helpful
  - Consider youth-produced media as “a key tool to capturing, documenting, and sharing out youth voice and stories.” p. 40, *RYSE Center Listening Campaign*
- “Engage young people in meaningful decision-making. **Provide training and support so they are prepared to engage. When asking for input, be realistic and transparent where they will have meaningful influence on decisions.** At the same time, **avoid over-reliance on young people** within such processes.” RYSE Center, *Listening for a Change*, Vol. 1, Issue 2, Value: Youth Leadership
- “**Context is critical in measuring impact.** Youth leadership development in conditions of chronic trauma and inequity require a **long lens in vision, strategies, and investments.** When funding youth leadership and youth development programs and agencies, ensure allocations that support young people’s holistic leadership and well-being.” RYSE Center, *Listening for a Change*, Vol. 1, Issue 2, Value: Youth Leadership
- “**Invest in programs and approaches that commit to listening to and validating young people’s experiences and feelings [...]. Involve young people in determining the measures of success that matter to them.**” RYSE Center, *Listening for a Change*, Vol 1, Issue 3 Value: Justice & Equity



# AGENDA REPORT

Department of  
Children and Youth

**DATE:** May 4, 2020

**TO:** Members of the Richmond Fund for Children and Youth Oversight Board

**FROM:** LaShonda White, Director  
David Padilla, Management Analyst  
Sarah Ferrell, Graduate Student Intern

**SUBJECT:** RECEIVE AN UPDATE ON THE COMMUNITY NEEDS ASSESSMENT AND COVID-19

**RECOMMENDED ACTION:**

RECEIVE an update on the Community Needs Assessment and its adjustments as a result of COVID-19 – Department of Children and Youth (620-6523).

**FINANCIAL IMPACT OF RECOMMENDATION:**

There is no financial impact.

**BACKGROUND:**

On March 3, 2020, the Richmond City Council approved the Richmond Department of Children and Youth (Department) to enter a contract with Hatchuel Tabernik & Associates (HTA Consulting) to support the Department's Community Needs Assessment (CNA) and Strategic Investment Plan to inform the first three-year grant cycle of the Richmond Fund for Children and Youth (Fund). HTA Consulting led a kick-off planning meeting with the Department on March 5, 2020, and continues to work collaboratively with Department staff to move forward with CNA efforts.

**DISCUSSION:**

Community Needs Assessment Work To-Date and Ongoing Efforts

With the support of HTA Consulting, Department staff drafted the CNA's vision and guiding principles to ensure community engagement efforts promote an inclusive and collective process.

The draft vision and guiding principles are not finalized and Department staff will continue to seek feedback from Oversight Board members and the Service Provider Working Group. On April 29, 2020, the Department hosted more than 30 service providers in co-designing the community engagement plan at its Service Provider Working Group Meeting. Leading up to the meeting, Department staff and HTA Consulting interviewed various key stakeholders to better understand how community members and organizations could participate in and support the CNA process.

Additionally, Department staff and HTA Consulting are continuing to analyze existing data from the Kennedy High School Y-PLAN surveys, Census, Richmond Community Survey, West Contra Costa Unifies School District data, and previous needs assessments and data collection from Kaiser Permanente, RYSE, Safe Return Project and more.

To stay up-to-date on the CNA process and review the draft vision and guiding principles, please visit <https://www.ci.richmond.ca.us/cna>.

### Community Needs Assessment and COVID-19

In response to COVID-19, Department staff and HTA Consulting have met regularly to discuss ways to move forward with CNA efforts. As determined by Contra Costa Health Services, the community engagement plan has been adjusted to meet social distancing and shelter-in-place guidelines.

Consequently, Department staff will be moving forward with CNA planning, amidst COVID-19, in the following ways:

- Moving the current process from face-to-face to virtual (e.g., Zoom, teleconferencing, etc.) and realizing the challenges connected with access
- Staying engaged in community conversations to support the creation of an immediate COVID-19 relief fund
- Leveraging the work of service providers and other conveners gathering data and discussing ways to support children and youth
- Balancing the long-term goals of the Fund and understanding the short-term needs of children, youth and their families

The CNA timeline is projected to move forward, as follows, for the coming months:

May	Community Questionnaire and Response Analysis
May – June	Secondary Data Quantitative Analysis
June – July	Host Focus Group and Analyze
July – September	Community Forums
August – September	Compile and Summarize Needs Assessment Findings
October – December	Draft Strategic Investment Plan, RFP and Secure Council Approval

Consistently, during all phases of the CNA, Department staff and HTA Consulting will be sharing findings with community members, service providers, and stakeholders and incorporating their feedback.

## **NEXT STEPS:**

Department staff will continue to regularly update the Oversight Board of upcoming CNA events so that Board members can participate and support these events.

Department staff and HTA Consulting will continue with the following next steps:

- Monitoring COVID-19 and co-developing the community engagement plan through April and May to guide the CNA process as needed
- Updating the draft vision and guiding principles with feedback from the Oversight Board and Service Provider Working Group
- Supporting ongoing data collection in the upcoming months through interviews, focus groups, and questionnaire(s)



# AGENDA REPORT

Department of  
Children and Youth

**DATE:** May 4, 2020

**TO:** Members of the Richmond Fund for Children and Youth Oversight Board

**FROM:** LaShonda White, Director  
Patrick Seals, Supervising Office Assistant

**SUBJECT:** STIPENDS FOR OVERSIGHT BOARD MEMBERS AGE 15 TO 24

**RECOMMENDED ACTION:**

DISCUSS providing stipends to Richmond Fund for Children and Youth Oversight Board appointees between the ages of 15 to 24 – Department of Children and Youth (620-6523).

**FINANCIAL IMPACT OF RECOMMENDATION:**

There is no financial impact.

**DISCUSSION:**

Currently, the Oversight Board has seven (7) members between the ages 15 to 24 serving on the Oversight board. Two (2) of these members have been absent from the first three (3) meetings of the Oversight Board and there is one (1) vacant seat for a member between the ages 15 to 24. Additionally, both the Oakland Fund for Children and Youth Committee and the City of Richmond Youth Council (RYC) provide either stipends or scholarships to support young people's participation.

Notably, the RYC provides \$30 stipends for each regular meeting attended by its members. The members complete a W-9 and are assigned a vendor number. Disbursements are made quarterly, and stipends are capped at \$600.00 annually to eliminate any tax filing requirements. Department staff prioritizes inclusivity and privacy concerns and would seek to ensure all young people, including our undocumented community members, would be able to receive stipends.

Overall, recruitment and retention of young people can often be a challenge and stipends provide incentives for participation. Young people may forego gainful employment or incur transportation or other costs to carry out their responsibilities as Board members. Stipends may provide an important mechanism to attract, encourage, acknowledge, and support youth who participate in and contribute to the Richmond Fund for Children and Youth Oversight Board.